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Major Research Project
on
Teacher Management Styles and their Influence
on Student Performance, Leadership,
Interpersonal Relationships and Personality
Development among Secondary School Students

FINAL REPORT

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PREAMBLE.....

A teacher effects eternity; he can never tell where his influence stops. -- Henry Adams

Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each. - Plato

The significance of a teacher has been clearly brought forth in the quotes presented above. A teacher has an obligation to help the future generation in the classroom grow toward becoming full human beings and feel successful. The teacher then becomes an all pervasive force in the life of a student. Therefore, teaching should be considered as an honour with high responsibility in the society.

It is evident that the classroom will become effective only if the students know, not only what they do, but also know why and how. The teachers then become the key to the wide world. Hence, they have to facilitate the students to read all that is relevant and possible.

Bearing these facts in mind, I as a teacher over a period of two decades, had always been intrigued by the way teachers manage their classes, especially in schools, the formative years in a student's life. Furthermore, the Indian conditions are most repulsive for good learning in the sense we are always abundant in number. We could never maintain an ideal teacher-student ratio, for this simple reason of over population. Our five year plans, however effective it could be, was unable to control this factor of over population, resulting in ineffective management in all spheres of life. Nevertheless, I also was amazed at the fact that our people have been always excelling in various walks of Science and Technology. These contradicting issues drove me to take up an empirical investigation into the

existing styles of classroom management in schools and their impact on student outputs with a specific focus on high school students. I also envisaged that the Indian student naturally overcomes problems of population explosion in the class due to the effective management styles of the Indian teachers and thus, the present research study. The following sections clearly presents a description of the study, population and sample structure, analyses and results of data collected from among both the teachers and the students. Finally, I have also attempted to indicate the near and long term implications of this study.

Teacher Management Styles and their Influence on Student Performance, Leadership, Interpersonal Relationships and Personality Development among Secondary School Students

1. INTRODUCTION

Managing classroom is surfacing as one of the most challenging problem for a teacher today. It is posing a problem requiring the serious concern of the educators and the education researchers. Ineffective management leads to serious conditions of indiscipline causing damage to the conducive climate for learning. Though teachers are provided with inputs on the best fit managing strategies, they are not provided with any specific technique to suit specific problems in classroom management. The teacher therefore, requires to plan in detail, creating strategies of management in order to develop a productive learning environment.

Effective classroom management is defined as a climate emphasizing and conducive to proper learning, good behaviour and positive inter personal relationships. Proper learning in the present context refers to proper comprehension and assimilation, in other words, meaningful learning. The teacher needs to encourage this learning by utilizing new strategies and new techniques. A review of fifty years of educational researches (as cited by Conte, 1994) has indicated that an effective classroom management by the teacher increases student involvement in teaching, reduces disruptive behaviour and utilizes the instructional time to the fullest extent. The present study is focused on the teacher management quality in the classroom and its influence on student performance, leadership, interpersonal relationships, and personality development among secondary school students.

The present research has focused on the aspect of effective management of the teacher in order to elicit the factors which support and factors which flatten students' motivation towards learning and interest in the class. Based on this goal of investigation, the researcher decided to study the classroom management of teachers at the higher level of school education. This was considered researchworthy, as the outcome of classroom input is very vital during these formative years where students will have to decide their future. If the teacher is not managing the classroom effectively, students resort to indiscipline and indifference to learning. Many students though have the innate cognitive competence for academic skills fail to manifest their skills due to the lack of effectiveness of the teacher in managing the classroom.

This problem has become manifold in India where the population is exploding and the classrooms are huge with numbers. The ideal proportion of 1:20 recommended in the literature of educational technology is not being followed in India due to the excess population and shortage of schools. Nevertheless, the need to manage the classroom effectively remains to be the same across the world. This has resulted in the researcher consolidating on a problem relating to effective classroom management in the Indian school context.

The ratio between student and teacher in India can only be widening but not narrowing. The fact remains that inspite of all the constraints, Indian school students are emerging as efficient youngsters and hard workers desired all over the world. This phenomenon is totally amazing and found only in Asian countries.

1.1 Origin and Need for Research

An exhaustive review of literature presented in relevant books on the role of classroom management clearly evidences the importance of this area and the research worthiness. Many have felt that classroom management is the foundation on which the curriculum is based. A great deal of evidences is quoted on the significant relationship between classroom management and student achievement. The worthiness of this type of research is clearly brought to light by establishing research studies on the positive influence of effective classroom management with efficient student performance (Marzano, Marzano and Pickering, 2003).

This knowledge has lead to the understanding that a good teacher is not always a good classroom manager. Then the question arises as to whether good teachers are born or made and if so what type of training do they require for effective classroom management. Researchers have also identified certain select criteria as good classroom management. They are as follows:

Get off to a good start

The first "honeymoon" encounter between the teacher and students is when they formulate their impressions of the teacher. Students sit quietly, raise their hands to respond and are generally well behaved. The teacher is easily misled into thinking that this is an ideal class and may relax their vigilance. Students within a week will begin to test the waters to see what they can "get away with". It is during this period that the effective teacher will establish the expected ground-rules for classroom behaviour.

Being a knowledge worker

The teacher is expected to build knowledge regarding the subject. This will mean that the teacher has to equip herself/ himself with abundant knowledge relevant to the subject. She has to impart information, clarify doubts, and check for a clear understanding of whatever being imparted in the classroom. This will also depend on the skills of teaching using effective techniques. A teacher who is a knowledge builder will also have to be a facilitator, creating a conducive climate in the classroom for effective learning.

Learning school policies and rules

Prior to meeting the class for the first time, the teacher should become familiar with school policies concerning acceptable student behaviour and disciplinary procedures. The teacher should definitely know what the school expects from both student and teacher in regard to discipline. The teacher has to establish a set of classroom rules to guide the behaviour of students at once. The teacher is expected to discuss the rationale of these rules with students to ensure they understand and see the need for each rule. The rules most often involve paying attention, respect for others, excessive noise, securing materials and completion of homework assignments.

Establishing positive relationship and developing good interpersonal interaction in the classroom

The teacher has a major responsibility of maintaining good interpersonal relationships in the class. Certain positive qualities are warranted from the teacher to build such good relationships in the classroom. They are, being fair and impartial not allowing oneself to be

influenced, favouritism, nepotism and prejudices. The teacher has to have control over evaluation bias. This is very vital to maintain a positive interpersonal attitude among students about the teacher. Ineffective classroom management will in other words lead the teacher to have students develop anxiety, insecurity and stress among them leading to poor output. Several classroom illustrations have been quoted in the literature on these problems leading to a total failure on the part of the student. It is evident that any ineffective classroom management affects the student more than the teacher. However, a teacher who is unable to control the class with her/ his knowledge, power, teaching skills and positional power will always be subjected to student unrest and indiscipline in the class. Hence, this criterion is considered important.

Considering these and negative impacts of classroom management styles the present investigator, an educator herself, intended to maximize teacher resource for enabling maximum student learning and application. In this her venture, the researcher has had a vision of gradually improving the curriculum to provide better classroom management skills which will go a long way in bringing up talented teachers, the need of the hour. Some of the researches reviewed have been presented below which provides foundation for the extrapolation of the problem.

1.2 International and National Theoretical Approaches to the Understanding of Classroom Management

Schools and classrooms are unique social organizations. They are not created by the people who occupy them. Those who occupy are students, teachers and managers of administration. The schools are different from other social organizations as the participants in schools have very little

recourse, if dissatisfied in the management. Teachers and students are simply assigned to classes based on their speciality, if teachers, and based on their age and ability, if students. They have limited opportunity to choose from among a larger population of teachers and students. Thus, learning to live with each other and bringing out an outcome becomes an enormous responsibility for the teacher. The teacher is in other words a designated leader, who has to effectively manage a collection of students, while disseminating knowledge. The teacher is also expected to bring about changes in the student resulting in positive performance (Doyle, 1979).

Many researchers have talked about and investigated teacher-behaviour, considering the teacher to be a manager of the classroom. This factor is explained in terms of classroom control referring to their ability to maintain order and sustain pupil attention. Bringing order in the classroom has a stabilizing influence in the classroom, maximizing student resources and minimizing distractions. It is found that many studies report teachers as managers of the classroom. It is explained that a teacher is evaluated as effective when the pupils are quiet, attentive, industrious and respectful. Though, this opinion had been there from time immemorial, a great deal of changes have taken place in the recent past. The pupil's expectations have risen to a great length pressurizing the teacher to seek enrichment and upgradation continuously in her/ his knowledge base (Redl and Watterberg, 1959).

The teacher's opinion has always been related to the classroom control methodology inclusive of skills to implement them successfully. The researchers conclusively developed the three important 'C's of effective classroom management. They are the Content, Conduct and Context.

Teachers manage the learning content, stipulate the conduct code for the pupil and create the context for conducive teaching-learning process (Stefanich and Bell, 1985).

Components of Classroom Management and their Effectiveness

Teaching becomes classroom management as it refers to major functions of management. They include, planning, organizing, executing, and control. Teachers plan their lessons of information, organize material for instructions in the classroom, maintain order and sustain pupil attention. Order is a stabilizing influence in the classroom to maximize learning and interaction and minimize distractions. Teachers become effective managers only if they succeed in engaging students to be concentrating, studious, jointly involving and regardful. Teachers often aim for this as their ultimate goal. In order to obtain this, researchers such as, Froyen (1988) have suggested classroom management classified into three categories or functions. They are management with reference to learning of content, stipulating conduct and create the context. These three kinds of management are explained below.

- **Content management**

Froyen (1988) described content management as based on teachers' proclamation that 'it is the best hedge against student problems'. An enthusiastic and well prepared teacher is likely to empower students from getting distracted. Students refrain from creating trouble if and when there is an exciting lesson and captivating curricula. The educators who profess this theory urge teachers to become proficient in their subject, methodologically versatile and involve active participation of students in the learning process.

He has further noted that intellectually stimulating and well organized lessons, usually complimented by the active participation of students is the best way to manage a classroom.

Content theorists thus, manifest knowledge power and methodology of teaching to be most significant. According to them, effective classroom management will include relevant syllabi, meaningful curricula, effective teaching methodology, efficient feedback and favourable infrastructure are most primary.

- **Conduct management**

Conduct management with regard to a classroom in a school refers to an orderly environment. Froyen (1988) has observed that collateral activities of conduct management promote content proficiency. The way the pupil conducts himself/ herself in pursuit of knowledge and in social interactions with one another, with the peer group and the teacher contributes to the classroom decorum and dissemination of information. Though, the subject matter may be interesting and the curriculum be potentially stimulating, a teacher will be unable to deliver the material when there is no order in the class. A classroom where students are roaming about, chatting and pestering neighbours, during the class hour, or any disruptive behaviour in the class significantly affects the purpose for which the class has assembled. The conduct management theorists emphasize teachers to be conduct oriented, so that students operate within prescribed boundaries.

The school therefore insists on teachers to create and even make it mandatory to make students comply with rules and regulations. The review of literature on these areas clearly manifest that student attention can be

controlled and focused only when there is some orderliness in the class. It is also essential for the security of the teacher, student and the property of the school. Concerning oneself in maintaining good conduct can prevent misbehaviour and administer quick justice to those who sabotage the rules of the classroom. The theorists believed that safety and comfort result from two important areas of classroom activities. One set of rules, dealing with the way students get their work done and the other set of rules deal with the way they get along with one another. In conduct management teachers also insist that teachers settle their differences with students. Ultimately the conduct management theorists believe that proper management of classrooms could be achieved only by conduct management, which in turn increases, both the quantity and quality of work.

- **Context management**

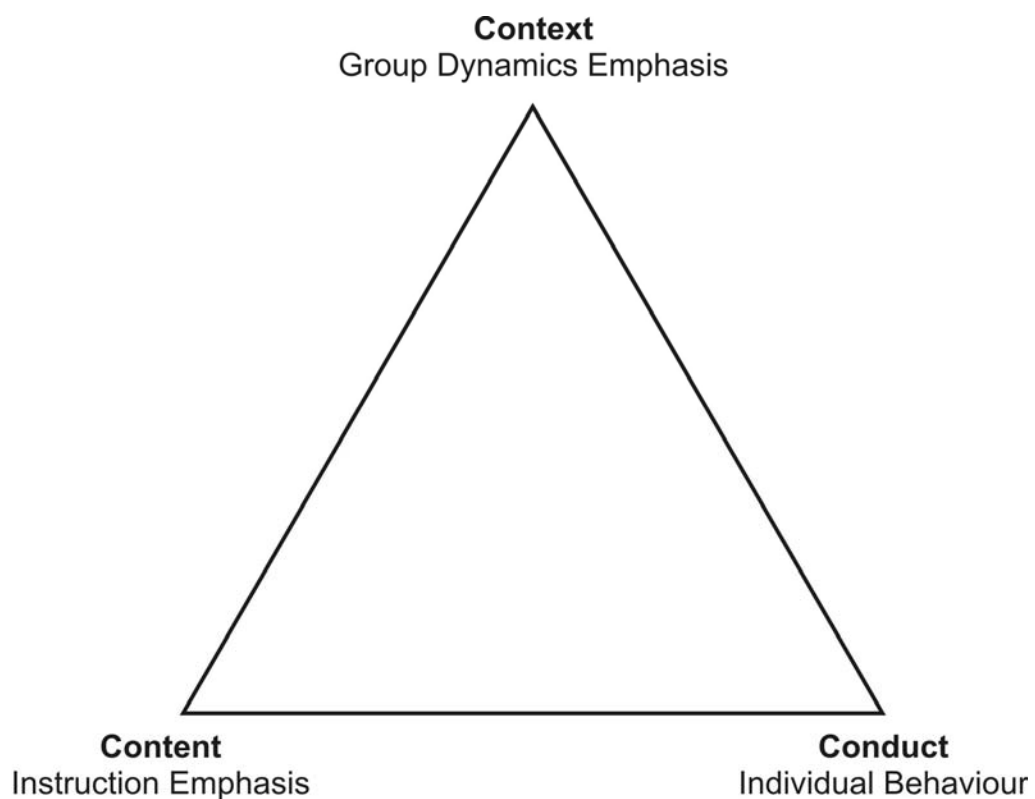
Teachers are believed to have commitment to the context issues. The classroom climate, for example, occupy an important place in the lives of teachers. It is obvious that this management issue refers to the relationship between the teacher and the student. It is implied that this relationship will have to be mutually positive and mutually respectful. On the part of the teacher it is described as teacher's concern and care for students.

From a context management perspective, it is relationship orientation, which means, there has to be a conducive communication between the teacher and the student. The teacher has to support, encourage, motivate students creating confidence in students. In other words, the teacher has to inculcate friendship with students with genuine empathy. This according to context theorists is a prime requisite for the teacher which enables him/ her to understand issues from another person's point of view.

These three areas of management have to be exercised together as they are areas of a common purpose and contribute for both the teacher and the school effectiveness. They felt that maintaining adherence to these rules will seldom necessitate the use of either persuasion or punishment. The teacher can thus become a facilitator of learning in the class, provide beneficial guidelines with reasonable controls prescribed.

Figure - 1

**Classroom Management Triangle: An Emphasis Management
Function Analysis (Froyen, 1988)**



In discharging content, conduct and context management, an effective teacher utilizes three types of control. They are, preventive, supportive and corrective (Charles, 1985; Stefanich and Bell, 1985).

Preventive control refers to minimizing the onset of discipline problems which the teacher will have to expect or anticipate while planning. These predictions may need experience on the part of the teacher. However, teachers are expected to know and select preventive measures to control indiscipline. It is considered as part of teacher training. Maintaining the decorum of the class is essential for every teacher.

Supportive control refers to helping students' manifest expected behaviours. Teachers will have to lend their support through encouragement and awareness to proper behaviour. This will involve the teacher to make use of behaviour prompts, such as, usage of cues.

Corrective control refers to identification of wrong behaviour which are inappropriate and objectionable and teachers correcting such behaviours using punitive measures. A prudent and enlightened teacher uses punishment which has momentary unpleasantness to decrease the incidence of misbehaviour. This teacher reverts back to pleasant actions and interactions in order to maintain proper interpersonal relationships.

Meaning of Classroom Management

Classroom management is an organizational function in which tasks are performed in a variety of settings. This usually results in the inculcation of knowledge, application of knowledge, in addition to certain social values, such as, personal integrity, human respect, self confidence, direction and decision making and cohesion (Johnson and Brooks, 1979).

The teacher has various tasks related to her/ his job of disseminating knowledge. The teacher prepares the infrastructure for conducive education which includes the time duration for contacts, space in the classroom,

infrastructure resource and finally, the learning material. The techniques of instruction also play a vital role in enabling the student and making the teacher successful. Therefore, classroom management has a wide spectrum of tasks and activities involving, the teacher, the student and the support factors.

Definition of Classroom Management

Classroom management is defined as a system of actions and activities managed in the classroom to induce learning through the teacher (William, 1969). The definition is highly comprehensive including all major components of teaching in the classroom. Teachers and students being the basic component the mode of relationship between them, forms the third component. Classroom management has traditionally been authoritarian and later became more and more democratic. The democratic type of management in a classroom provided ways of positive interest, motivated learning and social development among students (Jouin, 1970).

Principles of Classroom Management

Classroom management is governed by certain general and certain specific principles. They are described in the following pages. The general principles govern most of the classroom issues, some special principles are used in specialized situations.

- **General principles of classroom management**

General principles follow certain major assumptions presented below:

- Students are likely to follow classroom rules and regulations only when they understand and accept them.

- Management has to fix its maximum target in enabling students spend that time in productive work instead of simply enforcing control.
 - Teacher has to play a significant role in developing self control strategies in the student and not merely exercising external control.
 - Students when engaged in meaningful work in the classroom in accordance with their interests and goals will not engage themselves disruptive behaviour in the classrooms.
- **Specific principles of classroom management**
 - teachers need to establish a clear picture of rules and regulations.
 - The teacher will have to minimize disruptive behaviour in the student.
 - The teacher has to plan for activities in addition to the organized lessons benefiting all round education, social in nature.
 - The teacher has to sustain motivation and increase motivation through reinforcements.

Classical Approaches to Classroom Management

There have been four major classical approaches to understanding of classroom management. They are:

- **Herbartian Approach**

This is the most ancient approach (Herbart) to the study of classroom management. It has four steps, namely, *preparing presentations, comparisons, obstructions and generalizations*. This is called the Content Centered Approach to classroom management, employing teacher controlled instruction. All classroom activities are managed and controlled through authoritarian techniques and students are passive listeners. This has been criticized as thoughtless teaching, stressing on memory alone.

- **Evaluation Approach**

Bloom (2008) had been the proponent of this approach. This has emphasized teaching as a tripolar process consisting of three important behaviour components, namely, educational objectives, learning experiences and change in behaviour. Classroom management according to his approach is to realize educational objectives. The classroom management then becomes objective centered.

- **Managing Teaching-Learning**

Robert Glaser (1962) developed a basic model of teaching consisting of four important stages similar to the functions of organizational management.

Classroom management research had been the primary concerns of teachers ever since there have been teachers and classrooms. It is observed that systematic studies on effective classroom management are relatively recent. Initially the study of Jacob Kounin (1970) has been quoted as the first scientific approach to the study of teachers. He identified several

dimensions of classroom management, such as, (i) “withitness” (ii) smoothness and momentum in lesson presentations (iii) letting students know what behaviour is expected of them (iv) variety and challenge in seat work. “Withitness” involves keen observation of disruptive behaviour and immediate attention to the behaviour. The other three behaviours, are expected of excellent classroom management and separate the teacher from the average or below average teachers. It is evident from the compilation of related literature that teacher effectiveness is very much dependent on teachers’ classroom management skills. It is also clear that the teacher requires management skills crucial and fundamental. A teacher who is lacking in these classroom management skills is considered as grossly inadequate.

There are a number of management styles that teachers’ exhibit. Classroom management styles of teachers can be characterized along two dimensions (Baumrind, 1971): Type of control exercised over students and degree of involvement of teachers with students. The extremes of these two dimensions allow teacher management of students to be readily identified. The classroom management styles of teachers have been identified on the basis of the permutations and combinations of the degree of control and the level of involvement. The chart given below clearly manifests the possible combinations:

	High Involvement	Low Involvement
High Control	<i>Authoritative</i>	<i>Authoritarian</i>
Low Control	<i>Indulgent</i>	<i>Permissive</i>

Baumrind (1971) has described the four possible combinations of classroom management styles as follows:

- The **authoritative** style is characterized by behavioural principles, high expectations of appropriate behaviour, clear statements about why certain behaviours are acceptable and others not acceptable, and warm student-teacher relationships.
- The **authoritarian** style tends to be characterized by numerous behavioural regulations, is often seen as punitive and restrictive, and students have neither a say in their management, nor are they seen to need explanations; the teacher's character is sometimes perceived as being cold, even punishing.
- The **permissive** style is characterized by a lack of involvement, the environment is non-punitive, there are few demands on students, and there is a lot of freedom.
- The **indulgent** style presents an environment where there are no demands on the student of any sort, and students are actively supported in their efforts to seek their own ends using any reasonable means.

Davies (1973) has approached classroom management as a combination of teaching and learning. Therefore, the emphasis is on the methods of teaching and learning. Davies has identified four stages in the management of teaching, namely, *Stage-I: Planning*, *Stage-II: Organizing*, *Stage-III: Leading* and *Stage-IV: Controlling*.

These approaches and others provide a better understanding of the existing classroom management styles in a western scenario. It is a fact that in India, educators and education researchers have all been concentrating on the teacher personality and her ability to impart knowledge rather than on her classroom management styles, which according to the investigator is the most significant.

1.3 Significance of the Study

Teacher being the nucleus of all formal learning is an individual who has to fulfill multiple requirements of self, work and family. Therefore, the teacher behaviour, teacher skills, teacher problems, have all been time and again tested for centuries in the direction of improvement. Improvement in teaching skills has an impact more important for the society, which is the student outcome. Teacher is the moulding adult of students during the formative years. The society itself is dependent on the teacher bringing out a good citizen for the future. Such teacher behaviour has not been dealt with, in detail, in the Indian educational literature. No doubt Indian education researchers have contributed for student performance, their pre dispositions and precipitators at length, there are very few studies on teacher behaviour on the whole, excepting for teacher effectiveness. The present research is a pioneering work of its kind in exploring teacher behaviour in terms of classroom management styles which it was thought will be an appropriate holistic approach in understanding the teacher and the contribution of such management on student outcomes.

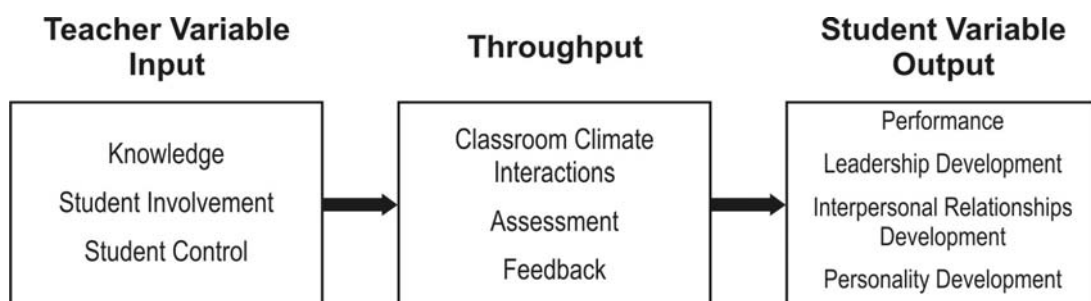
1.4 Conceptual Framework

The conceptual framework for the present study was based on the ultimate goal of the study, namely to find the teacher-student interactions in the classroom and its impact on the final output through the student. As a result, some select teacher variables pertinent for classroom teaching and management were selected. Similarly, some student output variables were selected to be most significant. Thus, an interlinkage was hypothesized. A hypothetical model is presented below with the selected variables.

1.5 Present Research Model

Figure-2

A Schematic Presentation of the Present Research Model



In the present study the interlinkages have been described as follows:

The teacher management variables will be significantly contributing to student outcomes. However, there are various teacher management styles which will influence the student outcome differently. For example, a contingent teacher will have a positive influence on student performance, interpersonal relationships, better development of leadership and

personality. Similarly, a permissive teacher will have a negative influence on student performance, interpersonal relationships, development of leadership and personality.

The model presented above evidences the direction and the variables selected for the study. This was formalized based on the earlier theoretical approaches and an exhaustive review of related studies. The queries that lead to the development of this model are as follows:

- (i) Are there various styles of classroom management manifested by teachers?
- (ii) If so, could they be classified into various categories, orthogonal or oblique in relationships?
- (iii) Are there any relationship between teachers management styles and student outputs, such as, performance and social skills?
- (iv) Is it possible that some management style could be positively and effectively influencing student behavior?
- (v) Could there be a gender difference among the students in manifestation of student behavior studied in the present research even within the same teacher management style?

These questions were considered most important in the final effectiveness of learning in school. The variables therefore were chosen on the basis of the queries made.

1.6 Major Objectives of the Research

The purpose of the present research, thus being justified, the researcher has evolved the following major objectives:

- To investigate the different ways of classroom management among teachers at the secondary school level;
- To ascertain whether certain management styles could be evolved through classification;
- To find the extent of influence of teacher classroom management on student performance, leadership, interpersonal relationship and personality development;
- To compare the types of management of the teacher with student behaviour and
- To ascertain whether there is gender difference in the student outcomes of various classroom management styles.

To summate, the present research has been pioneering attempt to understand and develop profiles of teachers who are most effective and those who are least effective with regard to the classroom. The final outcome of the efforts of the teacher is the student performance and behavior. Many outstanding personalities of our generation have said that, it is not the purpose of education to fill the minds of students with information but to teach them to think experience accomplish and feel successful (Robert Hutchins). Therefore, the aim of the present investigator is to begin a line of work on improving and developing better classroom management styles for

the teachers to inculcate the student to be the most effective citizen in the future. Based on these goals the reach was formulated and done, which is reported in the following sections.

2. REFLECTIONS ON OTHER RELATED STUDIES

A series of four studies, conducted by the research and development centre for teacher education in Austin, Texas are considered milestones in classroom management research. Several investigators were involved in this research, such as, Emmer, Evertson and Anderson (1980), Evertson (1981) and Evertson and Emmer (1982) in Sanford compiled those teacher actions associated with students' task behaviour and disruptive behaviour. The most significant conclusion of these studies was that classroom management is primary to success among students. The study also stressed the need for training teachers with techniques critically useful for running an effective classroom. The findings of these researchers were subsequently established by Evertson, Emmer, Sanford and Clements (1983) and Emmer (1984). It is clear therefore, that students' knowledge building and skill totally depend on the effectiveness of the teacher (Marzano, Marzano and Pickering, 2003).

Different personalities and ideologies reflect varied classroom management styles. Concerns about the ability to manage a classroom are common among pre-service and practicing teachers alike. Imitating the styles of other teachers is common, however, a good management style needs proper training in order to enable the teacher becoming an effective classroom manager. Many studies in education research have emphasized teacher as the most important factor affecting student achievement. In a huge survey of Wright, Horn and Sanders (1997) it was found that the

teacher is the most important factor affecting student learning. The survey also shows wide variations in the effectiveness of teachers. The survey was conducted with sixty thousand school students. On the basis of this survey it was concluded that effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity.

These studies set the stage for research and practice in classroom management during the late 1980's, 90's and 2000s. Brophy (1996) and Brophy and Mc Caslin (1992) studied the strategies addressing the classroom management. These studies involved observations of 98 teachers who were classified into effective managers and ineffective managers of the classroom. Similarly, students were also classified as prosocial and asocial groups. The prosocial were the obedient, studious and mature students. The asocial were hostile and aggressive students and hyperactive students, less performing. It was found that the effective teachers effectively managed the classrooms using different types of strategies with different types of students, whereas ineffective teachers tended to use the same strategies regardless of the type of students.

Wang, Haertel and Walberg (1993) compiled the studies of 30 years and conducted the content analysis of the reviews and books on classroom management. This analysis brought forth a list of at least 228 variables influencing student performance. This is considered as the strongest endorsement for classroom management styles leading to student achievement.

Haycock (1998) concluded from his findings that there is a profound impact of an individual teacher on student achievement. The point he has emphasized depicting differences in achievement between students with a

highly effective teacher as opposed to highly ineffective teacher. He pointed out that students in the classes of least effective teachers gained only about 14%, whereas, students in classes of most effective teachers gained about 52% in a year's time. Similar results were reported by Hattie (1992).

The research investigator has made an exhaustive review of literature on studies in the area of classroom management of teachers and student outcomes. From the available literature certain studies concerning the key variables of the present research has been reported below in the following order:

2.1 Classroom Management Styles and Student Performance

2.2 Classroom Management Styles and Student Leadership Development

2.3 Classroom Management Styles and Student Interpersonal Relationship Development

2.4 Classroom Management Styles and Student Personality Development

2.5 Classroom Management Styles and Student Gender

2.1 Classroom Management Styles and Student Performance

Froyen and Iverson (1999) conducted a study on classroom management and the teachers' leadership on student performance. From their research they summarized that disciplinary problems in the class intervene with learning and disables the teacher from delivering lessons in an appropriate manner. The teacher, who is unable to control the disciplinary

problem, neglect the lessons and failed to prompt students with proper learning and feedback. Monitoring in the class also becomes a difficult task for these teachers on a regular basis. In contrast they found that a strong and consistent classroom management with skill in controlling disciplinary problems has a significant impact on student achievement. Froyen and Iverson (1999) felt that an orderly task oriented approach to teaching and learning has the best effect on both the conduct and content management of the student.

Johnson (2001) from his study found that a flexible teacher providing them with fun during lesson dissemination and enabling them with unlimited choice are able to develop student growth and control the classrooms. Maag (2001) found that effective classroom management is directly influential in bringing about high academic achievement among students.

Donovan and Cross (2002) found that teachers inability to effectively manage classroom often contributes low achievement in academics. The studies of Harrell, Leavell, vanTassel and Mckee (2004) found that disproportionate ratio between the teacher and students in a class often results in low academic performance among students.

Downer and others (2005) from their studies on classroom behavior of students concluded that teachers who produce high quality students invariably use pro-active approaches to discipline. They also inferred that there are three important issues in classrooms, (i) classroom will have to engage the students with active participation (ii) teachers who are capable of making the students comply with their instructions are successful in controlling problem behaviours and graded as high quality academic performers. They also indicated that this will be enabled only when the

teacher has a structured administrative capacity. The third issue of good governance in the classroom depended on the social interactions between the teacher and the student and between the peer group in small group settings. Downer finally added that these findings taken together contribute to a scientific understanding of how teachers can regulate student classroom behavior.

Martin and Mayall (2006) found that it is the responsibility of the classroom teacher to develop a conducive classroom creating the best learning environment possible.

Economically disadvantaged schools with children hailing from poor social strata are subjected to teacher inability to manage effectively both the subject and students. This condition mostly, leads to low student achievement (Clotfelter, Ladd and Vigdor, 2005; Peske and Haycock, 2006; Clotfelter, Ladd, Vigdor and Wheeler, 2007). The probable reason quoted for this condition is employing new teachers with less exposure and less capability in economically disadvantaged schools, where students are equally disadvantaged. According to Palmer and others (2008) classroom management is directly related to student involvement in learning and performance.

In the study of Shindler and others (2009), it was found that high quality classroom management strongly correlated with student achievement. The sample was large consisting of 7 elementary, 7 middle and 7 high schools. The sample reflected a diverse range of student population. The study was elaborate and the socio-economic status of the student was also considered.

Freiberg and others (2009) made use of a programme which emphasized preventing classroom indiscipline prior to developing and improving student behavior. From their study they concluded that it is most important to have consistency in classroom management styles and cooperative discipline with an understanding of teacher- student participation in the class.

Higgins and Moule (2009) did a study to compare among urban school teachers and students and noted that when teachers claim strong emotional attachments, strict guidelines and consistency in following rules and regulations, the students felt safe and comfortable. It, according to them yielded high academic turnovers. Researchers, therefore concluded that a teacher has to be assertive and aggressive sometime if they are concerned about performance.

Unal and Unal (2009) studied the three approaches to classroom management, namely, non-interventionist, interventionist and interactionist teachers in the United States. Their revealed that while the non-interventionist approach was student-centered, the interventionist was teacher-centered. They found that both had advantages and disadvantages, while a non-interventionist teacher gave freedom to the students for self-correction of inappropriate behaviours, the interventionist teachers identified and helped them to correct inappropriate behavior. The students in the first category become self-made and manage their own behaviours, whereas, the students belonging to the second category were dependent on somebody for directions. The interactionist teacher is found to the best among the three.

Walker (2009) from his study found that authoritative style of management in the class allows teachers teaching excellence in influencing the students' academic and social dimensions. He found that the students in an authoritative classroom were mostly high in their achievement. They also indicated that such teachers can even reduce the percentage of dropouts.

In one of the interesting studies conducted by Poulou (2009), it was revealed that classroom management will be facilitated by teacher-student interpersonal and intrapersonal relationships, such as, mutual respect, inspiring attention and commitment.

Recent researches in classroom management styles and their impact on student outcomes have by and large found student-centered classrooms to be more effective in providing overall development among the students than teacher-centered classroom management styles(Freiberg and Lamb, 2009; Doyle, 2009).

Milner and Tenore (2010) from their studies found that when students hail from multiple cultures consisting of diverse languages, religions and ethnicities, classroom management becomes highly difficult. Implementation of discipline and regulations of the school will be highly stressful unless the teacher is capable of a contingent classroom management. But Milner and Tenore (2010) also felt that this kind of classroom management will require a great deal of support from the school administration.

A study conducted by Weiner (2010) to understand the issues related to classroom management in urban schools specifically, he found that the teachers need to put in enormous efforts and commitment to enable the students be successful in their academic skills and social skills as urban

classroom situation poses more problems due to the great number, especially when the urban schools are placed in high poverty neighbourhoods. The high poverty areas present problems of indiscipline more than the middle class and upper class schools.

Agba and others (2010) correlated teacher leadership styles in the classroom with student academic performance. In line with many studies and researches Agba and others (2010) found that teacher leadership style has a significant positive correlation to student academic performance. They found the relationship between student-student, student-teacher also equally contribute to either positive or negative performance in academics.

Allen (2010), Clement (2010) and Lemov (2010) found that classroom management is an essential factor in bringing about academic success in students and emphasized the need for training teachers on strong classroom management practices. According to them, a highly qualified teacher would have attained mastery in classroom management practices, taking into consideration the time, the space, the size and the material to be delivered to the students.

2.2 Classroom Management Styles and Student Leadership Development

Renowned researchers such as, Zimmerman and Burkhardt (1999) established the important role of the teacher in fostering student leadership at the high school level. This was emphasized by other researchers such as, Posner (2004) in order to enable students to become effective citizens with qualities of team work, cooperation, participation, initiative and social values. The development of leadership in the classroom has gone through various

stages of research and experiment in the classroom as most of the institutions consider leadership as extracurricular. In the recent past there has developed an influential trend involving responsibility of the institution to inculcate professional leadership among students of higher education. In the west, institutions began practices 15 years ago using hired faculty and educators of leadership through outsourcing.

The recent challenge for developing leadership among the secondary school students has been brought forth to the classroom teacher. She is at present expected to help, encourage and train in team building, team work and initiative in order to imbibe, integrity and strength of character most essential for confronting the complex and challenging society, as a preparation (Morse, 1989; 2004; Astin, 1993; King, 1997; Astin and Astin, 2000).

The study of Pascarella and Terenzini (2005) indicated that leadership skills developed during the higher education level increases and enhances self efficacy, civic sense, character development, academic performance and personal development of students. Corroborative studies were conducted by the following researchers prior to and after Pascarella and Terenzini (2005). The studies of Sipe, Ma and Gambone (1998), VanLinden and Fertman (1998), Scales and Leffort (1999), Fertman and VanLinden (1999), Benson and Saito (2001) and Komives and others (2005) are worth mentioning in this context. This evidence has established the outcomes of leadership development at the secondary school level. However, reviews have reported scarcity of empirical studies in this area of school education.

The western studies thus far conducted and reported have a clear indication of significant room for training and developing students on leadership competencies. Teachers have been training students develop leadership both directly and indirectly by organizing role play, games and exercises, indirectly by introducing captaincy in athletic team in management of tabloids and newspapers, enabling them to hold leadership positions in such activities.

Komives, Lucas and McMahon (1998) in their study exploring leadership at the undergraduate level found that leadership training is absolutely essential for students in order to develop their potential for taking initiative, decision making and working with groups and communities increasingly diverse and complex.

Dugan and Komives (2007) have reported from their long term investigation on student leadership that the most important outcome of such leadership training especially at the high school level will be citizenship, civility and leadership efficacy needed for effective living.

The north Carolina Professional Teaching Standards Commission (2007) after an exhaustive empirical study on teachers and students have submitted that teachers train students to develop leadership qualities through various methods with the objective of inculcating qualities of cooperation, collaboration, communication with which students strengthen their social ties, improve their communication skills, effectively interact and decide.

Trussell (2008) found that effective classroom management fosters positive social behaviours among students, such as, leadership.

Lemov (2010) found that teacher intervention in the class to be most essential in development of motivation and pro-social behaviours. Periodical interventions according to him help the teacher to build confidence and implicitly obey his instructions.

2.3 Classroom Management Styles and Student Interpersonal Relationship Development

Positive interpersonal relationships in the classroom with regard to teacher and student, student and student according to many education researchers play a significant role in the achievement of students. Researchers have based these findings on studies indicating teachers using a positive approach in reaching students where positive student responses are elicited. Davidson and Lang (1960) reported that students who expressed that they were liked by their teachers had productive classroom behaviour and high academic achievement. However, students who expressed that they were not liked by their teachers were low in achievement also. Similar studies have been reported by Truax and Tatum (1966) and Morrison and McIntyre (1969). The importance of developing good interpersonal relationships among teacher and student was also reported by Kleinfeld (1972) in an analysis of teachers and students. She also found that teachers who were showing a personal interest in students with regard to academic achievement found students to be very high in academic achievement. According to her extremely warm personal relationships with an active demand for academic work always yielded high returns of high performance. Churukian (1982) from his study of student learning in the classroom found that students who had an exposure of their

teacher empathetic, understanding, accepting and regarding learnt the most in their school subjects. But students who had an exposure of teachers who were impersonal, disregarding and formal were learning the least. Findings tended to substantiate that student achievement and learning depended on the quality of their interpersonal relationships with their teachers. On the other hand they also found that students who learnt the least were those whose teachers had poor interrelations with students.

The investigation of Welhage, Rutter, Smith, Lesko and Fernandez (1989) explained student failure due to poor interpersonal interactions, both with peer group and teacher.

The Stanford University of the United States in an elaborate study on secondary school teaching found that the high school environment will have to provide a conducive climate for positive student attitude. This according to them will depend on teachers who really “care” (Phelan, Davidson and Cao, 1992).

Interpersonal relationship development has emerged as a pressure for the teacher, as school violence has increased along with the media propagation. Societal expectations have also increased to a great length for the new generation as a result, the youngsters manifest their frustrations in coping with the expectations with aggression and violence. The study of Mayor (1999) clearly indicated that traditional corrective behaviours usually provide a short lived reprieve and therefore ineffective. Even in the same culture and nation it is observed that languages and socio-economic backgrounds are diverse.

Rogers and Renard (1999) asserted that the teacher has to understand the needs and the beliefs of the students in shaping behaviours rather than thinking on teachers will as to what they have to become. The strategies of empathy, admiring even negative attitudes leaving the ego fosters positive interaction and development of holistic interpersonal relationship.

Anderman and Midgley (1999) found that classroom management styles are critically important in developing motivation, self-esteem and teacher-student relationships.

The researches of Lewis and Sugai (1999), Sugai and others (2000), Walker, Nishioka, Zeller, Bullis and Sprague (2001) and Walker and Shinn (2002) show that teachers, parents and administrators feel that a lot of time has to be allotted for such development of social competence. However, social development is considered absolutely necessary for students to become effective citizens in the future manifesting appropriate behaviours. This is considered as all round education for the student who has to face more and more challenges in the future.

In another study by Wormeli (2003), it was observed that a good classroom management strategy goes a long way in building positive social interaction which extends outside the classroom. Bender (2003) found that relationship building oriented classroom management helps the students develop positive and socially appropriate behavior.

Wubbles and others (2005) have indicated the significance of the number of students in the classroom to be deciding the effectiveness of the classroom management. In addition they according to them, the

interpersonal relationship that is maintained by the teacher in the class with the student has a an impact in motivating, instructing and organizing the class. They felt that more than the dissemination of knowledge, these factors of communication is most important in the class. In communication they have shown that the teachers may ignore the student communication as and when the number of students is more. The message the students take from the teacher's inattention will be demotivating the students. The need for a two-way communication is emphasized by these researchers in their book on *Classroom Management Styles*. They have developed a model for interpersonal teacher behavior with two important dimensions, namely, dominance and cooperation. This is presented in the form of a diagram with two lines intersecting with each other. On one line, there is dominance in one extreme, and submission on the other. Similarly, the other intersecting line happens to be cooperation on one end and opposition on the other. According to them, a teacher has to be both, dominant and flexible by her cooperation in order to gain confidence from the students and it also enables the students to develop social and academic skills in the positive direction.

2.4 Classroom Management Styles and Student Personality Development

Adolescence being an age of awareness to ones own personality, comparisons are always made. Personality plays a pivotal role in the achievements of the adolescents. They are admired and criticized only on the basis of social comparisons. Adolescents themselves become capable of assessing their own personality characteristics. Though, psychologists have declared that personality is distinct for every individual, there are certain commonalities. These commonalities provide scope for understanding the

subtle differences in commonalities. The role of the teacher is immensely important in shaping and moulding positive and socially acceptable characteristics among students (Hurlock, 1980).

According to Hurlock, adolescence is a period where changes are possible in the development of students' personality. Many researchers have reported temperamental differences attributing to positive and negative behaviours (Thomas and Chess, 1977; 1984; 1985). They emphasized that temperament is a function of interaction between the adolescents' genotype and environment. Therefore, it is obvious that a healthy personality development at the adolescent stage will very much depend on the adult who is moulding the development. The teacher takes a major role in moulding the student personality as adolescents spend most of their time at school. It becomes a responsibility for the teacher to identify problem behaviours by creating standards of positive and adaptive behaviours.

A factor that intervenes with personality development during adolescence is parental control (Hurlock, 1980). Adolescents by nature do not approve of parental control to a great extent. Therefore, the teacher, the peer group and the school become source of inspiration for either a positive or a negative personality.

Teachers as part of their classroom management take care of the student personality development by identifying the unique behaviours, positive and negative. They bring about changes required by inculcating positive behaviours as part of curricular activity. This is considered as management using psycho-educational techniques (Richardson and Evans, 1997). According to Hersey and Blanchard (1977) teachers are precious

resources and leaders in becoming effective guides to their students in developing self-esteem, self-concept and self-discipline. Moulding is practiced in schools by the teacher using the techniques of telling, selling, participating and delegating. Teachers tell the low maturity students what to do, later they try to sell their expectations. Students are made to accept responsibilities in order to actively participate in making their own decisions. Sometimes, teachers also delegate responsible tasks and thereby enabling them to become responsible citizens in the future (Richardson and Evans, 1997).

Hurlock has brought forth physical and psychological hazards intervening with development of healthy personality during these formative years. An awareness to these hazards by the teacher will help the teacher in developing healthy and effective personality among students. Teachers base their training on two important assumptions (i) the target behaviour that has to be accomplished (ii) the existing behaviour that has to be modified. This strategy will eventually help the teacher modify behaviours in the expected directions during the class (Alberto and Troutman, 1990).

Many researchers have indicated the need for developing a positive self-esteem among students over a period of three decades (Littewood, 1984; Wang, 1985; Abbott and Wingard, 1985; Brown, 1987). According to them a student with low self-esteem exhibits anxiety, hesitancy and withdrawal behaviour. The teacher then has to enable him to understand his weaknesses and strengthen them for developing a high self-esteem. The teacher is supposed to help students develop high self-esteem by fostering self-confidence. Researchers have clearly indicated that it is important for an effective classroom management that the teacher should be more concerned

in encouraging the student even if their performance is poor rather than establishing teachers' superiority over the subject.

Social cognitive psychologists of the recent years such as, Bandura (2005) emphasize the interaction of our biological self with the psychological traits and social situations for the development of personality. These social-cognitive theorists have established that most of personality development is dependent on conditioning through observation and modeling. Bandura called this process of interaction as 'reciprocal determinism'. During adolescence people who are outside the realm of the family such as the school, teachers and the peer group have more influence on their personality development.

Iyengar and Lepper (2000) found that under conditions of personal freedom and empowerment, adolescents will thrive with higher levels of achievement. Similar findings were reported by Schwartz (2000; 2004).

2.5 Classroom Management Styles and Student Gender

There has been an extraordinary surge of interest in studying the student gender influence in classroom management. As theorists of learning have established the differences among genders in learning and education many education researchers have also attempted to ascertain whether classroom management styles of teachers bring about variant student outcomes. Ferrara (2006) has reported single gender classrooms are more effective than mixed gender classrooms, especially, in issues of academic achievements and behaviour. However, many researchers over the western countries found different indicators of success based on single gender and mixed gender groups. The studies of Rowe (1988) and Foon (1988)

indicated the differential response of genders to classroom curriculum and scholastic achievement. Kleinfeld (1999) found that more than academic areas in the classroom the factor of discipline was significant in single gender classrooms. However, the studies have been inconclusive because Davis (2002) found that maintaining discipline was a difficult task in single gender environment of the classroom and highly influenced by the classroom climate and gender. It was found that boys by enlarge were more indisciplined in single gender classes than the girls.

The studies of Datnow, Hubbard and Woody (2001) presented an opposite view from the studies of Davis. They found that there were male and female behaviour differences in single gender classrooms. They also indicated the preconceived stereo types of the boys and girls behaviours to be determining the opinions of the teacher. Teachers by enlarge felt that girls needed less effort to maintain discipline.

Datnow and others (2001a) also compared the classroom behaviour of students in single gender classes and mixed gender classes. They found that in single gender classes the male gender classes had more violations of regulations such as being tardy, cutting class, insubordination and the like. In female classrooms girls were found to be more cooperative, accepting and open to criticisms. Disruptive behaviours were found least in female gender classrooms. Interestingly, they noted that male classroom behaviours and male coeducational classroom behaviours were similar despite the difference. Whereas, the females in single gender classrooms and females in coeducation classrooms manifested differences in their behaviours. The females in coeducation classrooms tended to restrict disruptive behaviours in the presence of male students. However, scholastic achievement

presented a very important picture with an inference that girls studying in single gender classrooms were higher in their achievement compared to the girls studying in coeducation schools. The reasons attributed by the investigators were the distractions from the opposite sex in coeducation schools. The authors further suggested that conclusions may not be possible on gender contributions as achievement is a resultant of the competency of the teacher to a very great extent.

It is by Evertson and Neal (2006) conducted an elaborate study on classroom management and its impact on the wholistic development of the student during his school training. They include, three important aspects, namely, the academic aspects, the moral aspects and the social aspects. The academic aspects are those inclusive of knowledge and application of knowledge. The moral aspects include self-discipline and initiating responsibility. The social aspects include, socialization and personality development needed to participate in the society in future. It requires competence in social skills, such as, participation, leadership, cooperation and collaboration. It also brings about social responsibility when they enter into the society as citizens. This long term study brought forth very interesting information regarding classroom management focusing on three important styles of management. They were a flexible and participative management, rigid and non-participative style and finally, a fluid and indifferent style of management. It was finally reported that multiple achievements by the students were identified only in a flexible and participative classroom management. The teachers in this context always emphasized a benchmark in enabling the students with state of the art outcomes. The other styles could not bring forth the best in the students to that extent.

To summate, an exhaustive review of literature on classroom management styles of the teacher and their relation to student outcomes have clearly indicated some trends worthy of evaluation. The Indian education context provides ample scope for research in this area as it manifests complex and complicated interventions between the teacher and the student, in other words between teaching and learning. The problems of socio-economic and linguistic differences, the presence of various systems of education have been creating hindrances to education. It is necessary therefore to examine at least most of the primary factors in order to redesign education for better prospects in the future for the younger generation. Hence, the investigator has proposed the present research with the blue print of the method of investigation and probable implications.

3. THE STUDY

The present research project had a focus on the concept of classroom management styles by the teachers. The emphasis was due to the fact that though education courses are generally uniform, teaching patterns differ with institutions and educational systems. The Tamil Nadu State Board of Education has two important bifurcations, namely, the State board and the matriculation board of education. The matriculation schools are self-financed and therefore, are always under pressure. The pressure arises out of generation of funds for running the school and meeting expenditures. It is imperative therefore that the matriculation institutions have to maintain and market their schools for student clientele.

The investigator being a teacher, initially in a matriculation school for more than 6 years and later working in a college of education, training hundreds of students every year, at the bachelor and at the masters level over a period of 12 years, totaling about 18 years of experience in teaching, leading to concentration on classroom management styles of teachers in general. The state board schools are being funded by the state government and hence, the teachers are not directly accountable. But the matriculation teachers become accountable and sustenance of job depends on their merit as teachers. It is observed that the state of Tamil Nadu has maximum number of matriculation schools so far. The enrolment in matriculation schools have been found to be the highest. The investigator thought that it is essential for the matriculation teachers to be effective in bringing about success in student outcomes. The teachers are extremely pressurized to bring about results favourable to the school.

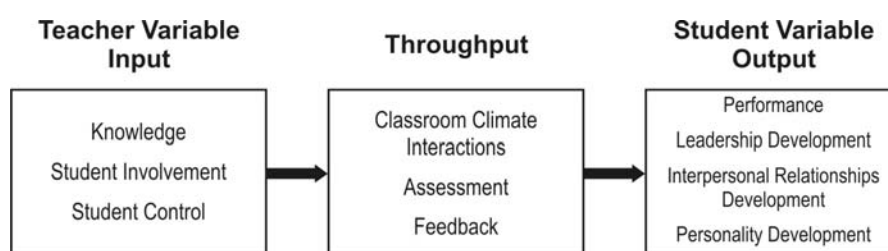
The investigator has evolved that the student outcomes in matriculation schools will totally depend on teacher effectiveness. Effectiveness in the present context refers to the style of functioning of the teacher in disseminating knowledge, enabling learning and fostering pro-social behavior among the students who are the future citizens of the society. As discussed in the introduction section, the population of students in every class is a major obstruction to a teaching-learning situation. Every class has a minimum of 60 to 70 students per teacher. This is obviously a violation on the ideology of a teaching situation, where you are expected to have a ratio of 1: 30. This is inevitable in a country like India. It is understood therefore that teaching is a hard task for a teacher who has to manage a big group of at least 60 students.

The reason for taking up the matriculation teachers thus explained in the paragraphs above, the investigator meticulously planned to study the prevailing styles of teaching among the teachers in matriculation schools and to investigate the extent of influence of teacher classroom management styles on student outcomes. For this purpose the investigator selected some tools found to most relevant in accessing the existing teacher classroom management styles. It was extrapolated that the most positive and effective outcomes of students will be performance, leadership, interpersonal relationships and personality developments, based on earlier findings.

Thus, the study consisted of assessing the classroom management styles of matriculation teachers and the major student outcomes of performance, leadership, interpersonal relationships and personality developments. A schema has been developed for ease of understanding of the present research and presented below.

Figure-3

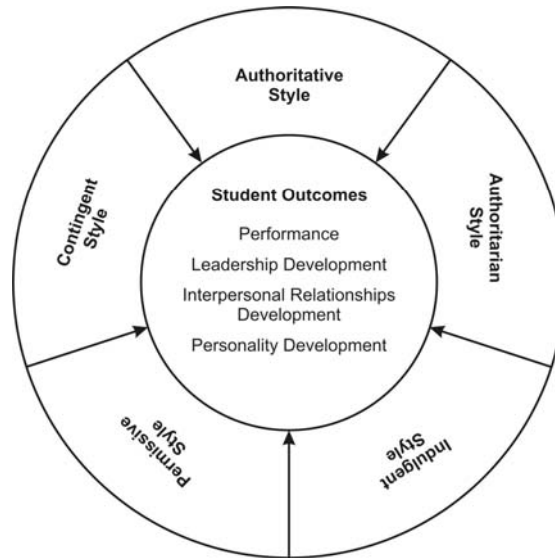
Schematic Representation of the Present Research



The schematic presentation provided above has explained the investigators theory of teacher inputs to the students, the interactions and the final student outputs. This could be further explained using a theoretical model of the present research given hereunder.

Figure-4

Classroom Management Styles and Student Outcomes



The model presented above provides a conceptual framework of the research work to be executed with the major objective of studying the linkages and the nature of outcomes.

The model has indicated that the teacher styles are classified as Authoritarian, Authoritative, Permissive and Contingent (Baumrind, 1971).

3.1 Method of Investigation

The method of investigation for the present research was an ex post facto study, exploratory in nature. The teachers were already in service and had their own styles of teaching. The students were high school students, belonging to the ninth standard and therefore would have been well developed in their performance and other social skills such as leadership, interpersonal and personality.

A factorial design was formulated as the study consisted of several classifications within itself. The diagram below shows how the model has been developed, involving two sets of population, one, the teacher-population and the other, student-population.

Figure -5

3 x 5 Factorial Design

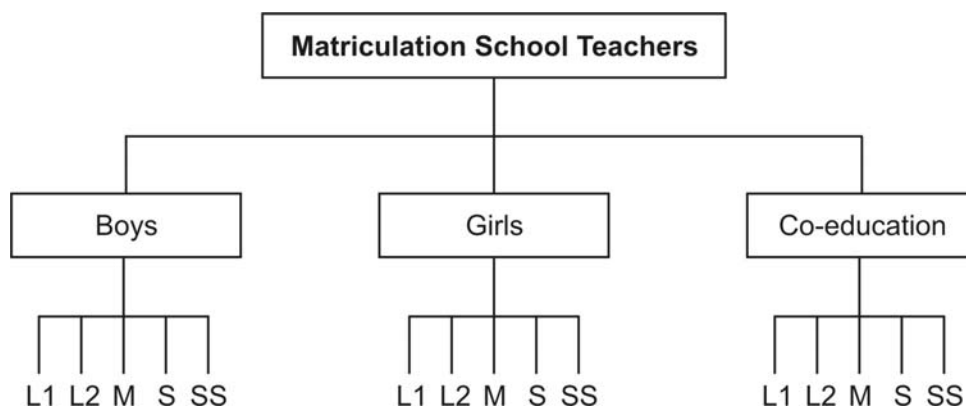
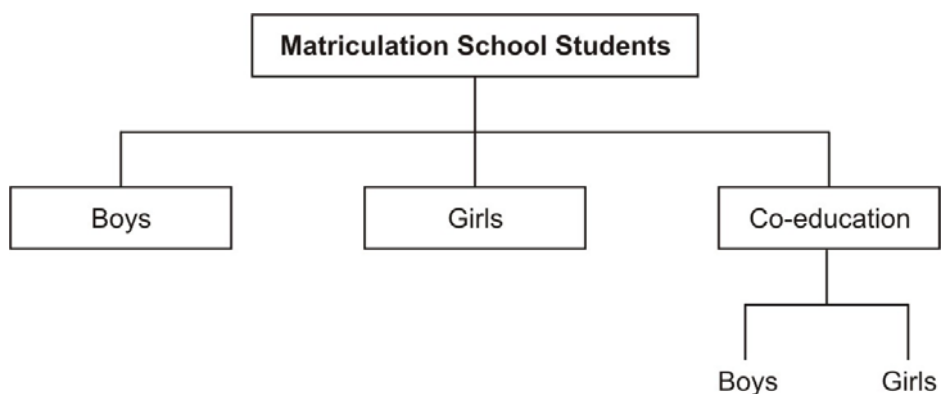


Figure - 6

3 x 1 Factorial Design



The teacher population however, was controlled to the female gender. The male teachers were dropped as the study would then become unwieldy and also it is a fact that there are more female teachers in matriculation schools compared to the male teachers.

The variables of the study with regard to the teacher management style were adapted from Baumrind, who identified four important characteristics to be present among teachers in their classroom management. They are the Authoritarian Style, Authoritative Style, Permissive Style and Indulgent Style.

The present study included another significant teacher management style, namely, the Contingent Style. Several theorists of classroom management indicate that a teacher has to be flexible in schools where the population is huge and does not meet an ideal requirement of teacher-student ratio. Indian schools are loaded with massive population each class having several sections and each sections having not less than 60 students. This has directed the investigator to include a contingency model of management in the classroom to maintain discipline.

3.2 The Variables

The variables of the study are listed below:

Independent Variable

Teacher Variables (Teachers' Classroom Management Behaviour)

- (i) Authoritative Classroom Management Style
- (ii) Authoritarian Classroom Management Style

- (iii) Permissive Classroom Management Style
- (iv) Indulgent Classroom Management Style
- (v) Contingent Classroom Management Style

Dependent Variables

Student Variables

Performance

Leadership Skills Development

Inter-personal Skills Development

Personality Development

Control Variables

(i) Age

- *Teachers' age:* 30 to 40 years
- *Students' age:* 14 to 16 years

(ii) Education

- *Teachers' education:* graduation with B.Ed.
- *Students education:* Standard IX
- *System of education:* Matriculation board schools of
Tamil Nadu

(iii) Socio-economic Status

- *Teachers:* all teachers belong to the same system of education where the salaries and qualifications are similar.
- *Students:* the socio-economic conditions of students will be ascertained and a range will be prescribed depending on the highest frequency of students based on their parental socio-economic status.

3.3 Population and Sample Selection

The study encompasses two kinds of population, one, the teacher population and two the student population. The sample of teachers were those who are in-charge of the class as class-teachers handling the secondary school students in matriculation board schools. Similarly, the sample of students were those corresponding to the class-teachers chosen for the present study. From among the student population a systematic random sample of single gender and mixed gender students were selected. The sample distribution of teachers and students at the secondary level belonging to matriculation schools are described in the table below:

Table - 1

Teacher Sample Distribution

Sample	Boys Schools	Girls Schools	Co-Education Schools	Total
Female Teachers	30	30	30	90

Table-2

Student Sample Distribution

Sample	Boys	Girls	Dual Gender Students		Total
			Boys	Girls	
Students	300	300	150	150	900

Thus the two sets of sample were matched for their corresponding relationships and then selected using simple randomization.

3.4 Operational Definitions of Variables of Study

(i) Classroom Management Styles

The five classroom management styles defined below:

➤ Authoritative Style of Classroom Management

1. Knowledge

Knowledge that the teacher has in the subject-prepares the study material, applies the material in the form of instruction in the classroom consisting of meaning, analyses, synthesis and evaluation.

2. Student Involvement

Expectations, identification of wrong behaviours, enabling to learn right behaviours, supporting students unlearn inappropriate, unacceptable behaviours with regard to academics and interpersonal relations.

3. Student Control

Control through warm interpersonal relations between teacher and students exercising expert power and empathy.

➤ Authoritarian Style of Classroom Management

1. Knowledge

Teacher meticulously prepares study material-utilizes all teaching strategies to disseminate knowledge in the classroom-gives primary importance to classroom discipline and order.

2. Student Involvement

Teacher does not manifest student involvement-concerns the focus on performance-critical evaluation of performance and feedback. The authoritarian teacher is restrictive in enabling a two-way interpersonal relations-students are not permitted to explain behaviours-the attitude of the teacher is usually perceived as being cold and impersonal.

3. Student Control

The teacher gives utmost priority to implicit obedience from students-control exercised through implementation of rules and regulations-often will resort to punitive and restrictive control-communication is mostly one-way and downward.

➤ **Permissive Style of Classroom Management**

1. Knowledge

Teacher though may be knowledgeable not inclined to take efforts to prepare and disseminate knowledge-minimum efforts will be manifested in classroom contacts-teacher not motivated and not motivating-knowledge disseminated will also not be tested as feedback from students other than routine evaluations-teacher may not update subject knowledge.

2. Student Involvement

The lack of motivation to teach will result in lack of involvement in student outcomes, whether academic or social behaviour-teacher expectations will also be either minimum or nil.

3. Student Control

As the teacher lacks involvement in teaching and managing students there will be no demands from students-students are given absolute freedom in the classroom to do what they desire, resulting in a lot of indiscipline and inappropriate behaviours, not suiting formal schooling.

➤ **Indulgent Style of Classroom Management**

1. Knowledge

Teacher knowledgeable and sufficiently prepares study material-dissemination however dependent on student demand-feedback minimal.

2. Student Involvement

Totally involved with students without demands of any sort-actively support students in their efforts though not inspiring or initiating motivation to study-teacher student relationship highly positive.

3. Student Control

The extent of discipline in this kind of management style is largely dependent on the desires and cooperation of the student-a great deal of student freedom is provided for their expressions.

➤ Contingent Style of Classroom Management

1. Knowledge

The teacher prepares study material using expert power and is ready for most clarifications and periodically ascertains the extent of work comprehension of the knowledge disseminated through tests and interrogations.

2. Student Involvement

The high involvement of the teacher with students enables motivation and high efforts on the part of students-the style of leadership or management by the teacher depends on the various situations, their intensities and extensities-the teacher uses all the three types of management such as being, authoritative, authoritarian and permissive styles depending on the situational demands.

3. Student Control

Control factor will also be a resultant of the situation-the teacher will exercise authoritarian control when the situation is critical-will utilize democratic control when the situation is fairly normal and yet requiring attention-will be permissive when situation is less important and when the situation is out of the curricular realm.

(ii) Student Performance

Teacher behavior has always been assessed through student outcomes of him/ her. Researchers have amassed empirical information on the influence of teachers on student performance as indicating the effectiveness or the success of a teacher. Hence, in the present study student performance was included as a relevant variable.

(iii) Student Leadership

The concept of leadership has been defined in the present study as a skill of social development operationally and presented hereunder:

1. *Selflessness* - the student who takes time to help the needy even when pressurized for some other responsibility they are the people who have “consideration for others”
2. *Persistence* - tenacity is a manifestation of persistence which refers to a positive enthusiasm to complete assigned responsibilities. It can be also be referred as perseverance.
3. *Consistency* - a student leader will have to acquire the characteristic of being reliable. Reliability will depend on students’ manifestation of stable behaviours consistently over a period of time.

4. *Affability* - a student leader has to develop qualities of being gracious and amiable even during critical times. This requires the student leaders' rapport with other members or peer group.
5. *Honesty* - a student has to develop honesty and integrity in order to be liked by others. A student who demonstrates honesty will always be liked and respected.
6. *Faithfulness* - a student who is able to build the confidence of others will always be having others loyal to him. This is very much required for a leader. At the school level the student will be expected to have this faithfulness as mandatory in order to gain the social value of commitment of other students.

(iv) Student Interpersonal Relationship Skills

The students of the present are expected to have great social skills to effectively manage global interpersonal relationships if and when required. This emphasized the investigator to look for a comprehensive definition encompassing important issues of interpersonal relationships. A careful scrutiny of theories indicated Schutz's (1958) definition to be most appropriate. Therefore, his explanation was adopted in the present study which consisted of items relating to social behaviours people express toward others and want others to express toward them. This consisted of expressed inclusion, wanted inclusion, expressed control, wanted control, expressed affection and wanted affection.

(v) Student Personality

Personality theorists in psychology have amassed various approaches to the understanding of human personality. An exhaustive review of literature on personality studies among children show that very few

researchers have attempted to manifest personality profiles of adolescence. Among them Eysenck (1970) was known for his Behavioural Theories of Personality. He classified human personality into two major categories, extroversion and neuroticism. Subjected his theory to robust statistical analysis and finally indicated that human behavior depended on two major dimensions, namely, extroversion and neuroticism. Sybil Eysenck extracted the dimensions of Eysenck and developed an inventory which she termed as Junior Eysenck Personality Inventory. This inventory has been widely used in India in all research activities involving the pre-adolescent and the adolescents. Therefore, this scale was found suitable for the present study to assess the personality development of population of students.

Extraversion is described by Eysenck as being sociable, outgoing, talkative and mostly positive. This is based on the Arousal Theory, where Eysenck is of the opinion that, when cortical arousal is low, behavioural arousal is high. Therefore, the extraverts are chronically under aroused and they need external stimulation in order to bring out even optimal level of performance. On the other hand introverts are cortically aroused and hence will always excel in performance.

Neuroticism is another dimension identified by Eysenck. It is described as emotionality. Neuroticism, according to Eysenck is based on activation thresholds in the sympathetic nervous system or the visceral brain. This is the part of the brain that is responsible for reaction to danger. Hence, it stimulates the individual by increasing the heart rate, blood pressure, cold hands and feet and muscular tension on the whole. There are stable neurotics and instable neurotics. The stable neurotics are the emotionally stable individuals with good emotional control and are calm and collected even under pressure. A stable neurotic therefore is driven to excellence in

performance and problem solving. They are the achievers according to Eysenck. These two major dimensions are recognized even from the early age of seven. Sibil Eysenck therefore, extracted the items referring to extraversion and neuroticism and developed a questionnaire suitable to the adolescent group. In this context the teacher in the classroom is facilitated of personality development, positive or negative.

3.5 The Procedure

The study was conducted in two stages, a preliminary and a main study. The preliminary study was intended to standardize and validate the tools of assessment to be used in the present study. The two stages are described hereunder:

3.6 The Preliminary Study

The preliminary study was carried out to standardize two important tools of assessment constructed by the investigator. They were *Classroom Management Styles Inventory* and *Student Leadership Assessment Inventory*. Thus, there were two scales of measurement constructed and two scales of measurement selected from the available. The list is given below:

3.7 Assessment Tools

- (i) Classroom Management Styles Inventory (present Investigator)
- (ii) Student Performance Assessment
- (iii) Student Leadership Assessment Inventory (present Investigator)
- (iv) Fundamental Interpersonal Relations Orientation-Behaviour' (FIRO-B) developed by Schutz (1958)
- (v) Junior Eysenck Personality Inventory (Eysenck and Eysenck, 1970).

Description and Standardization of Tools

(i) Classroom Management Styles Inventory

The Classroom Management Styles Inventory was constructed based on Baumrind's (1971) description of teacher management styles. The dimensions were originally four in number, namely, authoritative, authoritarian, indulgent and permissive styles. The present investigator, a teacher for over a period of two decades found that in the prevailing conditions of Indian schools, a teacher cannot practice any rigid style of management in any class due to the fact that classes are oversized with a huge number of students almost in the ratio of 1: 60. Therefore, she felt pertinent to include a contingent style of management

Authoritative Style

1. Knowledge

- Appropriate preparation of study materials providing more matter than in the text
- Providing clarity and explaining to clear the doubts of students
- Modulated voice and fluency of language
- Periodical feedback of student comprehension through interrogations and tests

2. Student Involvement

- Manifesting high expectations of performance from students and enabling progress
- Identifying inappropriate and unacceptable behaviours, eliminating and supporting students re-learn accepted behaviours in academics and interpersonal relations
- Enabling students to understand the importance of learning

3. Student Control

- Respect for students through active listening
- Willingness to clarify and encourage discussions
- Resolving conflicts and confrontations by appreciation and interactions

➤ Authoritarian Style

1. Knowledge

- Maximum efforts in preparing study materials exhaustive and extensive
- Pressurize students to identify doubts and clear the doubts then and there during the class hour
- Modulated voice and fluency of language
- Enforces order in communication and pressurizes with feedback creating student anxiety

2. Student Involvement

- Teacher is indifferent to student problems
- Teacher is performance oriented
- Teacher expects high discipline and is liberal in giving punishments to maintain order

3. Student Control

- Teacher always expects implicit obedience
- Teacher is cold and impersonal
- Teacher is not concerned with students' personal problems

➤ Permissive Style

1. Knowledge

- Knowledgeable but prefers to take minimal efforts in preparation of subject matter to the classroom
- Dissemination of knowledge is done without motivation
- Feedback knowledge from students is not used for progress
- Teacher demotivates the student by not taking efforts to clear doubts

2. Student Involvement

- The teacher lacks involvement in student outcomes
- Teacher is indifferent to discipline and order
- Teacher expectations from students is minimal or nil

3. Student Control

- Teacher leaves the class with absolute freedom leading to indiscipline
- Discourages any demand from students
- Teacher fosters inappropriate behaviour of the student, not suiting formal schooling

➤ Indulgent Style

1. Knowledge

- Teacher knowledgeable and prepares sufficient study material
- Dissemination of knowledge is dependent on student desire
- Feedback is routine without much efforts for improvement
- Teachers' knowledge adequate to minimum

2. Student Involvement

- Teacher complies with student demands of any sort
- The efforts of students are actively supported by the teacher
- Teacher maintains very high and positive relation with students

3. Student Control

- Teacher maintains discipline only with the cooperation of students
- Teacher is more concerned about the fulfillment of students' needs in the classroom more than controlling students
- Great deal of freedom provided for the student to interact with the teacher in and out of classroom

➤ Contingent Style

1. Knowledge

- Teacher prepares extensively for the class
- Teacher is always willing to clarify doubts
- Teacher is keen on ascertaining the level of comprehension for correction and progress of the student
- Teacher makes periodical assessment of subject knowledge through interrogations and tests

2. Student Involvement

- The teacher makes utmost efforts to enable student motivation
- The teacher is open for a two-way communication between the teacher and the student
- The teacher is both student and performance oriented

3. Student Control

- Teacher adopts a contingency approach to control by using autocratic, democratic and permissive styles of leadership depending on the situation
- Teacher employs autocratic control when situation is critical, employs democratic strategies when situation fairly normal and is permissive when situation is least important and out of the curricular realm
- The teacher is capable of controlling the class and students in both academics and social behaviours with alternate strategies

Administration

The Classroom management Styles Inventory was distributed to the teachers. The inventory developed by the researcher is intended for those who will be assessing the classroom management styles of a teacher through observation and enquiry. A consolidated rating will be finally provided in order to measure and decide the nature of classroom management of a particular teacher. During the class hour the investigator will observe the teacher style of classroom management and make a record which will be finally be converted into scores of 1, 2, 3 depending on the choice teachers select.

The teachers were given the following instructions:

'You are required to answer the statements given below, which expresses your style of management in the class. Read each statement carefully and provide your preference of answers as it applies to you. There is no time limit but please do not ponder over any statement for a long time. You are requested not to omit any statement without answering. You are assured by me that it is intended only for my research on teachers' attitudes. Thank you'

Scoring

Scoring ranged from 1 to 3. 1 for low, 2 for moderate and 3 for high. The maximum possible score for every dimension was as follows.

Dimensions	Maximum	Minimum
Authoritative Style	10	30
Authoritarian Style		
Permissive Style		
Indulgent Style		
Contingent Style		

(ii) Leadership

Assessment of leadership in classroom directly elicits the probable leaders in the class and this also has a manifestation of the social skills students develop. The literature shows one inventory being used in most of the researches known as the Student Leadership Practices Inventory

developed by Kouzes and Posner (2003). This tool though assesses leadership competencies it was found not suitable to the Indian thought. Therefore, the researcher decided to develop a questionnaire to assess the student leadership quality. In a school setting there are many leaders, the principal is the leader of the school, the teacher is the leader of the classroom and there are several student leaders. A student can be a leader only when the teacher fosters leadership among them. The student who aspires to become a leader will have to manifest the best of everything in him or her. In the educational world, a student leader at present has to be extraordinary and seeking leadership roles. It is for the teacher to identify the competent students for teaching the skills and techniques of leadership. Leadership skills require development of the following qualities:

- *Selflessness* - the student who takes time to help the needy even when pressurized for some other responsibility they are the people who have “consideration for others”
- *Persistence* - tenacity is a manifestation of persistence which refers to a positive enthusiasm to complete assigned responsibilities. It can be also be referred as perseverance.
- *Consistency* - a student leader will have to acquire the characteristic of being reliable. Reliability will depend on students’ manifestation of stable behaviours consistently over a period of time.
- *Affability* - a student leader has to develop qualities of being gracious and amiable even during critical times. This requires the student leaders’ rapport with other members or peer group.

- *Honesty* - a student has to develop honesty and integrity in order to be liked by others. A student who demonstrates honesty will always be liked and respected.
- *Faithfulness* - a student who is able to build the confidence of others will always be having others loyal to him. This is very much required for a leader. At the school level the student will be expected to have this faithfulness as mandatory in order to gain the social value of commitment of other students (Kouzes and Posner, 2003).

These are considered as the strong qualities of leadership during the school stage, increasing the self-worth. The present investigator developed the leadership inventory based on Kouzes and Posner (2003) inventory. It consisted of 30 statements pertaining to 6 dimensions identified by Kouzes and Posner (2003). Thus, the student was required to go through each statement and had to choose one of the alternate answer best describes him/ her.

Administration

The scale consisted of 30 statements developed by the investigator for the leadership qualities. The student was provided with a Five point rating scale ranging from Poor, Less Satisfactory, Satisfactory, More Satisfactory and Excellent. The student was expected to choose the behavior that is most suited to him from the alternatives provided. The students were distributed the Leadership Inventory with the following instructions:

‘Indicate your agreement with the statements using a five-point rating scale given below based on your assessment of your own attitude and behaviour. There is no right or wrong answers. Feel free to provide honest response. Your response will go a long way in adding to knowledge regarding student behaviour’.

Scoring

The scoring ranges from 30 to 150 depending on the leadership options preferred.

(iii) Student Interpersonal Relationships

The variable will be assessed by selecting appropriate tool for the present purpose. A careful scrutiny of tools available in assessing the nature of interpersonal relationships maintained it was decided that in the present project the ‘Fundamental Interpersonal Relations Orientation-Behaviour’ (FIRO-B) developed by Schutz (1958) will be used.

FIRO-B measures the behaviour that people express toward one another (expressed) and the behaviour that they want others to express toward them (wanted) in the areas of inclusion, control and affection. FIRO-B is a 54-item instrument (Likert Scale) which consists of six scales: expressed inclusion, wanted inclusion, expressed control, wanted control, expressed affection and wanted affection.

Administration

Fundamental Interpersonal Relations Orientation-Behaviour (Firo-B) by Schutz (1958) consisted of three parts, Part-I, Part-II and Part-III. Part-I included 12 statements, Part-II 24 statements and Part-III 14 statements.

Alternate answers were on 6 point rating scale and the assessment was done with a group of students. The questionnaires were distributed to the students with the following instructions:

The following questionnaire has three parts to it, and they deal with aspects about your 'self', in relation to others. Kindly mark a 'tick' mark at the option, which is most descriptive of you. There are no rights and wrong answers and your honest responses will give meaningful results. Thank you for your patience and co-operation.

Dr. S. Chamundeswari

The data thus collected were subjected to scoring and analyses.

Scoring

The inventory had a procedure of 1 score for Never, 2 for Rarely, 3 for Occasionally, 4 for Sometimes, 5 for Often and 6 for Usually. Thus the score ranged from a minimum of 54 to a maximum of 270.

(iv) Personality Profile

The personality profile of students will be assessed with the Junior Eysenck Personality Inventory

The other tools were tested for their reliability, validity, suitability and workability. The study was conducted with 30 teachers and 30 students for every teacher. The standardization was done using item analysis. The workability, reliability and validity were tested using the method of test-retest. The tools were then finalized and administered for purposes of the main study.

Administration

The Junior Eysenck Personality Inventory was administered as a group test. The students were seated comfortably, the questionnaires were distributed with the following instructions.

Here are some questions regarding the way you behave, feel and act. After each question, is a space for answering "YES" or "NO". Try to decide whether "Yes" or "No" represents your way of acting or feeling. Then underline the "Yes" or "No" as the case may be, for each of the question, to indicate your answer. Work quickly and do not spend too much time over any question. Be sure not to omit any question. There is no right or wrong answers. Remember to answer every question.

There was no time limit, but the subjects usually take 30 minutes to complete the test.

Scoring

The responses to questions were scored according to the instructions given in the manual. The extraversion and neurotism items were 24 each and were assigned 1 point for each answer. There is a set of lie scale in order to establish the validity of the answer. They were 6 in number and were mixed up with the critical questions.

Variables	No. of Items	Responses	Scoring
Extraversion	24	Yes: 1,3,9,11,14,17,19,22,25,27,29,34,37,40,42, 45,48,49,56,59,	20
		No: 32,50,54,58	4
Neuroticism	24	Yes: 2,5,6,7,10,13,15,18,21,23,26,28,30,36,41,4 4,52,53,55,57	22
		NO: 33,51	2
Lie	12	Yes: 4,8,12,16,20,24,31,35,39,43,47,60	12

Thus, the data were collected and subjected to standardization and estimation of reliability and validity enabling the tools for assessment of variables.

3.8 Main Study

The main study was conducted in schools other than those utilized for the preliminary study. The teachers were administered the classroom management styles inventory and data collected. The students were given appropriate instructions and were administered all the four tools of study.

The data thus collected were subjected to appropriate statistical analyses. It included:

- (a) cluster analyses
- (b) plotting of dendogram

4. ANALYSES, RESULTS AND DISCUSSION

The data were subjected to robust statistical analyses as mentioned in the previous section and the outcome of the analyses has been presented in this section with appropriate interpretations. Based on the interpretations, discussions are held explaining the results.

Statistical analyses were done based on the objectives. It had three stages of analyses as follows:

4.1 Cluster Analyses (Lattin and others, 2003)

Cluster analysis involves categorization, dividing people into smaller groups in such a way that within each group the members possess some characteristic similar to each other. These groups may manifest dissimilarity between groups on that particular characteristic. In the present study cluster analyses was undertaken with the objective of identifying teachers into smaller groups on the basis of their classroom management styles. This it was thought will enable the investigator to show whether there exists any management of classroom styles among teachers. This analyses was worked out with the data collected and it was found that there were two clusters emerging from the dendogram plotted. The dendogram and the level of significance of difference between clusters are presented as follows:

4.2 Plotting of Dendrogram

145	↓↗			
151	↓↗↓↗↓↗↓↗			
141	↓□	↔		
153	↓□	↔		
143	↓□	↔		
161	↓□	□↓↗↓↗↓↗↓↗		
144	↓↘	↔	↔	
150	↓↗↓↗↓↗	↔	↔	
154	↓↗↓↗↓↗↓□	↔		
138	↓✕↓□	↔	↔	
148	↓↘↔↔	□↓↗↓↗↓↗↓↗↓↗		
165	↓↗↓↗↓↘↔	↔	↔	↔
142	↓↗↓↗↓↗↓↘	↔	↔	
155	↓✕↓↗	↔	↔	
163	↓↘□↓↗↓↗↓↗	↔	↔	
137	↓↗↓↗↓↘	□↓↗↓↗↓↘	↔	
156	↓↗↓↗↓✕↓↗↓↗↓↘	□↓↗↓↗↓↗↓↗↓↗↓↗↓↗↓↗↓↗↓↗		
157	↓↗↓↗↓↘	↔		↔
117	↓✕↓↗↓↗↓↗↓↗↓↗	↔		↔
130	↓↘	↔	↔	↔
115	↓↗	□↓↗↓↗↓↗↓↗↓↗↓↗	↔	↔
118	↓↗↓↗↓↗↓↗↓↗	↔	↔	↔
120	↓↘	↔↔	↔	↔
124	↓↗	□↓↘	□↓↗↓↗↓↘	↔

90 $\downarrow\downarrow\downarrow\downarrow\downarrow$ $\square\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow$ $\square\downarrow\downarrow\downarrow\downarrow\downarrow$
 111 $\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow$ $\Leftrightarrow \Leftrightarrow$
 31 $\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow$ \Leftrightarrow
 97 $\downarrow\downarrow\downarrow\downarrow\downarrow$ $\Leftrightarrow \Leftrightarrow$
 35 $\downarrow\downarrow$ $\Leftrightarrow \Leftrightarrow$
 89 $\downarrow\downarrow$ $\square\downarrow\downarrow\downarrow$
 48 $\downarrow\downarrow\downarrow\downarrow\downarrow$ \Leftrightarrow
 2 $\downarrow\downarrow \Leftrightarrow$ \Leftrightarrow
 57 $\downarrow\downarrow \Leftrightarrow$ \Leftrightarrow
 86 $\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow$ \Leftrightarrow
 95 $\downarrow\downarrow \Leftrightarrow$ $\Leftrightarrow \Leftrightarrow$
 26 $\downarrow\downarrow \Leftrightarrow$ $\Leftrightarrow \Leftrightarrow$
 63 $\downarrow\downarrow \Leftrightarrow$ $\Leftrightarrow \Leftrightarrow$
 110 $\downarrow\downarrow \Leftrightarrow$ $\Leftrightarrow \Leftrightarrow$
 40 $\downarrow\downarrow\downarrow\downarrow\downarrow$ $\Leftrightarrow \Leftrightarrow$
 80 $\downarrow\downarrow \Leftrightarrow$ $\Leftrightarrow \Leftrightarrow$
 108 $\downarrow\downarrow \Leftrightarrow$ $\Leftrightarrow \Leftrightarrow$
 84 $\downarrow\downarrow \Leftrightarrow$ $\Leftrightarrow \Leftrightarrow$
 49 $\downarrow\downarrow \Leftrightarrow$ $\Leftrightarrow \Leftrightarrow$
 109 $\downarrow\downarrow \Leftrightarrow$ $\Leftrightarrow \Leftrightarrow$
 96 $\downarrow\downarrow\downarrow\downarrow\downarrow$ $\square\downarrow\downarrow\downarrow\downarrow\downarrow$
 75 $\downarrow\downarrow \Leftrightarrow$ \Leftrightarrow
 107 $\downarrow\downarrow\downarrow\downarrow\downarrow$ \Leftrightarrow
 73 $\downarrow\downarrow\downarrow\downarrow\downarrow$ \Leftrightarrow
 103 $\downarrow\downarrow \square\downarrow\downarrow$ \Leftrightarrow
 25 $\downarrow\downarrow \Leftrightarrow \Leftrightarrow \Leftrightarrow$

102	$\downarrow\uparrow\downarrow\downarrow\downarrow \square\downarrow\downarrow \Leftrightarrow$
72	$\downarrow\square \Leftrightarrow \Leftrightarrow \Leftrightarrow$
74	$\downarrow\downarrow \Leftrightarrow \Leftrightarrow \Leftrightarrow$
24	$\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow\downarrow \Leftrightarrow \Leftrightarrow$
50	$\downarrow\times\downarrow\downarrow \Leftrightarrow \Leftrightarrow$
68	$\downarrow\downarrow \Leftrightarrow \square\downarrow\downarrow$
60	$\downarrow\downarrow \square\downarrow\downarrow \Leftrightarrow$
99	$\downarrow\uparrow\downarrow\downarrow\square \Leftrightarrow \Leftrightarrow$
52	$\downarrow\downarrow \Leftrightarrow \Leftrightarrow \Leftrightarrow$
53	$\downarrow\downarrow\downarrow\downarrow \Leftrightarrow \Leftrightarrow$
5	$\downarrow\times\downarrow\downarrow \square\downarrow\downarrow$
39	$\downarrow\downarrow \square\downarrow\square$
41	$\downarrow\downarrow\downarrow\downarrow \Leftrightarrow$
98	$\downarrow\downarrow \Leftrightarrow$
106	$\downarrow\square \Leftrightarrow$
59	$\downarrow\square \Leftrightarrow$
64	$\downarrow\uparrow\downarrow\downarrow \Leftrightarrow$
105	$\downarrow\square \Leftrightarrow \Leftrightarrow$
32	$\downarrow\square \Leftrightarrow \Leftrightarrow$
85	$\downarrow\square \square\downarrow\downarrow$
13	$\downarrow\square \Leftrightarrow$
79	$\downarrow\downarrow \Leftrightarrow$
67	$\downarrow\downarrow \Leftrightarrow$
51	$\downarrow\times\downarrow\downarrow$
87	$\downarrow\downarrow$

The dendrogram presented in the previous page clearly indicates three distinct clusters on classroom management styles. Looking into the characteristics of management among teachers it was found that most of the teachers got themselves included in authoritative-authoritarian group or into indulgent-contingent group. It has been defined operationally that an authoritative teacher is meticulous in her preparation of the instruction in the classroom consisting of meaning, analyses, syntheses and evaluation on the subject she teaches. Her student involvement consists of expectations, keen observations on wrong behaviours, enable them to learn the right behavior and right learning. She is formal in her interaction with the students. She does show empathy in handling the students. The authoritarian style of teachers are similar to the authoritative in preparation of study material, utilization of teaching strategies and involvement in discipline and order. More than an authoritative teacher the authoritarian teachers are performance oriented than pupil oriented. Authoritarian teachers prefer a one-way downward communication in their interaction with students. The extent of control is utmost priority to both the authoritative and the authoritarian teachers.

It is observed that in the present study the authoritative and authoritarian teachers have clustered into one group making it obvious to the investigator that these teachers in the Indian school setting prefer to use a dominant style of functioning and leadership in the classroom. Therefore, they may indulge in utilizing the authoritative and authoritarian styles alternately.

Table-3a

Means of individuals falling into the First Cluster

Classroom Management Styles	N	Mean	Standard Deviation
Authoritative Style	13	28.15	1.73
Authoritarian Style		26.54	3.01
Permissive Style		15.46	3.25
Indulgent Style		15.69	4.33
Contingent Style		17.46	4.7

Table-3b

Means of individuals falling into the Second Cluster

Classroom Management Styles	N	Mean	Standard Deviation
Authoritative Style	56	15.07	3.45
Authoritarian Style		15.25	3.25
Permissive Style		18.7	4.5
Indulgent Style		18.66	4.49
Contingent Style		15.34	3.95

Table-3c

Means of individuals falling into the Third Cluster

Classroom Management Styles	N	Mean	Standard Deviation
Authoritative Style	111	22.00	3.74
Authoritarian Style		21.78	3.43
Permissive Style		21.78	4.12
Indulgent Style		22.07	3.91
Contingent Style		23.14	3.4

Labelling

From the above Table-3a, it is observed that the teachers of this group are forming into a cluster of 13 individuals. The means clearly indicate their high scores on authoritative and authoritarian styles. It is also seen that these teachers have secured the lowest in the permissive style of management. It may be interpreted that these teachers are mostly authoritative and authoritarian and therefore, it may be labeled as the **Authoritative-Authoritarian Group** of teachers. They adopt this autocratic style in their management of the classroom.

Table-3b manifest that the teachers have grouped themselves into 56 numbers in this second cluster. It is noted that these teachers are mostly high scorers of indulgence and permissiveness. This would mean that the teachers do not volunteer to provide the maximum. However, these teachers are quiet knowledgeable and sufficiently prepared. An indulgent teacher is one who is an indirect facilitator. The students have to show interest,

motivation and seek knowledge. Only then information is given. It is also understood from literature that these teachers are perceived to be friendly and close by the pupils. In this research, it is found that the indulgent teachers are also permissive indicating a combination of indulgence and permissiveness among the teachers. Therefore, this group is reasonably labeled as the **Indulgent-Permissive Group** of teachers.

Table-3c has provided a very interesting information regarding the classroom management styles of the teacher in this part of the country. It is to be noted that most of the teachers have fallen into this group of cluster, which indicates to the researcher that this is the style of management followed by the matriculation teachers of Chennai, Tamil Nadu. It is significant to note that this huge cluster of 111 teachers have secured the highest score in contingency management in the classroom. It is evident that the contingent teachers are tactful in managing the students according to situation. The results also show that these teachers have secured more or less equal scores in all the five styles. It is only natural for an administrator to organize leadership based on the situation. However, these teachers have scored the highest in contingency style and are labeled as **Contingency Group**.

Thus the teachers forming into three groups or clusters are henceforth labeled as follows:

1. Cluster-1: The Authoritative-Authoritarian Group
2. Cluster-2: Indulgent-Permissive Group
3. Cluster-3: Contingency Group

Figure - 7

Means of Individuals falling into the Authoritative-Authoritarian Group

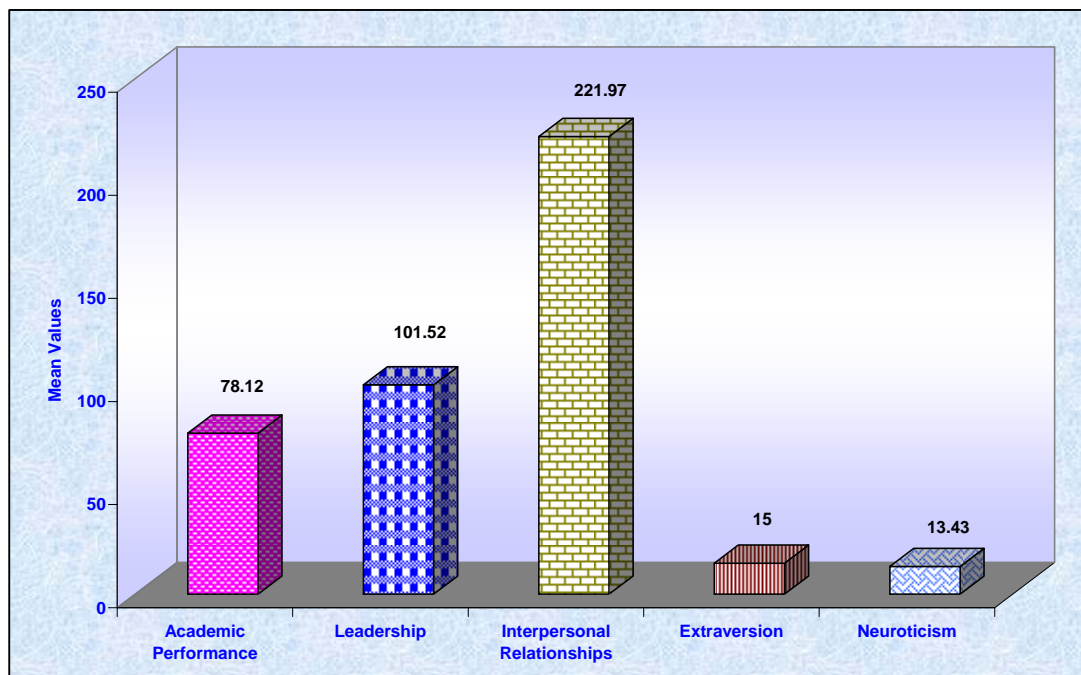


Figure - 8

Means of Individuals falling into the Indulgent-Permissive Group

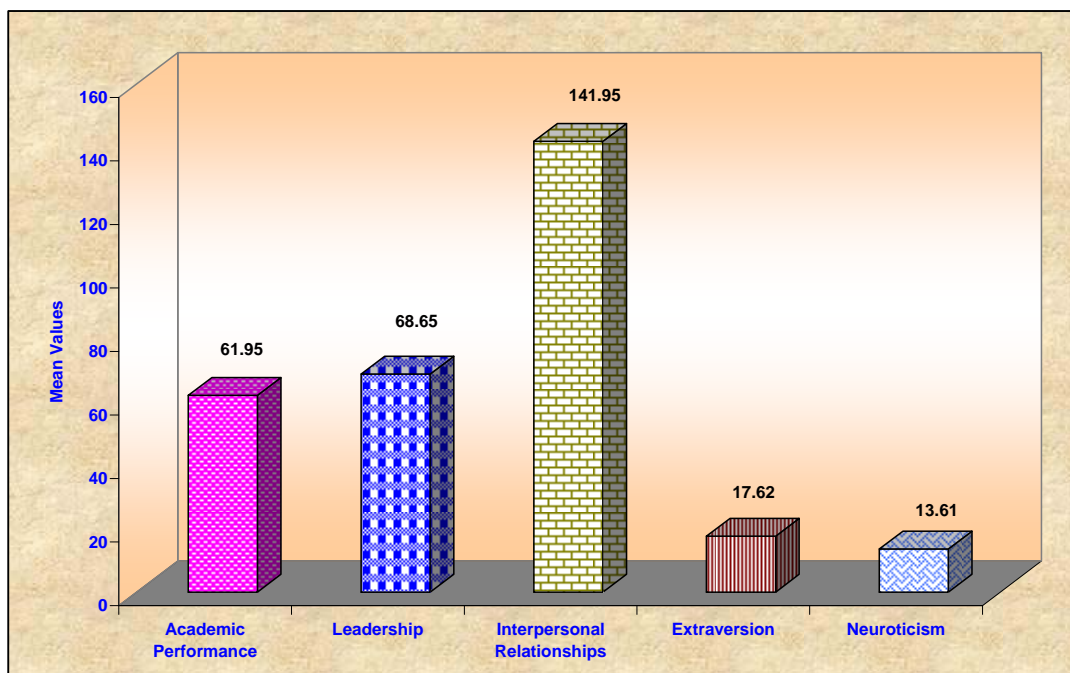
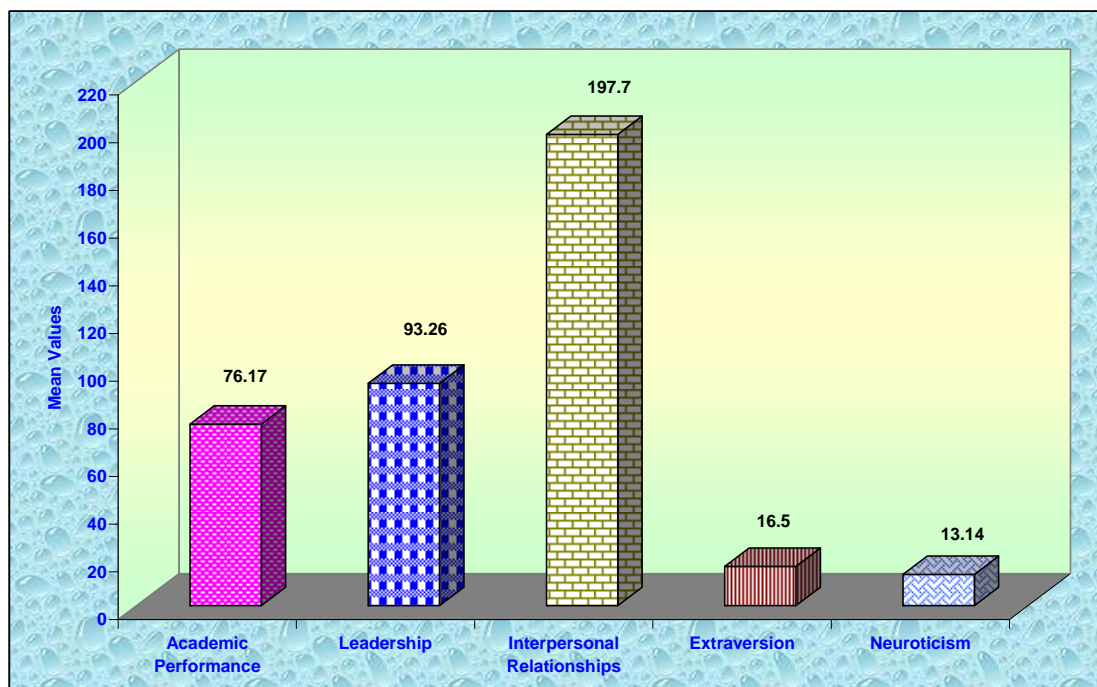


Figure - 9

Means of Individuals falling into the Contingent Group



Thus, the graphs show the logic in labeling.

4.3 Results with regard to Comparison of the Three Clusters on the Variables of Classroom Management Styles

Comparison of the three clusters on the five variables of classroom management styles of the teacher was made using one-way analyses of variance. The tables presented below indicate the findings with regard to the analyses.

Table - 4

Analysis of Variance between Three Clusters of Teachers in the Variable of Authoritative Classroom Management Style

Source of Variation	df	Sum of Square	Mean of Sum of Square	F-ratio
Between groups	2	2653.57	1326.79	105.53**
Within groups	177	2225.41	12.58	
Total	179	4878.98	-	

**Significant at 0.01 level

It is evident that the three clusters significantly differ in the variable of authoritative management style. It is interpreted therefore that the three groups of teachers are significantly different in their manifestation of an authoritative style of managing the classroom. This has necessitated working out of t-tests in order to find the direction of the difference among the groups.

The significance of mean difference worked out on the three clusters in the variable of authoritative management style is presented hereunder in the table.

Table - 4a

Significance of Mean Difference between the Authoritative-Authoritarian Group and Indulgent Group on the Variable of Authoritative Classroom Management Style

Variable	N	Mean	SD	SEM	SED	CR
Authoritative-Authoritarian Group	13	28.15	1.73	0.48	0.99	13.25**
Indulgent-Permissive Group	56	15.07	3.45	0.46		

**Significant at 0.01 level

The significance of mean difference presented above shows that the Authoritative-Authoritarian Group is the highest in their scores on authoritative style of management when compared with the Indulgent-Permissive Group of teachers.

Table - 4b

Significance of Mean Difference between the Authoritative-Authoritarian Group and Contingent Group on the variable of Authoritative Classroom Management Style

Statistical Analysis of Means of Authoritative Classroom Management Style of Teachers in Authoritative-Authoritarian Group and Contingent Group

Variable	N	Mean	SD	SEM	SED	CR
Authoritative-Authoritarian Group	13	28.15	1.73	0.48	1.05	5.85**
Contingent Group	111	22.00	3.74	0.36		

**Significant at 0.01 level

The t-value presented in the table is significant at 0.01 level, showing that the Authoritative-Authoritarian Group of teachers have scored highest compared to the Contingent Group. The Contingent Group have naturally scored less than the Authoritative-Authoritarian Group as they are habituated to using all styles of management whenever and whatever the situation requires.

Table-4c

**Significance of Mean Difference between the Indulgent-Permissive
Group and Contingent Group on the Variable of Authoritative
Classroom Management Style**

Variable	N	Mean	SD	SEM	SED	CR
Indulgent- Permissive Group	56	15.07	3.48	0.46	0.60	11.604**
Contingent Group	111	22.00	3.74	0.36		

**Significant at 0.01 level

The significant t value emerging out of comparison of means of the Indulgent –Permissive Group and the Contingent Group on the variable of authoritative classroom management style clearly directs to the fact that the Contingent Group is significantly higher in their authoritative management style compared to the Indulgent-Permissive Group.

The three groups of teachers were compared on their authoritarian style of management using one-way analysis of variance.

Table-5

**Analysis of Variance between Three Clusters of Teachers in the
Variable of Authoritarian Classroom Management Style**

Source of Variation	<i>df</i>	Sum of Square	Mean of Sum of Square	<i>F</i>-ratio
Between groups	2	2170.85	1085.43	96.71**
Within groups	177	1986.54	11.23	
Total	179	4157.39	-	

**Significant at 0.01 level

The significant *F* ratio provided in the table, clearly evidences a difference among the groups in the variable of authoritarian classroom management style. This was further analyzed using critical ratios in order to find the direction of contribution for the difference. Hence, the CRs were calculated and presented below.

Table-5a

Significance of Mean Difference between the Authoritative-Authoritarian Group and Indulgent-Permissive Group on the Variable of Authoritarian Classroom Management Style

Variable	N	Mean	SD	SEM	SED	CR
Authoritative-Authoritarian Group	13	26.54	3.07	0.85	0.99	11.40**
Indulgent-Permissive Group	56	15.25	3.25	0.43		

**Significant at 0.01 level

The significance of mean difference presented above shows that the Authoritative-Authoritarian Group is the highest in their scores on authoritative style of management when compared with the Indulgent-Permissive Group of teachers.

Table-5b

**Significance of Mean Difference between the in Authoritative-
Authoritarian Group and Contingent Group on the Variable of
Authoritarian Classroom Management Style**

Variable	N	Mean	SD	SEM	SED	CR
Authoritative- Authoritarian Group	13	26.54	3.07	0.86	0.99	4.78**
Contingent Group	111	21.78	3.43	0.33		

**Significant at 0.01 level

The t-value showing 0.01 level of significance, is interpreted as that the two groups, namely, the Authoritative-Authoritarian Group and Contingent Group differ significantly on authoritarian classroom management style. It is made evident that the Authoritative-Authoritarian Group has secured the highest in their scores on authoritarian classroom management style statistically significant.

Table-5c

**Significance of Mean Difference between the in Indulgent-Permissive
Group and Contingent Group on the Variable of Authoritarian
Classroom Management Style**

Variable	N	Mean	SD	SEM	SED	CR
Indulgent- Permissive Group	56	15.25	3.25	0.43	0.55	11.83**
Contingent Group	111	21.78	3.43	0.33		

**Significant at 0.01 level

The table above, shows that the comparison between the Indulgent-Permissive Group and the Contingent Group has been significantly different in their scores on the authoritarian management style. The table further indicates that the Contingent Group has been statistically higher than the Indulgent-Permissive Group which is logical.

Table-6

**Analysis of Variance between Three Clusters of Teachers in the
Variable of Permissive Classroom Management Style**

Source of Variation	<i>df</i>	Sum of Square	Mean of Sum of Square	<i>F</i>-ratio
Between groups	2	691.92	345.96	19.08**
Within groups	177	3209.88	18.14	
Total	179	3901.80	-	

**Significant at 0.01 level

It could be inferred from the table above that the three groups namely, Indulgent- Authoritative-Authoritarian Group, Indulgent-Permissive Group and Contingent Group, differ significantly in their scores on the permissive management style. This required further computation of critical ratios in order to obtain information on the direction of difference among the three groups. The tables presented below summarizes the critical ratio results.

Table-6a

**Significance of Mean Difference between the Authoritative-
Authoritarian Group and Indulgent-Permissive Group on the Variable of
Permissive Classroom Management Style**

Groups	N	Mean	SD	SEM	SED	CR
Authoritative- Authoritarian Group	13	15.46	4.22	1.17	1.38	2.35**
Indulgent- Permissive Group	56	18.70	4.53	0.61		

**Significant at 0.01 level

The significant *CR* value clearly shows the existing difference between the two groups compared, it is therefore interpreted that the Indulgent-Permissive Group has scored high on the variable of Permissive management style compared to the Authoritative-Authoritarian Group.

Table-6b

Significance of Mean Difference between the Authoritative-Authoritarian Group and Contingent Group on the variable of Permissive Classroom Management Style

Variable	N	Mean	SD	SEM	SED	CR
Authoritative-Authoritarian Group	13	15.46	4.22	1.17	1.21	5.22**
Contingent Group	111	21.78	4.12	0.39		

**Significant at 0.01 level

The critical ratio computed between the two groups namely, Authoritative-Authoritarian Group and Contingent Group show statistically significant difference. This could be interpreted as that the Contingent Group being higher in their permissive management compared to the Authoritative-Authoritarian Group.

Table-6c

Significance of Mean Difference between the Indulgent-Permissive Group and Contingent Group on the Variable of Permissive Classroom Management Style

Variable	N	Mean	SD	SEM	SED	CR
Indulgent-Permissive Group	56	18.70	4.53	0.61	0.70	4.42**
Contingent Group	111	21.78	4.12	0.39		

**Significant at 0.01 level

The significant critical ratio value is indicative of the fact that the teachers of this study forming into two groups of management significantly differ in their permissive management style. Further, it is also observed that the Contingent Group has a higher score than the Indulgent-Permissive Group in permissiveness itself.

Table-7

**Analysis of Variance between Three Clusters of Teachers in the
Variable of Indulgent Classroom Management Style**

Source of Variation	<i>df</i>	Sum of Square	Mean of Sum of Square	<i>F</i>-ratio
Between groups	2	763.81	381.902	22.39**
Within groups	177	3018.75	17.055	
Total	179	3782.55	-	

**Significant at 0.01 level

The *F* ratio worked out showing 0.01 level of significance enables the investigator to understand that the three groups of teachers differ in the variable indulgent classroom management style. However, it is necessary to understand the nature and direction of difference between the three groups in order to observe which one of the group is mainly responsible for the difference. Critical ratios were worked out for obtaining this information. The results of the critical ratios have been presented below in the Table-7a to Table-7c.

Table-7a

**Significance of Mean Difference between the Authoritative-
Authoritarian Group and Indulgent-Permissive Group on the Variable of
Indulgent Classroom Management Style**

Variable	N	Mean	SD	SEM	SED	CR
Authoritative- Authoritarian Group	13	15.69	4.33	1.20	1.37	2.16*
Indulgent- Permissive Group	56	18.66	4.49	0.60		

*Significant at 0.05 level

The critical ratio found to be significant as could be observed from the table clearly shows that the Indulgent-Permissive Group has secured high scores in the variable of indulgent management style compared to the Authoritative-Authoritarian Group.

Table-7b

**Significance of Mean Difference between the Authoritative-
Authoritarian Group and Contingent Group on the Variable of Indulgent
Classroom Management Style**

Variable	N	Mean	SD	SEM	SED	CR
Authoritative- Authoritarian Group	13	15.69	4.33	1.20	1.16	5.50**
Contingent Group	111	22.07	3.91	0.37		

**Significant at 0.01 level

The table shows that the CR value between Authoritative-Authoritarian Group and Contingent Group has been statistically significant indicating that the Contingent Group has secured high scores in the variable of indulgent classroom management style compared to the Authoritative-Authoritarian Group.

Table-7c

Significance of Mean Difference between the Indulgent-Permissive Group and Contingent Group on the Variable of Indulgent Classroom Management Style

Variable	N	Mean	SD	SEM	SED	CR
Indulgent-Permissive Group	56	18.66	4.49	0.60	0.67	5.06
Contingent Group	111	22.07	3.91	0.37		

**Significant at 0.01 level

It is evident from the table that the *CR* value has been significant between the Indulgent-Permissive Group and Contingent Group. It is obvious that the Contingent group has secured high scores in the variable of indulgent management style compared to the Indulgent-Permissive Group.

Table-8

**Analysis of Variance between Three Clusters of Teachers in the
Variable of Contingent Classroom Management Style**

Source of Variation	<i>df</i>	Sum of Square	Mean of Sum of Square	<i>F</i>-ratio
Between groups	2	2375.04	1187.52	87.77**
Within groups	177	2394.76	13.53	
Total	179	4769.80	-	

**Significant at 0.01 level

The ANOVA table above clearly indicates the statistical significance of the *F* ratio worked out between the three groups, namely, Authoritative-Authoritarian Group, Indulgent-Permissive Group and Contingent Group.

Table-8a

**Significance of Mean Difference between the Authoritative-
Authoritarian Group and Indulgent-Permissive Group on the Variable of
Contingent Classroom Management Style**

Variable	N	Mean	SD	SEM	SED	CR
Authoritative- Authoritarian Group	13	17.46	4.70	1.30	1.26	1.69**
Indulgent- Permissive Group	56	15.34	3.95	0.53		

*Significant at 0.05 level

The table presented above shows a significant difference between the two groups, namely, Authoritative-Authoritarian Group and Indulgent-Permissive Group. It is therefore interpreted that the Authoritative-Authoritarian Group is higher in the variable of contingent management style compared to the Indulgent-Permissive Group.

Table-8b

Significance of Mean Difference between the two Groups Authoritative-Authoritarian Group and Contingent Group on the Variable of Contingent Classroom Management Style

Variable	N	Mean	SD	SEM	SED	CR
Authoritative-Authoritarian Group	13	17.46	4.70	1.30	1.04	5.45**
Contingent Group	111	23.14	3.40	0.32		

**Significant at 0.01 level

The critical ratio value significant at 0.01 level evidences that the two groups, namely, Authoritative-Authoritarian Group and Contingent Group differs. It is observed that the Contingent Group, naturally is closely associated with the variable and hence the teachers have secured high scores on contingency management style.

Table-8c

Significance of Mean Difference between the two Groups Indulgent-Permissive Group and Contingent Group on the Variable of Contingent Classroom Management Style

Variable	N	Mean	SD	SEM	SED	CR
Indulgent-Permissive Group	56	15.34	3.95	0.53	0.59	13.24**
Contingent Group	111	23.14	3.40	0.32		

**Significant at 0.01 level

It is inferred from the table given above, that the Contingent Group is far better than the Indulgent-Permissive Group in the variable of contingency classroom management style. It is further indicative of the fact that the teachers belonging to the contingent group are obviously close to the variable of contingent management style.

4.4 Discussion with Regard to the Classroom Management Styles and Comparisons

In the recent years education researchers have attributed a holistic approach to teaching and learning. According to them, it is not just a simple interactive activity between the teacher and the pupil. It is rather a complex

management function as it involves, teaching, learning, material management, knowledge management and pupil management. Such a broad perspective enables a researcher to look into the classroom functions of the teacher as classroom management style. Though, teachers undergo technical training in teaching, it is not enough if a teacher just delivers the knowledge and take a feedback from the students. It is much more than that. It involves planning, procuring, administering and controlling, such as how it is being managed in a corporate or service organization. The schools and education have become so complex that it requires the kind of management style that is usually followed in a business organization. In a school setting, therefore, there are certain principles governing. The general principles are relating to the rules and regulations that the teacher may have to adopt from the institution to the classroom. The specific principles are relating to the content of the study and the methodology adopted. In view of this combination prevailing in the classroom the investigator attempted to ascertain whether there are specific classroom management styles. This objective was enabled using some of the theories of classroom management, specifically that of Baumrind (1971) and evolving an inventory with 5 management styles. The inventory was standardized using item analyses and data were collected with the teachers. The results obtained were then subjected to Cluster Analysis in order to establish the styles of classroom management among the teachers. The Cluster Analysis revealed 3 clusters and they were named as:

- (i) Cluster-1: The Authoritative-Authoritarian Group
- (ii) Cluster-2: Indulgent-Permissive Group
- (iii) Cluster-3: Contingency Group

The three clusters very clearly show the dominant styles of management. They were also compared on the 5 variables of management and the results have been interpreted. The Authoritative-Authoritarian Group has secured the highest obviously in the variable of authoritarian classroom management style compared to the Indulgent-Permissive Group and the Contingent Group. Similarly between the Indulgent-Permissive Group and the Contingent Group, the Contingent Group seem to be higher in their authoritative mode of management. The probable reasons could be that while the teachers who adopt a authoritative style obviously score the highest in their method of handling the classroom authoritatively. The Contingent Group, on the other hand have secured the next highest score in the variable of authoritative management, may be because contingency refers to situational management. It is understood therefore that a teacher who follows a situational model of management will adapt herself to the situation warranting, it means that she will be sometimes authoritative, sometime permissive, sometime indulgent and sometime authoritarian. An observation of the entire results presented above has brought to light this important fact that, the teachers belonging to the Contingent Group have always obtained equal scores in all the 5 variables, except in contingency where they have manifested a high score. It is interesting to note that when the Indulgent-Permissive Group has been compared with the Authoritative-Authoritarian Group in the three clusters they fall back in the three important variables, namely, the Authoritative, Authoritarian style and in the contingency style. However, they have secured high scores in indulgent style and permissive style. This is quiet natural, as the characteristics described by the researchers about the indulgent and permissive teachers go very well with their type of classroom management. Permissiveness is total

indifference and indulgence is also freedom to the students without much direction or goading. An indulgent teacher therefore, will not initiate motivation to the students. The students of this teacher who is indulgent will have to be intrinsically motivated. Otherwise, it may result in student failures.

Observation of the number of teachers falling in the three clusters is another revelation for the investigator to understand the nature of different styles of classroom management and the practice in vogue. The maximum number in these matriculation schools are found to nbe3 occupying the contingent management style within the sample selected. It is inferred therefore that majority of matriculation teachers practice the contingency model which is usually effective. In organizational situations, it is empirically proved that contingency model is the best and effective model of management. Surprisingly, even in Indian schools this model appears to be effective. One has to bear in mind that Indian schools have a huge number. In every class there is bound to be 45 to 50 students. Management of discipline, management of teaching and management of learning is a complex and complicated activity. Especially in higher classes a teacher has to take cognizance of the situation if she has top realize her tasks. No one style of management can ever be fully effective. It is also interesting to note that there are very few teachers who adapt an authoritative and authoritarian management style in the classroom, especially in the higher classes. It is found in the present study that the cluster where the authoritative-authoritarian management style predominates, the number of teachers included was only 13. This itself stands proof to manifest the existing style of management at present Indian matriculation schools. The number of students in each class pose a challenge to the teacher who may simply want

to adopt any one style of management. Therefore, it may be that the teachers of the present schools try to evolve a contingency model in their management of the classroom to be effective. In this context the investigator also desire to bring to the notice that in Indian schools, teachers are taken to task if they indulge in a verbal or physical punishment. Sometimes, the parents go to the extent of taking legal actions on teachers making them to face insult and injury. Disciplining as therefore become a very difficult proposition even to the most efficient teacher. Therefore, it is found that most of the teachers have adopted themselves to the contingency model. Permissiveness on the other hand has got a very close relation to being indulgent. The major difference will that a permissive teacher will be indifferent, never prepares for teaching and will be disinclined to help the students. As these qualities are close to the indulgent teacher, it is found that they group together. It is also to be noted that matriculation schools being self-financed, the factors of working conditions is simply poor. The teachers do not get adequate compensation and find the work load to be highly pressurizing. The management of these self-financed matriculation schools though emphasize good or even excellent results from the students, the class teachers are usually found to be indifferent to some extent. This is due to the fact that the salary being low, the teachers will always be looking out for better jobs with better prospects. This alarming fact has increased the mobility and job-hopping nature of the teachers. These teachers always on the go for better employment prospects will be unable to develop intrinsic responsibility for the performance of the students. It is also a fact that despite the constraints of poor teachers, permissive teachers, the students of matriculation schools perform very well. *How is this possible?* The reasons could be that the students social strata is high when they come to such self-

financed schools, unlike the public schools, which enables them to have extra coaching, tutoring and the like. It is also understood that they are not the first generation learners in the family. Therefore, the family provides an enriched environment for education.

The first group, of teachers, namely the Authoritative-Authoritarian Group is found to be rigidly autocratic, demanding and expect implicit obedience, excellent performance. As they are performance oriented it may be possible their students are anxious to performance. But, the students of these teachers undergo a extreme anxiety and therefore, as a psychologist would put it, high anxiety blocks performance to a certain extent. The students may only want to get the cut-off score and not aspire more. If the students are adequately motivated then the performance goal will be high. But if the reinforcement is negative, like, use of punishment then the fear of punishment itself can block performance.

4.5 Results with regard to Relationship between the Five Classroom Management Styles of the Teacher and Student Outcomes

The present study has also attempted to ascertain the extent of influence of classroom management style on performance of students and other required developments.

The results of the correlation between the 5 management styles of the teachers and the 5 student variables, namely, academic performance, leadership, interpersonal relationship and extraversion and neuroticism, the two personality dimensions.

The results of the correlations and the regression analyses for establishing the pure influence of each of the management style on student development have been presented hereunder.

Table-9

**Summary of the Product Moment Correlation between the Five
Classroom Management Styles and the Five Student Development
Variables**

	Academic Performance	Leadership	Interpersonal Relationship	Extraversion	Neuroticism
Authoritative Classroom Management Style	0.60**	0.53**	0.51**	- 0.20**	- 0.09
Authoritarian Classroom Management Style	0.81**	0.76**	0.74**	- 0.23**	- 0.12
Permissive Classroom Management Style	- 0.02	- .08	- 0.09	0.11	0.01
Indulgent Classroom Management Style	- 0.11	- 0.17*	- 0.19*	0.108	- 0.02
Contingent Classroom Management Style	0.38**	0.32**	0.31**	- 0.115	- 0.116

** Significant at 0.01 level

The simple correlations presented in the table, manifest very interesting results. It is observed that an authoritative type of management yields maximum influence on academic performance among the students, followed by leadership development and interpersonal relationship development. It was also found that the authoritative teacher fosters a

significant negative influence on extraversion. It may be interpreted that in the class of an authoritative teachers the students are introverted and extraverted. This is possible because the teacher expects implicit obedience.

Similarly, the authoritarian teacher has also manifested the same type of influence, the highest influence had been on academic performance, followed by leadership and interpersonal relationship development. The same argument holds good in this situation too. The expectations of these teachers, authoritative and authoritarian are high, the disciplinary methods are highly strict. Therefore they have been able to produce such results. The permissive style of management has been the least in influencing student performance followed by lack of leadership and interpersonal development. In fact it does not relate with any of the student variable studied. It is to be expected that permissive type of teachers are indifferent to the teachers. The indulgent teachers who are knowledgeable but not inclined also have shown similar influence with the students. The contingency types of management style among teachers have brought influence in areas of academic performance, leadership and inter personal relationship development. They do not however relate to influencing extraversion or neuroticism.

The simple correlations have indicated clear influences between the independent and the dependent variables. Therefore, the data were subjected to robust statistical analysis using regression. This was done in order to obtain the pure contribution of teacher classroom management styles on student development. The regression co-efficients, thus computed have been presented in tables below (Tables-10a to Tables-10e)

Table-10a

Regression Co-efficients of the Five Classroom Management Styles of Teachers (N=180) on the Academic Performance of Students (N= 900)

Independent Variable	Coefficient of Determination	Beta	T
Authoritative Classroom Management Style	0.36	0.60	15.60**
Authoritarian Classroom Management Style	0.65	0.81	18.21**
Permissive Classroom Management Style	0.00	- 0.02	0.31 ^{NS}
Indulgent Classroom Management Style	0.01	- 0.11	1.43 ^{NS}
Contingent Classroom Management Style	0.15	0.38	5.51**

** Significant at 0.01 level

The regression co-efficient table very clearly manifested the percentage of contribution of each of the classroom management style to academic performance. The authoritative management style has an influence of about 40%, which is found to be highly significant. The authoritarian management style has a greater contribution to academic performance of students to the extent of 65% and is highly significant. The third type of management style, contributing to performance was found to be

the contingency management style. The percentage being 15 and it is statistically significant. It is to be noted that both the permissive style of management and the indulgent style of management have failed to contribute to academic performance.

The variables of the five classroom management styles have also been tested for their contributions to student leadership development using regression coefficient.

Table-10b

Regression Co-efficients of the Five Classroom Management Styles of Teachers (N=180) on the Leadership of Students (N= 900)

Independent Variable	Coefficient of Determination	Beta	t
Authoritative Classroom Management Style	0.28	0.53	8.35**
Authoritarian Classroom Management Style	0.58	0.76	15.55**
Permissive Classroom Management Style	0.01	- 0.08	1.04 ^{NS}
Indulgent Classroom Management Style	0.03	- 0.17	2.36*
Contingent Classroom Management Style	0.11	0.32	4.56**

** Significant at 0.01 level

* Significant at 0.05 level

From the table above of regression co-efficient values, it is interpreted that the authoritarian classroom management style contributes to the highest for student leadership development, followed by the authoritative style. Similarly, the indulgent management style has also contributed to leadership development at a statistically significant extent. The contingency management style has also significantly contributed to student leadership development. The permissive style of teachers has not contributed to student leadership development.

Teacher classroom management styles were correlated with student interpersonal relationship development using regression co-efficients.

Table-10c

Regression Co-efficients of the Five Classroom Management Styles of Teachers (N=180) on the Interpersonal Relationship of Students (N= 900)

Independent Variable	Coefficient of Determination	Beta	t
Authoritative Classroom Management Style	0.26	0.51	7.81**
Authoritarian Classroom Management Style	0.55	0.74	14.62**
Permissive Classroom Management Style	0.01	- 0.09	1.24 ^{NS}
Indulgent Classroom Management Style	0.04	- 0.19	2.56**
Contingent Classroom Management Style	0.10	0.31	4.37**

** Significant at 0.01 level

The significant contributions were from the teachers with authoritative management styles, authoritarian management styles, indulgent and contingency management styles. Again it was noted that an authoritarian teacher has the highest contribution for student interpersonal development to the extent of 55%. Similarly, an authoritative teacher has also contributed to the extent of 26%, yet significant. The teachers who follow a contingency style of management are able to contribute a statistically significant influence on student interpersonal relationship development. However, the permissive teachers have been found to have no influence on the development of interpersonal; relationships among the students.

Further analyses using regression co-efficients on the five teacher management styles and student extraversion, indicated the following in Table-10d.

Table-10d

Regression Co-efficients of the Five Classroom Management Styles of Teachers (N=180) on the Extraversion of Students (N= 900)

Independent Variable	Coefficient of Determination	Beta	t
Authoritative Classroom Management Style	0.04	- 0.20	2.74**
Authoritarian Classroom Management Style	0.05	- 0.23	3.19**
Permissive Classroom Management Style	0.01	0.11	1.52 ^{NS}
Indulgent Classroom Management Style	0.01	0.11	1.45 ^{NS}
Contingent Classroom Management Style	0.01	- 0.12	1.55 ^{NS}

** Significant at 0.01 level

It was found from the table that teachers who were authoritative and authoritarian were able to influence on the student personality development, specifically on student extraversion. The other types of management, namely, permissiveness, indulgence and contingency styles have not shown any contribution to the extraversion of the students.

The five management styles of teachers were then correlated with the neuroticism aspect of personality of students. The results of regression co-efficients have been presented in the table below (Table-10e).

Table-10e

Regression Co-efficients of the Five Classroom Management Styles of Teachers (N=180) on the -Neuroticism of Students (N= 900)

Independent Variable	Coefficient of Determination	Beta	t
Authoritative Classroom Management Style	0.01	- 0.09	1.24 ^{NS}
Authoritarian Classroom Management Style	0.01	- 0.12	1.59 ^{NS}
Permissive Classroom Management Style	0.00	0.01	1.10 ^{NS}
Indulgent Classroom Management Style	0.00	- 0.02	1.28 ^{NS}
Contingent Classroom Management Style	0.01	- 0.12	1.56 ^{NS}

** Significant at 0.01 level

It could be observed from the table above that neuroticism of students have no bearing on the classroom management style of the teachers on the whole.

4.6 Discussion with regard to Relationships between Variables

The second stage of analyses involved utilization of Multiple Regression Analyses. The three clusters were independently correlated with the major student variables of performance, leadership, interpersonal relationships and personality.

The present study has focused on student outcomes based on teacher management styles in the classroom. This was found to provide a comprehensive understanding of the crucial influences between the teacher and the student in bringing about academic and holistic education. In the present study the investigator has carefully selected major student outcomes during the period of adolescence as the emphasis is on globalization of the entire world. It is possible therefore that the business or service organizations become global in the near future. It is essential therefore for every student undergoing academic training and learning to become suitable for such a global society. Bearing this in mind the investigator chose to assess the performance on the academic side and leadership, interpersonal relationship skills and personality development on the social skills side in order to enable a profile of students coming out of schools. Great deal of information is available in the literature of education showing the significance of teacher and her teaching strategies, managing classroom styles to be contributing to student outcomes. The interaction of teacher managing the classroom behavior and student behavior is highly important in forming the student personality and achievement and hence the study.

The influence of teacher behavior in the classroom has been extensively studied using an inventory assessing classroom management

styles. The corresponding student behaviours in areas of performance, leadership, interpersonal skills and personality development were also assessed using sophisticated statistical techniques. It was found from the analyses that teachers in matriculation schools of Tamil Nadu emerge as three important clusters, one being authoritative-authoritarian, two being indulgent-permissive and three being contingent.

It is acceptable that most of the matriculation teachers could in reality be authoritative-authoritarian as matriculation schools have certain specific strategies and standards to maintain and sustain the institution. To enlighten the major factors institutional pressure is the most pressurizing to the teacher. *What are they?* The people who appoint the teachers emphasize certain conditions for job offers and continuation. They insist on results. Ultimately, in every class the teacher has to show 100% pass. *Why is the pressure?* It is due to the fact that matriculation schools being self-financed, they are forced to generate income from the pupil.

The results of the present study very clearly show significant outcomes. It shows that management styles of authoritative, authoritarian and contingency models of management brings forth enormous contribution to both, the academic and social skills development among students. It is natural that an authoritative as well as an authoritarian teacher will be goal oriented, disciplined with expectations from the students. The emphasis is therefore, will be on growth and development. There can be no option for the students other than performance. The present generation is facing a complex world, schools have started to concentrate on social skills as well. Hence, the authoritative and the authoritarian teachers are able to put forth pressure on the students to have overall education inclusive of academics and social skills. It was also found that the teachers who follow a

contingency model of management, have been successful in enabling students to be effective in both, academic and social skills. This is probably because the teacher is much more flexible, much more understanding and may be using positive reinforcements, unlike her counterparts following the authoritative and authoritarian models of management. These three styles of management have been found to be statistically significant in contributing to student development. On personality development it is found that, in all the three models of management, extraversion has been made stable. The variable of student neuroticism has been found to be a constant in all the five types of teacher management styles. It could be that the students in higher classes always have anxiety and it increases over time as they go to face public examinations. It may be said that neuroticism or anxiety is a universal phenomenon among the school going children.

The management styles of indulgent and permissiveness have been inconsistent in their influence with regard to academic performance and social skill development of the students. It is natural that a permissive teacher is indifferent in the classroom and there is no planning or organization. These teachers therefore do not influence the students in any of their developmental areas. The indulgent teacher on the other hand though knowledgeable and prepared for teaching is not intrinsically motivated to stimulate the students. Therefore, her contributions may be volatile.

To summate, it is understood that the teachers of the matriculation school practice the management styles of contingency, indulgence and permissiveness and authoritative and authoritarian styles. The relative influence or non influence of teacher management styles have thus far extensively discussed. The major findings are presented below.

5. MAJOR FINDINGS

5.1 With regard to Cluster Formation among Teachers

- (i) teachers form into clusters based on their classroom management style
- (ii) teachers group into three distinct clusters of Authoritative-Authoritarian, Indulgent-Permissive and Contingent
- (iii) the three groups or cluster differ significantly in the dimensions of their classroom management styles

5.2 With regard to Impact of Teacher Classroom Management Styles on Student Development

- (i) authoritative, authoritarian and contingent classroom management styles have significant positive contribution to development of student performance, leadership and interpersonal relationships.
- (ii) the authoritative and authoritarian teachers have negative and significant influence on student extraversion. Students become more introverted.
- (iii) the teachers who follow a permissive style of management are incapable of enabling the students in academic performance, leadership, interpersonal relationships, extraversion or neuroticism.
- (iv) the teachers manifesting indulgent style of management were contributing statistically significant influence on leadership and interpersonal relationship development among the students.

6. IMPLICATIONS OF THE STUDY

A study of the present nature has been a pioneering attempt as most of the Indian studies have been focusing only on teacher effectiveness, inclusive of her teaching techniques. This study has been evolved with a wider scope of studying her management styles. The scope therefore encompasses an impact on various student development areas. The most important of all being betterment of academic performance and development of social skills. Therefore, the study, it is envisioned will have a major contribution to understand the Indian classroom scenario and their impact on the Indian student development.

The knowledge thus gained from this study it is expected to go a long way in not only building literature on teacher behavior. It will also help the future researchers to foster appropriate training to the teachers in state of the art classroom management styles in Indian classrooms.

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Tool-1

CLASSROOM MANAGEMENT STYLES INVENTORY

You are required to answer the statements given below, which expresses your style of management in the class. Read each statement carefully and provide your preference of answers as it applies to you. There is no time limit but please do not ponder over any statement for a long time. You are requested not to omit any statement without answering. You are assured by me that it is intended only for my research on yours' attitudes. Thank you

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Below a statement is given for your understanding. It is only an example:-

S.No.	Items	Low	Moderate	High
1	Your capacity for verbal expressions		√	

Now you begin to answer the main inventory. There is no time limit. However, you are requested to complete the inventory in approximately 30 mins.

S.No.	Items	Low	Moderate	High
1	Appropriate preparation of study materials providing more matter than in the text			
2	Providing clarity and explaining to clear the doubts of students			
3	Modulated voice and fluency of language			
4	Periodical feedback of student comprehension through interrogations and tests			

S.No.	Items	Low	Moderate	High
5	Manifesting high expectations of performance from students and enabling progress			
6	Identifying inappropriate and unacceptable behaviours, eliminating and supporting students re-learn accepted behaviours in academics and interpersonal relations			
7	Enabling students to understand the importance of learning			
8	Respect for students through active listening			
9	Willingness to clarify and encourage discussions			
10	Resolving conflicts and confrontations by appreciation and interactions			
11	Maximum efforts in preparing study materials, exhaustive and extensive			
12	Pressurize students to identify doubts and clear the doubts then and there during the class hour			
13	Modulated voice and fluency of language			
14	Enforces order in communication and pressurizes with feedback creating student anxiety			
15	You are indifferent to student problems			
16	You are performance oriented			
17	You expect high discipline and is liberal in giving punishments to maintain order			

S.No.	Items	Low	Moderate	High
18	You always expect implicit obedience			
19	You are cold and impersonal			
20	You are not concerned with students' personal problems			
21	Knowledgeable but prefers to take minimal efforts in preparation of subject matter to the classroom			
22	Dissemination of knowledge is done without motivation			
23	Feedback knowledge from students is not used for progress			
24	You demotivate the student by not taking efforts to clear doubts			
25	You lack involvement in student outcomes			
26	You are indifferent to discipline and order			
27	Your expectations from students is minimal or nil			
28	You leave the class with absolute freedom leading to indiscipline			
29	Discourages any demand from students			
30	You foster inappropriate behaviour of the student not suiting formal schooling			
31	You are knowledgeable and prepares sufficient study material			
32	Dissemination of knowledge is dependent on student desire			

S.No.	Items	Low	Moderate	High
33	Feedback is routine without much efforts for improvement			
34	Your knowledge is adequate to a minimum			
35	You comply with student demands of any sort			
36	The efforts of students are actively supported by you			
37	You maintain very high and positive relation with students			
38	You maintain discipline only with the cooperation of students			
39	You are more concerned about the fulfillment of students' needs in the classroom more than controlling students			
40	Great deal of freedom provided for the student to interact with you in and out of classroom			
41	You prepare extensively for the class			
42	You are always willing to clarify doubts			
43	You are keen on ascertaining the level of comprehension for correction and progress of the student			
44	You make periodical assessment of subject knowledge through interrogations and tests			
45	You make utmost efforts to enable student motivation			

S.No.	Items	Low	Moderate	High
46	You are open for a two-way communication between the You and the student			
47	You are both student and performance oriented			
48	You adopt a contingency approach to control by using autocratic, democratic and permissive styles of leadership depending on the situation			
49	You employ autocratic control when situation is critical employs democratic strategies when situation fairly normal and is permissive when situation is least important and out of the curricular realm			
50	You are capable of controlling the class and students in both academics and social behaviours with alternate strategies			

Tool-2

STUDENT LEADERSHIP ASSESSMENT INVENTORY

Indicate your agreement with the statements using a five-point rating scale given below based on your assessment of your own attitude and behaviour. There is no right or wrong answers. Feel free to provide honest response. Your response will go a long way in adding to knowledge regarding student behaviour.

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Poor	Less Satisfactory	Satisfactory	More Satisfactory	Excellent
1	2	3	4	5

S.No.	Statements	1	2	3	4	5
1	The extent to which you will initiate help to your friends in trouble					
2	Your consideration for others when you are in distress or trouble					
3	Your understanding of others problems					
4	Your understanding of the problems of your peer group					
5	The extent of caring for others without regard for oneself					
6	The extent to which you plan and progress					

S.No.	Statements	1	2	3	4	5
7	The degree to which you organize your work					
8	The amount of tenacity you manifest in your curricular activities					
9	The degree of positive enthusiasm you have in completing your assignments					
10	The nature of your initiative to take up responsibilities					
11	The fervour with which you express a consistent behaviour in most of your habits					
12	The extent of importance of being consistent					
13	The contribution of consistency to being reliable					
14	The contribution of radical shifts to consider oneself as being reliable					
15	The degree to which emotional stability required for being reliable					
16	Cordiality maintained with your friends and peer group					
17	Influencing power among friends and peer group					
18	Healthy rapport maintained with friends peer group and teachers					
19	Popularity among friends and peer group					

S.No.	Statements	1	2	3	4	5
20	Respect gained from friends and peer group					
21	Speaking the truth always despite any hindrance					
22	Lending to temptation for exaggeration of facts and figures					
23	Being frank to friends and peer group					
24	Being upright on all issues despite problems					
25	Sincere despite any hindrance with friends peer group and all adults					
26	Trustworthiness to everybody					
27	Loyalty to whichever group you belong to					
28	Commitment to the group you belong to					
29	Maintenance of confidentiality					
30	Allegiance to the group you belong to					

Tool-3

FUNDAMENTAL INTERPERSONAL RELATIONS ORIENTATION- BEHAVIOUR (FIRO-B)

Schutz (1958)

The following questionnaire has three parts to it, and they deal with aspects about your 'self', in relation to others. Kindly mark a 'tick' mark at the option, which is most descriptive of you. There are no right and wrong answers and your honest responses will give meaningful results. Thank you for your patience and co-operation.

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PART-I

6	5	4	3	2	1
Usually	Often	Sometimes	Occasionally	Rarely	Never

S.No.	Statements	6	5	4	3	2	1
1	I try to be with people						
2	I let other people decide what to do						
3	I join social groups						
4	I try to have close relationships with people						
5	I tend to join social organizations when I have an opportunity						
6	I let other people strongly influence my actions						

S.No.	Statements	6	5	4	3	2	1
7	I try to included in informal social activities.						
8	I try to have close, personal relationship with people.						
9	I try to include other people in my plans.						
10	I let other people control my actions						
11	I try to have people around me						
12	I try to get close and personal with people						
13	When people are doing things together I tend to join them						
14	I am easily led by people						
15	I try to avoid being alone.						
16	I try to participate in group activities.						

PART-II

6	5	4	3	2	1
Most People	Many People	Some People	A few people	One/two people	Nobody

S.No.	Statement	6	5	4	3	2	1
1	I try to be friendly to people						
2	I let other people decide what to do						
3	My personal relations with people are cool and distant.						
4	I let other people take charge of things.						
5	I try to have close relationship with people.						
6	I let other people strongly influence my actions						
7	I try to get close and personal with people						
8	I let other people control my actions						
9	I act cool and distant with people.						
10	I am easily led by people.						
11	I try to have close, personal relationship with people.						
12	I like people to invite me to things						
13	I like to people to act close and personal with people.						

S.No.	Statement	6	5	4	3	2	1
14	I try to influence strongly other people's actions.						
15	I like people to invite me to join in their activities.						
16	I like people to act close towards me.						
17	I try to take charge of things when I am with people.						
18	I like people to include me in their activities.						
19	I like people to act cool and distant towards me.						
20	I try to have other people do things the way I want them done.						
21	I like people to ask me to participate in their discussion.						
22	I like people to act friendly towards me.						
23	I like people to invite me to participate in their activities.						
24	I like people to act distant towards me.						

PART-III

6	5	4	3	2	1
Usually	Often	Sometimes	Occasionally	Rarely	Never

S.No.	Statement	6	5	4	3	2	1
1	I try to be the dominant person when I am with people						
2	I like people to invite me to things.						
3	I like people to act close towards me.						
4	I try to have other people to do things I want done.						
5	I like people to invite me to join their activities.						
6	I like people to act cool and distant towards me.						
7	I try to influence strongly other people's actions.						
8	I like people to include me in their activities.						
9	I like people to act close and personal with me.						
10	I try to take charge of things when I am with people.						
11	I like people to invite me to participate in their activities.						
12	I like people to act distant towards me.						
13	I try to have other people do things the way I want them done.						
14	I take charge of things when I am with people.						

Tool-4

JUNIOR EYSENCK PERSONALITY INVENTORY (JEPI)

(Eysenck and Eysenck, 1970)

Here are some questions regarding the way you behave, feel and act. After each question, is a space for answering “YES” or “NO”. Try to decide whether “Yes” or “No” represents your way of acting or feeling. Then underline the “Yes” or “No” as the case may be, for each of the question, to indicate your answer. Work quickly and do not spend too much time over any question. Be sure not to omit any question. There is no right or wrong answers. Remember to answer every question.

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S.No.	Items	YES	NO
1	Do you like plenty of excitement going on around you?		
2	Do you often need kind friends to cheer you up?		
3	Do you nearly always have a quick answer when people talk to you?		
4	Do you sometimes get cross?		
5	Are you moody?		
6	Would you rather be alone instead of meeting other children?		
7	Do you find it hard to get to sleep at nights because you are worrying about things?		
8	Do you always do as you are told at once?		
9	Do you like practical jokes?		
10	Do you ever feel 'just miserable' for no good reason?		
11	Are you usually happy and cheerful?		
12	Have you ever broken any rules at school?		
13	Do lots of things annoy you?		

S.No.	Items	YES	NO
14	Do you like doing things where you have to act quickly?		
15	Do you worry about awful things that might happen?		
16	Can you always keep every secret?		
17	Can you get a party going?		
18	Do you sometimes get thumping in your heart?		
19	When you make new friends do you usually make the first move?		
20	Have you ever told a lie?		
21	Are you easily hurt when people find fault with you or the work you do?		
22	Do you like telling jokes or funny stories to your friends?		
23	Do you often feel tired for no good reason?		
24	Do you always finish your home work before you play		
25	Are you rather lively?		
26	Are you touchy about some things?		
27	Do you like mixing with other children?		
28	Do you have “dizzy turns”?		
29	Do you like playing pranks on others?		
30	Do you often feel fed up?		
31	Do you sometimes boast a little?		
32	Are you mostly quiet when you are with others?		
33	Do you sometimes get so restless that you cannot sit in a chair long?		
34	Do you often make up your mind to do things suddenly?		
35	Are you always quiet in class, even when the teacher is out of the room?		
36	Do you have many frightening dreams?		
37	Can you usually let yourself go and enjoy yourself at a gay party?		

S.No.	Items	YES	NO
38	Are your feelings rather easily hurt?		
39	Have you ever said anything bad or nasty about any one?		
40	Do you call yourself happy-go-lucky?		
41	Do you worry for a long while if you feel you have made a fool of yourself?		
42	Do you often like rough and tumble game?		
43	Do you always eat everything you are given at meals?		
44	Do you find it very hard to take no for answer?		
45	Do you like going out a lot?		
46	Do you like sometimes feel life is not worth living?		
47	Have you ever been cheeky to parents?		
48	Do other people think of you as being very lively?		
49	Does your mind often wander off when you are doing a job?		
50	Would you rather sit and watch than play at parties?		
51	Do you usually feel fairly sure you can do the things you have to?		
52	Do ideas run through your head so that you cannot sleep?		
53	Do you often feel lonely?		
54	Are you shy of speaking first when you meet new people?		
55	Do you often make up your mind when it is too late?		
56	When children shout at you, do you shout back?		
57	Do you sometimes feel specially cheerful and at other times sad without any good reason?		
58	Do you find it hard to really enjoy yourself at a lively party?		
59	Do you often get into trouble because you do things without thinking first?		
60	Do you say your prayers every night?		