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RELATIONSHIP BETWEEN CLASSROOM MANAGEMENT STYLES AND ACADEMIC OPTIMISM OF TEACHERS IN PUBLIC SCHOOLS OF GILGIT DIVISION, GILGIT-BALTISTAN

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ABSTRACT

Classroom management has constantly been acknowledged as a salient concern for teachers, and academic optimism is an important characteristic of teachers, which has been limitedly studied in our context. The objectives of the study were to identify classroom management styles exhibited by secondary school-level male teachers in their classrooms, investigate secondary school teachers' academic optimism, and determine the correlation between classroom management styles and academic optimism of secondary school-level male teachers. The study was correlational and based on a quantitative approach. A cluster sampling technique was used. Each government boys high school of Gilgit Division was considered a cluster. There were 46 clusters in the region. All male secondary school teachers (500) in government boys high schools of Gilgit Division comprised a population. A simple random sampling technique was employed to choose 20 clusters, which consisted of a sample size of 217 teachers. Both descriptive and inferential statistics were utilized for the analysis of data. Behaviour and instructional management scale (24 items) were used to measure classroom management styles. Teachers' academic optimism scale (9 items) was used to measure the academic optimism of secondary school-level male teachers. Results of the research expressed that most educators were interventionist, and some were interactionist. In the case of academic optimism, most educators had average academic optimism, and few possessed high academic optimism. Classroom management styles were significantly correlated with the academic optimism of teachers. Similarly, interventionist styles of behaviour and instructional management dimensions were positively related to academic optimism. The statistics used were frequency, percentage, correlation coefficient, probability value and co-variance. Hence, it was recommended for head teachers to furnish such a milieu, which would be suitable for teachers to adopt an interactionist style, and a component of academic optimism be included in refresher courses for in-service teachers and teaching practice of prospective teacher so that their academic optimism could be increased.

Keywords: Classroom management; Academic optimism; Interventionist style; Academic emphasis.

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INTRODUCTION

The main purpose of the whole education system is the learning of students. Mostly this learning occurs due to teacher and students' interaction in a classroom. Furthermore, the classroom environment plays a vital role in teaching-learning activities. These activities occur smoothly in a well-managed classroom. Teachers consider classroom management as one of the major problems in education. Research has found that providing an effective learning environment depends on a teacher's ability to manage the classroom and plan instruction (Doyle, 2006). Like pedagogical skills, teachers' classroom management skills also

differ from teacher to teacher. The knowledge of classroom management of teachers is also different. Because of it, teachers use different management styles with respect to the situation. Effective teachers use appropriate styles for creating a conducive learning environment, which is indispensable for achieving educational goals. In addition, a well-managed classroom provides the best environment for educational activities.

Martin and Sass (2010) defined classroom management as a broad term which includes all the actions the teacher takes to organize class, pupils, behaviour and learning. Brophy (2006) stated that classroom management encompasses all activities to establish and sustain a conducive learning milieu for successful instruction, formulating rules, managing the physical environment, and maintaining students' concentration on lessons and their engagement in learning activities. Classroom management encompasses physical management, pupil management, behaviour management and instructional management

Several factors influence classroom management; among them, students strength is an important factor. Teachers can easily manage and teach normal classes. Still, large classes create many problems in the smooth functioning of educational activities because of cultural diversity among students and a large crowd. Classroom management skills are essential for every teacher from preschool to university level because the importance of classroom management for educational activities is clear. Evertson and Wenstein (2006) emphasized that classroom management aims to facilitate academics and social and emotional learning. Glickman and Tamashiro (1980) classified teachers dealing with students into three teacher-class interaction styles on a range of control. These styles are non-interventionist, interventionist, and interactionist (Martin et al., 2008). Classroom management styles represent a range from teacher's low control to high control. According to the interventionist style, teachers involve and have strong control over the activities in the classroom. Conversely, the non-interventionists style lies at the other extreme continuum of control. In this style, students are allowed to participate in classroom activities, and there is minimal teacher involvement. Interactionist style lies in the midst, and they believe that teachers and students share classroom management activities. Hoang (2009) argued that some teachers have the ability to apply different styles with respect to the needs of their students. But, it has been observed that one style mostly dominates the teacher's actions.

Martin et al. (2006) stated that Glickman and Tamashiro model (1980) is the most acceptable model because it covers all elements of classroom management; it is simple and covers three dimensions of classroom management. In addition, it describes a clear classification of three styles, which have been discussed in this study. Martin and Sass (2010) studied classroom management in terms of two dimensions: behavior management and instructional management. Moreover, they developed behavioral and instructional management scales (BIMS) to measure classroom management style. This study also focuses on two dimensions of classroom management using BIMS. Effective teachers must have positive feelings about their own future as well as their students.

Buchanan et al. (2013) stated that optimism is an individual's logical approach to describing the reasons for terrible occasions. Optimists hope to have constructive results even in critical situations, and optimism is a positive expectation for the future (Carver & Scheier, 2002). Optimism is an individual's temperament to think that one will commonly experience good results in life and evade bad (Carver & Scheier, 2012). Dictionary definition sums up optimism as one's good outlook for the future (Carver & Scheier, 2002). It is concluded that optimism is a positive belief regarding the future, and every coming moment of life will be appropriate for success. It encompasses all walks of life, such as academics.

Pioneers of the term academic optimism are Hoy et al. (2006a). They studied it as a collective property and an important quality of schools. When students' previous performance and socioeconomic status are controlled, academic optimism directly affects the achievement of students (Hoy & Smith, 2007). Academic

optimism is a mutual belief among staff that scholastic accomplishment is significant, the person has the ability to assist pupils' achievement, and students and parents can be trusted to coordinate with them in this struggle (McGuigan & Hoy, 2006). Academic optimism of schools becomes an important characteristic of the school. It comprised three dimensions: self-efficacy, academic emphasis, and faculty trust.

Self-efficacy is an important part of this theory. It is a person's belief regarding his or her capacity to manage and complete the tasks needed to produce a given level of accomplishment (Bandura, 2006). According to Bandura (2006) teacher efficacy is part of self-efficacy. Teacher efficacy is a teacher's confidence in his/her ability to complete an academic task (Goddard, Hoy & Woolfolk-Hoy, 2004). The second component of academic optimism is the academic emphasis of school. Academic emphasis highlights pupils' learning abilities and presses for optimistic academic behaviour in educational institutions (Hoy & Miskel, 2005). The third dimension of academic optimism is faculty trust in parents and students. Faculty trust is a teacher's belief that his/her pupils and their parents are generous, trustworthy, proficient, sincere, and open (Hoy & Tschannen-Moran, 2003).

Three elements of academic optimism depend on each other, and collectively these elements form academic optimism. The triadic interaction of components of academic optimism creates a positive learning environment (Hoy et al., 2006a, 2006b). Academic optimism produces positive beliefs in teachers regarding their teaching: it expresses the significance of academics and the hope that pupils can do well. Furthermore, the teachers are confident that they are capable of permitting pupils to learn well and trust in parents, pupils, and faculty struggles for a positive outcome.

Academic optimism is one of the most appropriate ways to describe the whole schools performance. In addition, it has an ample effect on students' academic performance. Optimistic teachers can create a learning milieu for all pupils to obtain their targets and encourage positive beliefs in themselves, their pupils, and their parents. If teachers are confident that they are able to have an impact on pupils learning, they set high targets, exert greater effect and face difficulties, and it will be convenient for them to manage the classroom. Several studies are available about the academic optimism of schools as a whole, but limited studies are found about individual elementary and secondary school teachers. That is why this study intended to find the relationship between classroom management styles and the academic optimism of secondary school teachers in the context. This study has the following objectives: (1) Classify the classroom management styles exhibited by secondary school teachers in their classrooms. (2) Investigate secondary school teachers' academic optimism. (3) Find out the relationship between classroom management styles and the academic optimism of secondary school teachers.

METHODOLOGY

Sampling

A descriptive research design was used in this study. The study was correlation research. A quantitative method was used for collecting data from the teachers. The population consisted of all SSTs and TGTs of the Government Boys High Schools in Gilgit Division. There were 46 Boys high schools, with 230 Secondary School Teachers and 270 Trained Graduate Teachers. The total population was 500 secondary school-level teachers. The data about the schools and the strength of teachers were collected from the Educational Management Information System (EMIS) Section Directorate of Education, Gilgit Division, with the higher authority's permission.

Cluster sampling techniques were used in the study. Each government boys high school in Gilgit Division was considered a cluster. There were 46 clusters in the area. The whole population was 500 teachers. Among them, 230 were SSTs, and 270 were TGTs. The sample size was 217 teachers. The number of teachers in schools was different. However, the average strength in each school was 11 teachers. The required number

of clusters has been calculated by dividing the sample size (217) by the average strength of teachers (11) in each school. The needed clusters were 20. By using the lottery method of random sampling technique researcher selected 20 clusters. All the teachers in selected clusters were included in the sample.

Instruments for Research

There were two instruments used in this research.

1. The instrument used to measure classroom management styles was the Behavioural and Instructional Management scale (BIMS). Martin and Sass developed it in 2010. It consisted of two subscales with 24 items. The two subscales were Behavior Management and Instructional Management, with 12 items for each subscale. It is a 6-point likert scale ranging from 1=strongly disagree, 2=disagree, 3=slightly disagree, 4=slightly agree, 5=agree, and strongly agree.
2. Academic optimism was measured through an instrument developed by Fahy, Wu and Hoy (2010). The instrument comprised the Teacher's self-efficacy, the teacher's trust in students and parents, and the teacher's academic emphasis. There were 9 items and 3 items for each subscale. Each item of the efficacy subscale was a nine-point continuum ranging from 1-"nothing," 3-"very little," 5-"some influence," 7-"quite a bit," 9-"a great deal." The subscales measuring trust in students and parents and academic emphasis were five-point Likert scales. There were six items and three for each subscale. Each item ranged from never (1), rarely (2), sometimes (3), often (4), always (5), and strongly agree (5).

Validity and Reliability of Research Tools

The validity and reliability of the instruments are very important in research studies for achieving their objectives successfully. It is a decisive process to eliminate ambiguity and ensure accuracy. Behaviour and instructional management scale of classroom management styles and Teacher's Academic Optimism Scale (secondary school teachers) administered after translation into urdu from National University of Modern Languages, Islamabad. Urdu translations of both behaviour and instructional management scale and the teacher's academic optimism scale were personally given to experts for suggestions. According to their suggestions, minor grammatical changes were made, and both scales were adapted. The reliability of the scales was also ensured through pilot testing before using them in the research. Cronbach's Alpha of BIMS was 0.70, and 0.798 for secondary school teachers' academic optimism scale.

Procedure

The researcher gathered data by questionnaires—information of Govt. Boys High Schools and a list of secondary school teachers were taken from the Educational Management and Information System (EMIS) section, Directorate of Education Gilgit, with the approval of the competent authority. The researcher also sought permission to visit the schools to collect data from the Secretary of Education Gilgit-Baltistan. The researcher personally visited the schools (selected clusters) and handed over hard copies of questionnaires (BIMS and individual teachers academic optimism) along with a letter of instructions and the aim of the research. The respondents were also briefed about questionnaires orally. Some teachers were not on duty, so the researcher requested the head teacher to deliver them on their arrival at school. Most respondents returned the filled questionnaires on the same day, but some could not do so due to busyness and absence. Therefore, the researcher visited such schools several times to collect questionnaires. Finally, the researcher got hundred percent responses from respondents of the study.

RESULTS AND DISCUSSION

Analysis of Classroom Management Styles

The behaviour and instructional management scale (BIMS) consisted of 24 items having 12 items for each subscale: Instructional Management subscale and Behaviour Management subscale. The minimum score was

12 (the least controlling), and the maximum score was 72 (the most controlling). Those who fell in 12-31 were non-interventionist, 32-51 were interactionist, and 52-72 were interventionist on both subscales.

Table 1. Classroom management styles of teachers: instructional management subscale.

Dimension	Classroom Management Styles	Frequency	%
Instructional management	Non-interventionist	00	00
	Interactionist	29	13.36%
	Interventionist	188	86.64%
	Total	217	100%

According to Table 1, one hundred and eighty-eight (86.64%) teachers used the interventionist style, while twenty-nine (13.36%) teachers exhibited the interactionist style in their classrooms. There was no teacher who used a non-interventionist style in classrooms.

Table 2. Classroom management styles of teachers: behaviour management subscale.

Subscale	Classroom Management Styles	Frequency	%
Behaviour Management	Non-interventionist	00	00%
	Interactionist	36	16.59%
	Interventionist	181	83.4%
	Total	217	100%

According to Table 2, there was no teacher who used a non-interventionist style in the classroom. Thirty-six teachers (16.59%) exhibited an interactionist style, while one hundred and eighty-one (83.4%) applied an interventionist style in their classrooms. Most teachers were interventionist, and some were interactionist in both instructional and behaviour management dimensions. Non-interventionist teachers were not found. It means that most teachers directly intervened in teaching-learning activities and in managing the classroom. These results were consistent with the findings of the previous study (Caner & Tertemiz, 2015) with respect to interventionist and interactionist styles, but they also found some teachers as non-interventionists. Kazemi and Suleimani (2016) study also supported the findings of this research.

Analysis of Academic Optimism of Secondary School Level Teachers

A standardized scale, Teachers' academic optimism secondary school (TAOS-S), was employed to measure the academic optimism of secondary school teachers. Teachers' self-efficacy was computed through $[100 \times (SE-7.53)/1.211] + 500$, where SE is the mean of the self-efficacy score. Similarly, the standard score of teachers' trust in students and parents (SST) was determined by using $[100 \times (T-3.41)/.856] + 500$. In this formula, T was the mean of trust scores. $[100 \times (AE-4.43)/.756] + 500$ was employed to find out the standard score for academic emphasis (SSAE), where AE is the mean of scores of academic emphasis. The overall score of academic optimism was computed by calculating the mean of three standard scores, $[(SSSE) + (SST) + (SSAE)]$ divided by 3.

According to the author of the scale, 500 was an average score. Teachers with a score below 500 possessed low academic optimism, while teachers with academic optimism above 500 had high academic optimism.

Table 3. Frequency distribution of teachers on the basis of their scores on the academic optimism scale.

Level	TAOS-S**	Frequency	Percentage
Low	400-499	72	33.1
Average	500-599	139	64
High	600-699	06	2.8
Total		217	100

**Teachers academic optimism scale for secondary school teachers.

According to Table 3, 72 teachers had low academic optimism, while six had high academic optimism. One hundred and thirty-nine teachers had average academic optimism.

The study results showed that most teachers possessed average, some had low, and a few had high academic optimism. It means that most teachers were in the average academic optimism range. They were not strongly optimistic about their abilities, trust in students and parents, or academic emphasis. These findings were contradictory to the results of the previous study (Moghtadaie & Hoveida, 2015). These opposite results may be due to the level of teachers in educational institutions, research instruments, and other factors of contexts.

Correlation between Classroom Management Styles and Academic Optimism

Table 4 indicates that Classroom management styles and academic optimism have a positive relationship with each other. A significant relationship was found between classroom management styles (as a whole) and academic optimism of secondary school level male teachers in Gilgit Division. These findings were in line with previous research (Moghtadaie & Hoveida, 2015).

Table 4. Correlation between classroom management styles and academic optimism of teachers.

Teachers Academic Optimism		
Classroom Management Styles	R	.586**
	r ²	34.34%
	P	.000
	N	217

** Note: $\alpha=0.01$ (2-tailed).

Correlation between dimensions of Classroom Management Styles and Academic Optimism of Teachers

The behaviour and instructional management scale consisted of Behaviour and instructional management subscales. So, the relationship between academic optimism and each dimension of classroom management styles was calculated separately.

Table 5. Correlations between behaviour management and academic optimism of the teachers.

		Self-Efficacy	Trust of teachers	Emphasis
Behaviour Management	R	.340**	.439**	.422**
	r ²	11.56%	19.27%	17.81%
	P	0	0	0
	N	217	217	217

** Note: $\alpha=0.01$ (2-tailed).

According to Table 5, the relationship between behaviour management and teachers' sense of self-efficacy was significant. Similarly, behaviour management and trust of teachers were statistically significant. Likewise, a relationship was also found between Behavior Management and academic emphasis. A significant correlation was found between the behaviour management subscale of classroom management styles and academic optimism.

Table 6 shows no significant relationship between interactionist style behaviour management and teachers' self-efficacy. The relationship between the interactionist style of behaviour management and teachers' trust was insignificant. The interactionist style of behaviour management and teachers' academic emphasis was not significantly related to each other; none of the components of academic optimism correlated with the interactionist style of behaviour management subscale.

Table 6. Correlations between interactionist style of behaviour management and academic optimism of teachers.

		Self-Efficacy	Trust of teachers	Emphasis
Interactionist style	R	0.219	0.169	0.212
	r ²	4.80%	2.86%	4.494%
	P	0.199	0.323	0.215
	N	36	36	36

** Note: $\alpha=0.01$.

Table 7. Correlations between interventionist style of behaviour management and academic optimism.

		Self-Efficacy	Trust of teachers	Emphasis
Interventionist style	R	.243**	.420**	.402**
	r ²	5.90%	17.64%	16.16%
	P	.001	.000	.000
	N	181	181	181

** Note: $\alpha=0.01$ (2-tailed).

According to Table 7, There was a significant correlation between the interventionist style of behaviour management and self-efficacy of academic optimism. The interventionist style of behaviour management and trust in academic optimism were statistically significant. The relationship between the Interventionist style of behaviour management and academic emphasis on academic optimism was significant. The relationship between the interventionist style of behaviour management and academic optimism was significant.

Correlation between Instructional Management Dimension and Academic Optimism of Teachers

Table 8 shows a significant correlation between the instructional management subscale and teachers' self-efficacy. A significant correlation was found between the instructional management subscale and teachers' trust. The instructional management subscale and teachers' academic emphasis were significantly correlated with each other. It is concluded that academic optimism was moderately correlated with the instructional management subscale.

Table 8. Correlation between instructional management and academic optimism of teachers.

		Self-Efficacy	Trust of teachers	Emphasis
Instructional Management	R	.347**	.446**	.413**
	r ²	12.04%	19.89%	17.06%
	P	.000	.000	.000
	N	217	217	217

** Note: $\alpha=0.01$ (2-tailed).

According to Table 9, a relationship was not found between the interactionist style of instructional management and the self-efficacy of academic optimism. Trust of teachers was significantly correlated with the interactionist style of instructional management. A correlation between the interactionist style of instructional management and academic emphasis on academic optimism was not found. Only trust in academic optimism had a relationship with the interactionist style of instructional management. Hence, Academic optimism (as a whole) was not significantly associated with the interactionist style.

Table 9. Correlation between interactionist style of instructional management and academic optimism of teachers.

		Self-Efficacy	Trust of teachers	Emphasis
Interactionist Style	R	-0.06	.599**	0.333
	r ²	0.36%	35.88%	11.09%
	P	0.759	0.001	0.078
	N	29	29	29

** Note: $\alpha=0.05$ (2-tailed).

Table 10. Correlations between interventionist style of instructional management and academic optimism of teachers.

		Self-Efficacy	Trust of teachers	Emphasis
Interventionist Style	R	.217**	.406**	.313**
	r ²	4.71%	16.48%	9.7969%
	P	0.003	0	0
	N	188	188	188

** Note: $\alpha=0.05$ (2-tailed).

Table 10 shows a relationship between the interventionist style of instructional management and teachers' self-efficacy. There was a significant correlation between the interventionist style of instructional management and the trust of teachers. The interventionist style of instructional management and the academic emphasis of teachers were significantly related to each other. Academic optimism was significantly associated with the interventionist style of instructional management.

Both behaviour and instructional management dimensions were positively and moderately correlated with the academic optimism of teachers. Academic optimism was not significantly associated with the interactionist style of the instructional management subscale, and academic optimism was not correlated with the interactionist style of the behaviour management subscale. These results were inconsistent with the findings of previous research (Moghtadaie & Hoveida, 2015), which may be due to demographic factors. The relationship between interventionist style of behaviour management and academic optimism was significant. Similarly, academic optimism was also correlated with the interventionist style of instructional management. The findings were consistent with the previous study (Moghtadaie & Hoveida, 2015).

CONCLUSION AND RECOMMENDATIONS

The study was conducted to explore classroom management styles exhibited by teachers, investigate academic optimism and find out the correlation between classroom management styles and academic optimism of secondary school teachers in Gilgit Division. The results and findings of this study showed that out of 217 secondary school level teachers, 188 teachers were interventionists, 29 teachers were interactionists, and none of them was non-interventionists in the instructional management dimension of classroom management styles. Similarly, 181 teachers were interventionist, 36 were interactionist, and none of them was non-interventionist out of 217 teachers in the behaviour dimension. The academic optimism of 139 teachers was average, and 72 teachers' was low, but that of 06 teachers was high in the sample of 217 secondary school teachers.

The study found that classroom management styles and the academic optimism of teachers had a significant positive relationship. Behaviour management and instructional management dimensions had a moderate positive relationship with academic optimism collectively and separately. Interactionist style of both behaviour and instructional management dimensions was not statistically significant with academic

optimism. A positive correlation has existed between the interventionist style of both behaviour and instructional management dimensions of classroom management style and the academic optimism of teachers.

Keeping in view the study's results, conclusions and discussions, head teachers are recommended to establish such a milieu for changing the interventionist style in which teachers interact with students frankly and democratically. Interactionist style is mutual understanding between teacher and student for classroom activities and organising professional development sessions in their institutes for developing interactionist style in the teaching practice of pre-service teachers. Training institutions are recommended to add this component in their context for prospective teachers.

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