

Teachers' Coping Styles and Classroom Management Strategies on Students' Misbehavior

Khin Phyu Phyu¹ and Aye Aye Nyein Myat²

Abstract

The main purpose of this study was to investigate the relationship between classroom management strategies and coping styles with students' misbehavior. As a sample, a total of 400 in-service teachers were selected from schools of Yangon and Bago Regions. The instrument constructed by Zin Zin Nyein (AS-24) from Department of Educational Theory, Yangon University of Education in 2013 based on theory of Burgaz et. al., (2007), Classroom Management Strategies questionnaire (Lewis, 2001), Coping Styles questionnaire (Lewis, 2001) were used in this study. After data analysis, the result showed that occurring students' misbehavior in Bago Region was higher than that of Yangon Region in the dimension of school rules and social values. As an ANOVA result, occurring students' misbehavior in the class of senior assistant teachers as their rating the instrument was highest. According to the result of crosstabs calculation, numbers of senior assistant teachers were highest in using punishment and aggression strategies. As a result, occurring of students' misbehaviors was positively significantly related to teachers' level of concern about students' misbehavior. Teachers who associated with increased level of concern when they are unable to discipline students were a greater use of such passive avoidance coping style. The result of this study revealed that the passive avoidant coping variable was positively significantly related to punishment and aggression. The two variables, social problem solving and relaxation, were positively significantly related to reward, involvement, discussion and hint variables and they were negatively related to aggression variable. The result showed that occurring students' misbehaviors was positively related with punishment and aggression strategies and negatively related with reward strategy.

Key words: Misbehavior, Coping, Classroom Management.

1. Associate Professor, Department of Educational Psychology, Yangon University of Education
2. Master Student, Department of Educational Psychology, Yangon University of Education