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## The Relationship between Classroom Management Styles and Coping Strategies with Stress

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### Abstract

One of the major demands that contribute to the stress of teachers is how to manage students' problem behaviors in the classroom. However, coping strategies may buffer the effects that classroom management styles have on stress levels in teachers. **Purpose of study:** The study was investigated the relationship of classroom management and coping strategies with stress. This study evaluated the following hypotheses a) there is no relationship between classroom management styles and Coping strategies with stress. b) There is relationship between classroom management styles and Coping strategies and stress. **Methodology:** A co relational study design was use. A small sample of n=89 was selected Convenient sampling technique was used for the collection of data. A 5-point Likert scale questionnaire adapted from thesis of (Shawna Hoots, 2014). The questionnaire tools were used to get some basic information that includes participant age, gender, teaching experience, qualification etc. After the collection of data, it was entered to Statistical Package for Social Sciences 21 (SPSS). **Results:** The results of study indicated that significant negative relationship between authoritarian management style and stress among teachers. A study shows significant positive relationship between authoritative and Democratic management's style and stress among teachers. Furthermore, results of this study shows Non-Significant positive relationship was found between laissez-faire management style and stress among teachers whereas, significant negative relationship between brief coping strategy and stress among teachers. **Conclusion:** This study shows the relationship between the classroom management styles, coping strategies and stress. It is the proved by the study that if coping strategies will be good it causes the low level of stress in teacher.

**Keywords:** Classroom management styles; coping strategies; Stress; Faculty member

### Introduction

The art of teaching and educating children and the young people is very exciting because of its difficult and constant challenges that provide a venue for personal growth. In fact, teaching has never been challenging than it is today. Such challenge can be attributing to the fact that students entering schools or colleges come with such widely diverse backgrounds, capabilities and interest. that meeting their needs and finding appropriate learning activities require a great deal of care and skills (Howard, 2016).The data around one of the first and most essential task of instructors is to create smooth running school groups where students are profoundly engage with advantageous exercises that help their learning. Subsequently, setting up a viable

classroom administration framework is a first need. Actually, educators who have grown such a framework

have instructed an extraordinary arrangement about fundamental highlights of classroom, and how they function to build up them (Armstrong, 2016).One of the real requests that add to the worry of instructors is the manner by which to deal with understudies' concern practices in the classroom. In any case, adapting techniques may support the impacts that classroom administration styles have on feelings of anxiety in instructors (Zee & Koomen, 2016).Different occupations have been thinking to be distressing than instructors are. As of late, educating has been mark as a profoundly unpleasant calling. . Because of the mix of these components are (Jennings et al., 2017).

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### **Study gap**

No such type of study done in Lahore Pakistan.

### **Problem Statement**

Many studies have been conducted globally. Study result demonstrates a positive importance of classroom administration style, adapting and push. Emotion focused adapting and problem focused adapting were important indicators of stress, yet adapting not having direct the connection among classroom administration and stress (Irby, 2017). In addition, the outcomes demonstrated that contrasting and one year and five years prior, 91.6% and 97.3% of the reacting educators detailed an expansion of saw feeling of anxiety, separately. Overwhelming workload, instruction changes, outside school audit, seeking after further training, and overseeing understudies (Pokhrel, 2017). In Pakistan, teaching based schools of Gilgit-Baltistan educators occasionally get any relief periods as they need to take, back to back classes and they have no opportunity to relax between lessons. Because of this reason, educators felt exhausted and got dissatisfied (Sultana et al., 2012). This investigation means to discover the styles of classroom administration by the employees of The University of Lahore. The examination will configuration to direct an appraisal on the school educators' level of execution and to find whether the decision of classroom administration style, adapting procedures and stress is essentially identify with teaching performance.

### **Significance of Study. Organization**

The findings of this study may help organization to come up with in-service training programs on classroom management style and coping strategies to manage stress. That may guide the faculty in managing excellently their classrooms. Through the in-service training programs may help faculty to work consistently towards assisting their students experience, success and pleasure in the learning process. As a result, the quality of education may be improved and organization will achieve positive outcomes from students. The findings of this study will be beneficial for the organization The university of Lahore. Organization will enhance the quality of teaching and student's performances in the context of achieve good results. Organization of university will reduce the drawbacks that will identify in the study. To recognize problems facing by the teacher that may pose an effect in their performance. They may find alternative actions on how to handle their students; if teachers adopt the suitable classroom management style, that style will minimize the stress among the teachers. Students will be able to get productive outcome. Students motivation, practicing teamwork in class give good feedback to the teacher in this way quality education will be improved and enhance the students learning outcome.

## **Literature Review**

Classroom administration was among the best reasons for worry in educators. At the point when understudies were not persuaded to do well and when it was difficult to keep up classroom control, even with the utilization of train, instructors announced higher feelings of anxiety found that most understudy educators, they would say understudy instructing, experienced direct levels of worry because of absence of successful classroom administration (Hoots, 2014). Subsequently, instructors that make positive classrooms give careful consideration to the majority of the ecological jolts that are available in their instructive setting (Egeberg et al., 2016). However, the starting educators in Pakistani schools have numerous difficulties identified with classroom administration that tend to lead them towards insufficient socialization with the expansion in disappointment and poor execution (Tahir & Amin Qadir, 2012). However, educators successful overseeing of understudies conduct and learning is basic to accomplishing positive instructive results. Educator's classroom administration practices can significantly affect understudy's focus. Self-controlled learning mentalities toward schoolwork their educators and the advancement of professional social qualities (Salkovsky & Romi, 2015).

### **Theoretical Framework**

This study accompanied by the choice theory to describe the relationship between classroom managing styles, coping strategies and stress (Glasser & Mamary, 2000). The "choice theory" in (1998) in general, this theory states that all we do is behaving. Glasser (1998) suggests that almost all behavior is choosing, and drive by genetics to satisfy five basic needs: survival, love and belonging, power, freedom and fun. In choice theory, the classroom needs satisfying place for students. Teachers as managers who need to work effectively if they want to teach their students successfully. The role of teachers as managers requires them to guide students in understanding that working hard and being obedient is worth it. It has a positive influence on their lives. Teachers who practice choice theory work to make sure that student classroom activities are design to satisfy the students' needs.

## **Methodology**

### **Study Design**

A co relational study design was used.

### **Setting**

A quantitative descriptive correlational study was used.

### **Population**

Study populations for this research work were Faculty of Allied Health Sciences, The University of Lahore. The total number of faculty 106 for three-department.

**Sampling Method**

Convenient sampling technique used for the collection of data. This is non-probability sampling technique in which researcher selects subjects of his convenience and accessibility.

**Data Collection Method**

A questionnaire-developed was use to conduct this research. It was utilize for the investigation to gather information. It took around 25-30 minutes for the majority of the member to fill this form. Part 1: This questionnaire covered the consent, demographic characteristics of teachers such as age, sex, and level of education, years of experience. Part 2: is on the classroom management, coping & stress. Each item of instruments has subset indicators, which was give corresponding rating by the respondents using Likert Scale.

**Data Analysis Method**

The data entry and analysis done by is using Statistical Package for social sciences (SPSS) version 21 statistical software package. Spearman Correlation analyses test was applied.

**Ethical Consideration**

Prior permission taken from the institution review board (IRB) and the authors of assessment tools Informed consent

of participant was given with clear instruction. Participants w informed about the purpose and uses of the data collection. Participant privacy and confidentiality of information was ensuring. The information provided to the participant used only for research purpose and not shares. Respect for the dignity of research participants prioritize. Participant allowed withdraw from research at any time.

**Results and Discussion**

Results analysis of different components of this research study such as the Demographic data, Stressors, Coping strategies and classroom Management styles are shown in Table 1.

**Demographic Data Analysis and Results**

Table 1 shows that 64% of the participants was of age 25-34 years, whereas 23.6% participants were age 35-44 years and 4.5%. The findings of above table also show that 19.1% of the study participants were males while 80.9% participants were Females. Similarly 93.3% participant's were 16 years: BS/MSc/ MA qualified, 5.6% of the participants' were 18 years: MPhil/MS and 4.1% Education. Regarding teaching experience, 61.8% had experience 1-4 years, 36% were having experience 5-8 years and 2.2% had 9-12 years of experience in teaching.

**Table 1:** Frequency and percentage of demographics data

Variables	Frequency (f)	Percentage (%)
Age		
25-34	64	71
35-44	21	23
45-54	4	45
Gender		
Male	17	20
Female	72	80
Education		
16 years:BS/MA/MSC or other	83	94
18 years: MPhil/MS and other	5	5
PHD and other	1	1
Teaching experience		
1-4	55	62
5-8	32	38
9-12	2	2

**Correlation of Stressors with Coping Strategies**

**Hypothesis 1:** Pearson product moment correlation was compute to see the relationship between brief coping strategy and stress among teachers (Table 2).

**Table 2:** Pearson Correlations

Variables	Stress(r)	P	N
Brief coping strategy	-.252*	.017	89

Note: Correlation is significant at the 0.05 level (2-tailed).

Significant negative relationship was found between brief coping strategy and stress among teachers

**Hypothesis 2:** A Pearson product moment correlation was compute to see the relationship between authoritarian management style and stress among teacher’s females (Table 3).

**Table 3:**

Variables	Stress(r)	P	N
Authoritarian management style	-.280**	.000	89

Note: \*\* Correlation is significant at the 0.01 level (2-tailed).

Significant negative relationship was found between authoritarian management style and stress among teachers.

**Hypothesis 3:** Pearson product moment correlation was com5puted to see the relationship between authoritative management’s style and stress among teachers (Table 4).

**Table 4:**

Variables	Stress(r)	P	N
Authoritarian management style	-.231*	.008	89

Note: \* Correlation is significant at the 0.05 level (2-tailed).

Significant positive relationship was found between authoritative management’s style and stress among teachers

**Hypothesis 4:** Pearson product moment correlation was computed to see the relationship between Democratic management style and stress among teachers (Table 5).

**Table 5**

Variables	Stress (r)	P	N
Democratic management style	.251*	.018	89

**Note:** \* Correlation is significant at the 0.05 level (2-tailed).

Significant positive relationships were found Democratic management style and stress among teachers.

**Hypothesis 5:** Pearson product moment correlation was computed to see the relationship between laissez-faire management style and stress among teachers (N = 89) (Table 6).

**Table 6**

Variables	Stress (r)	P	N
laissez-faire management style	.022	.084	89

Non-Significant positive relationship was found between laissez-faire management style and stress among teachers.

**Descriptive Analysis of Cope Brief****Table 7:** Frequency and percentage of the Coping Among participants

S.N	Coping strategy	Not at all		Little Bit		Medium		A lot	
		f	%	f	%	f	%	f	%
1.	I've been turning to work or other activities to take my mind off things	3	3.1	5	5.6	89	98.9	30	31.3
2.	I've been concentrating my efforts on doing something about the situation I'm in	2	2	3	3.7	54	60.7	89	98.9
3.	I've been saying to myself "this is .not ' real	1	1	3	3.3	24	26.7	61	67.8
4.	I've been using alcohol or other drugs to make myself feel better	0	0	3.2	3.6	54	60.0	37	38.3
5.	I've been getting emotional support from others	1	1	1	1.1	33	36.7	55	61.8
6.	I've been giving up trying to deal with it	2	2	5	5.6	33	36.7	51	56.7
7.	I've been taking action to try to make the situation better	0	0	2	2.2	63	70	26	28.2
8.	I've been refusing to believe that it has happened	0	0	5	5.6	33	36.7	51	56.7
9.	I've been saying things to let my unpleasant feelings escape	0	0	2	2.2	19	21.1	68	75.6
10.	I've been getting help and advice from other people	0	0	3	3.6	56	62.2	89	98.9
11.	I've been using alcohol or other drugs to help me get through it	0	0	6	6.7	21	23.3	62	68.9
12.	I've been trying to see it in a different light, to make it seem more positive	0	0	0	0	64	71.1	25	27.8
13.	I've been criticizing myself	0	15.7	1	1.1	24	26.7	64	71.1
14.	I've been trying to come up with a strategy about what to do	0	21.3	1	1.1	13	14.4	76	84.4
15.	I've been getting comfort and understanding from someone	0	0	1	1.1	18	20.0	71	78.9
16.	. I have been giving up the attempt to cope.	0	0	0	0	17	18.9	72	80.0
17.	. I have been looking for something good in what is happening.	0	0	1	1.1	28	31.5	61	67.8
18.	I have been making jokes about it.	0	0	2	2.2	22	24.7	65	72.2
19.	I have been doing something to think about it less.	0	0	1	1.1	20	22.2	69	76.7
20.	I have been accepting the reality of the fact that it has happened.	1	1.1	2	2.2	38	42.7	63	64.2
21.	.I've been expressing my negative feelings	0	0	1	1.1	28	31.5	66	66.7
22.	I've been trying to find comfort in my religion or spiritual beliefs	0	0	1	1.1	21	23.3	68	75.6
23.	I've been trying to get advice or help from other people_ about what to do	0	0	1	1.1	17	18.9	72	80.0
24.	. I have been learning to live with it.	0	0	1	1.1	40	44.4	49	44.4

Table 7 describe the different coping strategies the teachers used. On asking a question I've been turning to work or other activities to take my mind off things, 33.1% not at all doing it, 65.6% of the participants doing it a bit, 0% doing it medium and 3.4% doing it a lot. The participants were asked a question I've been concentrating my efforts on doing something about the situation I'm in, where 2.2% said they not at all doing it, 36.8% of the participants doing it a bit, 60% doing it medium and 0% said they doing it a lot. On asking a question, I have been getting emotional support from others, 1.1% not at all doing it, 36.7% of the participants doing it a bit, 61.1% doing it medium and 21.3% doing it a lot. The participants were asked a question I have been giving up trying to deal with it, where 5.6% said they not at all doing it, 36.9% of the participants doing it a bit, 56.7% doing it medium and 9% said they doing it a lot. On asking a question, I have been criticizing myself, 15.7% not at all doing it, 26.7% of the participants doing it a bit, 71.6% doing it medium and 16.9% doing it a lot. The participants asked a question, I have been trying to come up with a strategy about what to do, where 21.3% said they not at all doing it, 84.4% of the participants doing it a little bit, 14.4% doing it medium and 14.6% said they doing it a lot.

**Descriptive Analysis of Management Styles**

The result of Table 8 reveals that for a question, 'If a student is disruptive during class, I assign him/her to detention, without further discussion, 11% participants Strongly disagreed, 20% participants disagreed, 55% participants remain neutral, 10% of the participants agreed and 4% of the study participants strongly agreed. On another question 'I don't want to impose any rules on my students', the participants responses were 11% participants Strongly disagreed, 25.8% participants disagreed, 43.8% participants remain neutral, 9% of the participants agreed and 7.9% of the study participants strongly agreed. On another question

'I am concerned about both what my students learn and how they learn', 10.1% participants Strongly disagreed, 23.6% participants disagreed, 39.3% participants remain neutral, 14.6% of the participants agreed and 12.4% of the study participants strongly agreed. In response to another question, If a student turns in a late homework assignment, it is not my problem 15.7% participants Strongly disagreed, 24.7% participants disagreed, 39.3% participants remain neutral, 13.5% of the participants agreed and 5.6% of the study participants strongly agreed. Another question was ask 'Class preparation isn't worth the effort' where 12.4% participants strongly disagreed, 22.5% participants disagreed, 37.1% participants remain neutral, 14.6% of the participants agreed and 12.4% of the study participants strongly agreed. In response to a question the emotional well-being of my students is more important than classroom control 13.5% participants strongly disagreed, 20.2% participants disagreed, 39.3% participants remain neutral, 13.55% of the participants agreed and 12.4% of the study participants strongly agreed. To a question, I always try to explain the reasons behind my rules and decisions the responses were 11% participants Strongly disagreed, 20% participants disagreed, 55% participants remain neutral, 10% of the participants agreed and 4% of the study participants strongly agreed. Responses to a question if a student requests a hall pass, I always honour the request 4.5% participants strongly disagreed, 22.5% participants disagreed, 45% participants remain neutral, 20.2% of the participants agreed and 6.7% of the study participants strongly agreed. Responses to a question if a student requests a hall pass, I always honour the request 4.5% participants strongly disagreed, 22.5% participants disagreed, 45% participants remain neutral, 20.2% of the participants agreed and 6.7% of the study participants strongly agreed.

**Table 8** Frequency and percentage of the Management Styles Among participants

S.N.	Management Styles	S/D		Disagree		Neutral		Agree		S/Agree	
		N	%	N	%	N	%	N	%	N	%
1.	If a student is disruptive during class, I assign him/her to detention, without further discussion	10	11	18	20	49	55	9	10	3	4
2.	I don't want to impose any rules on my students	10	11	23	25.8	39	43.8	8	9	7	7.9
3.	The classroom must be quiet in order for students to learn	13	14.6	19	21.3	35	39.3	11	12.4	9	10.1
4.	I am concerned about both what my students learn and how they learn	9	10.1	21	23.6	35	39.3	13	14.6	11	12.4
5.	If a student turns in a late homework assignment, it is not my problem	14	15.7	22	24.7	35	39.3	12	13.5	5	5.6
6.	I don't want to reprimand a student because it might hurt his/her feelings	8	9	23	25.8	42	47.2	8	9	8	9

**Table 8** Frequency and percentage of the Management Styles Among participants

S.N.	Management Styles	S/D		Disagree		Neutral		Agree		S/Agree	
		N	%	N	%	N	%	N	%	N	%
7.	Class preparation isn't worth the effort	11	12.4	20	22.5	33	37.1	13	14.6	11	12.4
8.	I always try to explain the reasons behind my rules and decisions	12	13.5	18	20.2	35	39.3	12	13.55	11	12.4
9.	I will not accept excuses from a student who is tardy	13	14.6	22	24.7	31	34.8	13	14.6	9	10.1
10	The emotional well-being of my students is more important than classroom control	8	9	32	36	31	34.8	10	11.2	8	9
11	My students understand that they can interrupt my lecture if they have a relevant question	11	12.4	13	14.6	41	46.1	15	16.9	9	10.1
12	If a student requests a hall pass, I always honour the request	4	4.5	20	22.5	40	45	18	20.2	6	6.7

## Conclusion

It is state that this research study found the relationship between the classroom management styles and coping strategies with stress. It is the proved by the study that if coping strategies will be good it causes the low level of stress in teacher. The authoritative and authoritarian style of classroom management will also play an important role to overcome the teacher stress. There is no any doubt teaching is difficult task, work load and burnt out situation may cause of the stress but good management skills help to cope with the different stresses of teachers.

## Limitations of the Study

Being a student this was my first experient to conduct a research. I have do my research under the help of my perceptor. The research design was difficult for me. It was difficult task for me to defend my-self very easily. Sample size n=89, which is low and cannot be generalized to the larger population. There was very short time to conduct this study, which can leads to some scientific and methodological mistakes. Another limitation of the study was to collect data by convenient sampling technique that gave biasness on results.

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