

## Resilience and classroom management

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### Abstract

The present research study attempts to investigate the relationship between Resilience and classroom management of teachers. Using a survey research design methodology, the primary data for the study was generated. Data analysis revealed that there exist a significant positive relation between resilience and classroom management. The significance of this result and implications of this finding are discussed in this study.

**Keywords:** resilience, classroom management, positive psychology, academic achievement

### Introduction

Research on classroom management has been done on varied and different perspectives. However much of the research on classroom management that is found and available in the literature has been restricted to North American and European samples. Structured empirical Research on classroom management done on Indian samples is still in its infancy. Classroom management permeate teaching learning process in the classroom. Classroom management is a broad umbrella term describing a teacher's efforts to oversee classroom activities such as learning, social interaction and student behavior (Martin and Baldwin 1998) <sup>[10]</sup>. Classroom management has been defined in the literature, McCreary (2010) <sup>[15]</sup> defined classroom management as "the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning" (p. 1). According to Marzano (2003) <sup>[12]</sup>, "well-managed classrooms provide an environment in which teaching and learning can flourish". Martin and Sass (2010) <sup>[11]</sup> defined classroom management as that which encompasses "teacher efforts to oversee the activities of the classroom including student behavior, student interactions and learning" (p. 1125).

Teaching profession is generally observed to be very stressful. The job of the teacher is found to be very stressful in the literature. Thus teacher's ability in coping with the stress, and the skills and competence in managing the classroom is a major factor that may determine to what extent the teacher will be successful in managing the classroom. Thus the psychological strength of the teacher to overcome stress and adverse situations in the job and be able to face the difficulties in the job would play a significant role in managing the classroom. Thus the present study attempts to investigate the extent to which the resilience of the teachers affects their classroom management.

### Resilience

Research on resilience of teachers is an emerging field of research, research on stress of teachers has been thoroughly

investigated, however research on resilience of teachers is still in the primary stage (Goddard and Foster, 2011) <sup>[4]</sup>. Resilience is the ability of an individual to come back or bounce back to normalcy when faced with a traumatic or adverse condition or situation. Resiliency is described as the psychological strength of the individual. Resilience theory and research has been largely drawn from research done in clinical psychology. Resilience indicates how people cope and adapt in face of adversity and risky situation. Research on resilience gained prominence in the literature with the emergence of positive psychology. From the organizational behaviour perspective, in the context of work situation, Luthans (2002) <sup>[6]</sup> defined resiliency as the "positive psychological capacity to rebound to 'bounce back' from adversity, uncertainty, conflict, failure, or even positive change, progress and increased responsibility (p. 702). Since the introduction of the concept of resilience in the literature by Luthar and colleagues (Luthar, 2006; Luthar & Cicchetti, 2000; Luthar, Cicchetti, & Becker, 2000) <sup>[7, 8, 9]</sup>, the concept of resilience has attracted considerable attention and discussion in the literature.

The work of teachers in the present day schools is very challenging; teachers perceive their work environment as highly stressful and demanding. Stress occurs when one is confronted with a situation which is perceived to be overwhelming and one cannot cope with such a situation (Agolla and Ongori, 2009) <sup>[1]</sup>. A resilient teacher is able to cope up with the stress positively and handles the situation with ease. A resilient teacher is likely to behave as a socially competent person that satisfies optimally the need of affection, respect, and social life; in turn, handles power better, achieves goals, makes better decisions and can easily procure a happy, productive, and healthy life (Salgado, 2005) <sup>[16]</sup>. They are likely to take both proactive and reactive measures in the face of adversity. Resilient teachers are likely to have commitment to their organizations, they are likely to help their colleagues with problems, promote a positive work climate, tolerate inconveniences without complaint, and protect organization resources (Witt, 1991) <sup>[18]</sup>. They are also likely to manage classrooms better and have job satisfaction.

The present study examines the resilience of teachers in relation to their classroom management. Scant research studies exist in the literature that has examined the resilience of teachers. Very few research studies exist in the literature that has examined the resilience of teachers, in relation to their classroom management. There is a need for rigorous research to be conducted on resilience of teachers, and how it impacts classroom management, is to be studied. The present study makes an attempt in this direction and examines how the resilience of teachers has a bearing on classroom management.

## Method

### Research Design

The present research study is designed on a quantitative research framework which utilized a descriptive research perspective. No variable were manipulated in this study, and is a non experimental research study in nature. This study adopted a descriptive survey research methodology in which instruments-questionnaires were used to collect primary data from the school teachers working in different schools.

### Sample

A cross sectional study was used in the present study. The sample for the present study comprised of 325 secondary schools teachers selected from different schools. Their age range was from 29 to 54 years.

### Measures

**Connor-Davidson Resilience Scale (CD-RISC):** This scale developed by Connor & Davidson (2003) was used in the study. This scale comprises of 25 items and has a five point Likert type response format ranging from 1 (strongly disagree) to 5 (strongly agree). High scores on this scale indicate higher resilience among the teachers. The cronbach's alpha for this scale in the present study was found to be 0.88. This scale has demonstrated adequate internal consistency and constructs validity in the literature

**Classroom Management:** To measure classroom management of the teachers, the Behaviour and Instructional management scale developed by Martin and Sass (1998) was used in the present study. Martin and Sass (1998) conceptualised classroom management in terms of behavioural management and instructional management. This scale comprises of 24 items, twelve items in the scale measure behavioural management and the other twelve items measure instructional management. Some of the items in the scale are positively worded and some items negatively worded. This scale has five point Likert type response format ranging from "strongly agree" to "strongly disagree". Cronbach's alpha of this scale in the present study was found to be 0.82. For statistical analysis of the data the total score on the twenty four items were taken as the measure of classroom management. in the scale was taken into consideration.

### Procedure

The two questionnaires along with the covering letter were distributed to the sampled teachers, after establishing initial rapport with them. Teachers were briefly explained about the purpose of the study and were told how to respond to the

items in the scale. They were encouraged to give frank and honest responses to the items in both the questionnaires.

## Results and Discussion

To examine the relationship between resilience and classroom management, the product moment correlation coefficient is computed and presented in table 1.

**Table 1:** Correlation Coefficients between Resilience and Classroom Management

Variable	Correlation Coefficient
Resilience	0.768**
Classroom Management	

\*\*p<0.001

From table 1 it can be observed that the correlation coefficient computed between resilience and classroom management is positive and found to be significant (p<0.001). This indicates that there is significant positive relationship between resilience and classroom management.

The significant and positive correlation found between resilience and classroom management indicates that resilience of teachers influences their classroom management practices.

## Conclusion

The results of the present study suggest that resilience is significantly correlated with classroom management practices of teachers. This suggests the importance of resilience in teachers in effectively managing the classroom. Research studies done on resilience have been associated with positive work place behaviours; higher levels of resilience are associated with a range of positive work outcomes, such as better workplace performance. In the present study the teacher's ability to deal with stressful conditions and the ability to cope with the stressful situation, and the ability to bounce back to normalcy, in case of hardships and adverse conditions in schools are found to be related with their classroom management. The present study observed that resilience of teachers is positively related to their classroom management. This makes resilience an important construct in school. Resilience is not a trait that people either have or do not have. Resilience involves behaviours, thoughts, and actions that can be learned and developed in anyone. Resilience is tremendously influenced by a person's environment. There is an important need for resilience training of teachers. Academic staff training colleges or other similar institutions which give orientation or training to teachers must definitely include a component on resilience training in their training programmes. Educational administrators or Human resource managers of the school may also assess the resilience of teachers and may include it as one of the criterion during selection process of teachers. Further studies may be carried out by conducting an intervention, to enhance the resilience of teachers. Longitudinal studies may also be carried out to examine how resilience would have an influence on classroom management of teachers over a period of time.

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