



# MONASH University

**Teacher Professional Learning on Classroom Behaviour Management:  
Developing an Effective Professional Learning Program  
for Primary School Teachers in Indonesia**

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A thesis submitted for the degree of Doctor of Philosophy

at Monash University in 2020

Faculty of Education

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## **Abstract**

Professional learning positively influences teacher implementation of evidence-based strategies to improve student behaviour (Sweigart et al., 2015; Timperley, 2011). Evidence-based practices include proactive and preventative strategies focusing on defining, teaching, and rewarding expected behaviour as well as providing clear consequences for inappropriate behaviour. It is important for teachers to learn evidence-based practices as over-reliance on reactive and punitive approaches has been shown to be ineffective in the long run (Armstrong, 2018). Recent reports in the Indonesian context indicated that a number of teachers still use practices that have a limited evidence base (e.g. physical punishment) to address student behaviour causing severe physical harm to the student (Maradewa, 2019). A major objective of this thesis was to identify key features of a professional learning program that could improve Indonesian teachers' classroom behaviour management skills.

Positive Behaviour Support (PBS) provided a framework that facilitated an understanding of evidence-based practice in classroom management and important components to support their implementation of the practice. Literature on teacher professional learning provided a framework that assisted in understanding the significant features of teacher professional learning. Literature on teacher self-efficacy in classroom management and teacher attribution for behaviour problems featured teachers' beliefs that may influence their learning and implementation of evidence-based practice in classroom management.

The key objective of this thesis was achieved by conducting a series of studies. In the first study, a systematic literature review was conducted to identify the content, teaching strategies, and reported findings of recent teacher professional learning programs in

classroom behaviour management. This study was published in the Australian Journal of Teacher Education.

Three interrelated studies were conducted that aimed to explore Indonesian teachers' current beliefs and practices in classroom management. Data were collected using self-report questionnaires, and was analysed using descriptive analysis, analysis of variance, and analysis of regression. Factor analysis and reliability analysis were utilised to investigate the structure of the scales within a sample of 582 Indonesian teachers. Studies 2 (published in the Cambridge Journal of Education) and 3 (submitted to the Journal of Research in Special Educational Needs) described Indonesian teachers' attribution of student behaviour, teacher self-efficacy in classroom management, and teacher use of proactive and reactive classroom management strategies. Following the findings of Study 2, Study 4 (submitted to the International Journal of Inclusive Education) examined the factors influencing Indonesian teachers' use of proactive classroom management strategies.

Detailed findings about each of the three studies to achieve the second objective are presented in the dissertation later. It was found that participating teachers were more likely to employ proactive than reactive classroom management strategies and held a positive sense of teacher self-efficacy in classroom management. Teacher attribution to family-related factors, teacher self-efficacy in classroom management, and teacher participation in professional learning programs were indicated as the major factors influencing Indonesian teachers' use of proactive strategies. The findings have implications for Indonesian teacher professional learning in classroom management as well as policy surrounding teacher implementation of evidence-based classroom management practice. The thesis concludes with recommendations for future research.



## **Publications during Enrolment**

### **Peer Reviewed Articles**

Paramita, P., Sharma, U., & Anderson, A. (2019). Indonesian teachers' causal attributions of problem behaviour and classroom behaviour management strategies. *Cambridge Journal of Education*, 1-19. doi:10.1080/0305764x.2019.1670137

Paramita, P. P., Anderson, A., & Sharma, U. (2020). Effective teacher professional learning on classroom behaviour management: A review of literature. *Australian Journal of Teacher Education*, 45(1), 61-81.

### **Poster Paper**

Paramita, P., Sharma, U., & Anderson, A. (August 2018). *Classroom behaviour management in inclusive schools in Indonesia: Proactive or reactive?* Poster paper presented by first author at the Australian Council for Educational Research (ACER) Research Conference 2018 *Teaching Practices that Make a Difference: Insights from Research* in Sydney, Australia.

## Thesis including Published Works Declaration

I hereby declare that this thesis contains no material which has been accepted for the award of any other degree or diploma at any university or equivalent institution and that, to the best of my knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

This thesis includes two original papers published in peer-reviewed journals and two submitted publications. The core theme of the thesis is identifying features of effective professional learning programs in classroom management for primary school teachers in Indonesia. The ideas, development and writing up of all the papers in the thesis were the principal responsibility of myself, the student, working within the Faculty of Education under the supervision of Professor Umesh Sharma, Dr. Stella Laletas, and Associate Professor Angelika Anderson.

The inclusion of co-authors reflects the fact that the work came from active collaboration between researchers and acknowledges input into team-based research. In the case of Chapters 3 and 4, my contribution to the work involved the following:

<b>Thesis Chapter</b>	<b>Publication Title</b>	<b>Status (<i>published, in press, accepted or returned for revision, submitted</i>)</b>	<b>Nature and % of student contribution</b>	<b>Co-author name(s) Nature and % of Co-author's contribution*</b>	<b>Co-author(s), Monash student Y/N*</b>
Chapter 3	Effective teacher professional learning on classroom behaviour management:	Published	80%. Conceptualising the work, identifying and analysing the data, and preparing the paper for	Assoc Prof Angelika Anderson 15% Prof Umesh Sharma 5%  Assoc Prof Angelika Anderson provided guidance on the systematic review	N

	A review of literature		publication, all in consultation with the co-authors.	methodology, how to organise and prepare the paper. Both co-authors were involved in manuscript revisions/refinement.	
Chapter 4	Indonesian teachers' causal attributions of problem behaviour and classroom behaviour management strategies	Published	75%. Preparing the ethics application, collecting and analysing the data, interpreting the results, and preparing the paper for publication, all in consultation with the co-authors.	Prof Umesh Sharma 20% Assoc Prof Angelika Anderson 5%  Prof Umesh Sharma provided guidance on the preparation of the paper. Both co-authors were involved in manuscript revisions/refinement.	N

I have not renumbered sections of submitted or published papers in order to generate a consistent presentation within the thesis.

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I hereby certify that the above declaration correctly reflects the nature and extent of the student's and co-authors' contributions to this work. In instances where I am not the responsible author, I have consulted with the responsible author to agree on the respective contributions of the authors.

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**Date:** 22 July 2020

## Acknowledgements

I would like to express my sincere gratitude to my supervisors Professor Umesh Sharma and Associate Professor Angelika Anderson for their constant support, patience, guidance, and encouragement throughout my PhD journey. I would also like to thank Dr Stella Laletas, who joined the supervisory team in the crucial period toward the end of my candidature. Thank you for providing me with the opportunity to learn and grow as a researcher. Thank you for all your constructive and detailed feedback. This PhD would not have been achievable without your incredible guidance, support and dedication. I will be forever grateful.

I would like to express my gratitude to the Australia Awards Scholarship, without which, this journey would not have been possible.

I would like to thank the Indonesian postgraduate students at Monash University and lecturers at the Faculty of Psychology, Universitas Airlangga, Indonesia, who took part in the questionnaire review and pretesting. I would like to sincerely thank the participants, Indonesian primary school teachers, who took the time to complete my questionnaire. I would also like to thank the journal editors and anonymous reviewers whose feedback and suggestions helped improve the publications from the thesis.

Finally, I would like to thank my family, friends, Faculty leaders and colleagues at the Faculty of Psychology, Universitas Airlangga, for their ongoing encouragement and support during this journey. My husband, Hendra, who has been incredibly supportive of me, and my children, Icha, Nisa, and Raihan, who have added fun during stressful period of the journey. My deepest gratitude to my parents as well, for continuously encouraging and supporting me along the way.

I am also thankful to Dr Colleen Keane for providing proofreading service, according to the guidelines laid out in the university-endorsed national ‘Guidelines for editing research theses’.

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## **Chapter 1: Introduction**

### **1.1 Background of the Study**

Well-designed professional learning programs have been shown to positively influence teacher implementation of strategies that are effective in improving student behaviour (Sweigart et al., 2015; Timperley, 2011). Effective classroom behaviour management is important to establish the context for effective instruction and reduce the loss of instructional time (Cooper et al., 2018; Pas et al., 2015). Without effective classroom management, there is a risk of disruption to classroom routines and student learning, as well as increased teacher stress and burnout (Clunies-Ross et al., 2008; Ntinis et al., 2006; Soto-Chodiman et al., 2012).

Over the past three decades, there has been a shift away from the use of harsh punishment to control and discipline students and toward the use of evidence-based practices to promote positive student behaviour (Armstrong, 2018; Kincaid et al., 2015). Such practices are predominantly proactive and preventative strategies that have been shown to be effective (Ficarra & Quinn, 2014; Hepburn & Beamish, 2019). Introduced in the mid-1980s, positive behaviour support (PBS) is a compilation of effective practices and interventions with a history of empirical support (Lewis et al., 2006; United States Department of Education, 2010). As opposed to reactive and punitive discipline approaches, which mainly focus on monitoring and providing consequences for problem behaviours, PBS puts an emphasis on defining, teaching, and rewarding expected behaviours, while implementing clear consequences for problem behaviours (Sugai & Horner, 2002; Taylor-Greene et al., 1997). Furthermore, proactive classroom management approaches have been shown to reduce problem behaviour and increase student learning (Clunies-Ross et al., 2008; Shook, 2012; Stormont & Reinke, 2009; Wilks, 1996). For example, a study by Cook et al. (2017) revealed

that students in the classrooms whose teachers deliver a higher ratio of positive-to-negative interactions displayed significantly fewer disruptive behaviours and higher academic engagement. As such, classroom practices that promote positive student behaviour are seen to be effective in reducing problem behaviour and increasing student learning.

However, teachers do not always integrate evidence-based classroom management strategies into their daily classroom practice (Cook & Odom, 2013; Fixsen et al., 2005; Lung, 2018). This could be because they are not knowledgeable about such practices, or they lack confidence in implementing them (Beam & Mueller, 2017; Stormont et al., 2011). A similar situation can be found in the Asian context, in which studies indicated that many teachers were unaware of positive and preventative behaviour management strategies (Malak et al., 2015; Sun, 2015; Yusoff & Mansorb, 2016). In Indonesia, despite the prohibition of corporal punishment in schools, recent reports indicated that many teachers still use physical punishment as a means of classroom management and discipline (Elnoordiansyah, 2019; Harper et al., 2005; The State Minister of Women Empowerment and Child Protection of the Republic of Indonesia, 2014; Widodo et al., 2016). This situation points to the need for examining how to improve teachers' classroom management practices.

Professional learning may help teachers to improve their knowledge and skills (Admiraal et al., 2015; Akiba & Liang, 2016). However, in order to improve teacher knowledge and skills teacher professional learning programs require components that focus on structural and process-based features of classroom management (Ingvarson et al., 2005). Traditional professional learning programs that mostly involves information delivery are often insufficient to change teacher practice (Darling-Hammond et al., 2017; Leach & Conto, 1999; Sweigart et al., 2015; Timperley, 2011). For example, in a study by Gage, MacSuga-Gage, et al. (2017), a 30-minute didactic training alone, without follow-up, was shown to

have no significant effect on teachers' behaviour specific praise rates. In the same study, a combination of didactic training with regular visual performance feedback was associated with increased teachers' behaviour specific praise statements (Gage, MacSuga-Gage, et al., 2017). While there is currently a variety of teacher professional learning programs in classroom management, Stough and Montague (2015) argued that we have limited information on how these different types of professional learning programs ultimately influence teacher practice. In relation to this, one aim of the thesis is to identify the features of effective teacher professional learning programs in classroom management, based on recent literature.

Past research has identified a number of potential barriers to teachers' adoption of evidence-based classroom management practices. In a recent review of teacher implementation of evidence-based practices for classroom management, Hepburn and Beamish (2019) affirmed that lack of knowledge about behavioural issues and lack of training are among the barriers for teacher implementation. For example, teachers may believe that students should be inherently motivated to behave, and punitive approaches should be effective to discipline student (Lohrmann et al., 2008). Studies in the area of teacher attribution assert that teachers are likely to ascribe student behaviour to intrinsic (student/family) factors and fail to perceive that classroom environment and teacher practice influence student behaviour (Hepburn & Beamish, 2019; Lohrmann et al., 2008). In this situation, teachers may not be aware that they need to change their own practice in order to improve student behaviour.

In addition to teacher attributions for problem behaviour, teacher self-efficacy in classroom management has been shown as a predictor of effective classroom management (Toran, 2017). When teachers believe in their abilities to organise their classrooms, they are

more likely to implement effective classroom management strategies (Dicke et al., 2014). Teachers with low teacher self-efficacy in classroom management, on the other hand, are likely to use reactive and punitive strategies (Emmer & Hickman, 1991). Amid recent reports of teacher punishment in Indonesian schools, it is important to examine Indonesian teachers' self-efficacy in classroom management. Therefore, another aim of this thesis is to explore Indonesian teachers' classroom behaviour management practices, attribution for problem behaviour, and teacher self-efficacy in classroom management, in order to understand the current situation within the Indonesian context. This information will subsequently inform the content and processes of a professional learning program in classroom management as required by Indonesian teachers.

## **1.2 The Indonesian Context**

Indonesia is a developing country in South East Asia. With a population of 262,787,403 in 2019, Indonesia is the fourth most populated country in the world with rich diversity in culture, language, and religion (Central Intelligence Agency, 2019). All Indonesian citizens aged seven to 15 years old are required to attend basic education, which includes six years of primary and three years of junior secondary school (President of the Republic of Indonesia, 2003). In the year 2017-2018, the school enrolment rate in Indonesia was 93.02% at primary level and 76.99% at junior secondary level (Ministry of Education and Culture, 2017). At the primary education level, a significant number of students are educated in public schools (Ministry of Education and Culture, 2016).

Teacher-student relationship in the Indonesian context, as in many Asian countries, follows an authoritative pattern of interactions with a large power distance (Liem et al., 2012; Maulana & Opdenakker, 2014). A teacher is generally viewed as a respected authority figure, a role model, and the source of knowledge (Liem et al., 2012; Maulana & Opdenakker,

2014). Indonesian students generally show a high degree of compliance with their teachers (Liem et al., 2012; Maulana et al., 2012). In terms of student behaviour, there is a general expectation that students behave well at school. This view is also reflected in the current policy which marks students' good attitude and behaviour as one of the graduation requirements of primary, junior and senior secondary schools in Indonesia (Ministry of Education and Culture, 2019).

However, studies indicated that many Indonesian teachers do not have sufficient knowledge and skills to address student behaviour management. For example, in a study by Patty (2016), it is indicated that primary school teachers in the sample did not have a good understanding of student behaviour, and were solely focused on terminating students' disruptive behaviour. Research also indicated that teacher praise is generally used to reinforce student academic behaviour and achievement, rather than a broader range of positive behaviours in the classroom (Rasana, 2009; Saprodi et al., 2015). A number of teachers still use corporal punishment to address student behaviour, along with other strategies such as reprimands and advice-giving (Patty, 2016; Wiko et al., 2015; Yulianis et al., 2014). This situation is concerning, as frequent use of physical and punitive discipline has been shown to be ineffective and even harmful to students (Black, 2016; Korpershoek et al., 2016).

There is currently a scarcity of research exploring Indonesian teachers' beliefs in classroom management. A study by Mustafa (2013) indicated that Indonesian high school teachers in his sample felt less competent in the area of classroom management than the other areas of teacher professional competency. However, this study did not specifically examine teachers' self-efficacy in classroom management. In terms of teacher attribution for student behaviour, a study by Yulianis et al. (2014) suggested that Indonesian teachers may be inclined to attribute misbehaviour to intrinsic factors, such as the students' personality. More



studies are required to examine Indonesian teachers' attribution and teacher self-efficacy in classroom management, and their influence on teachers' classroom management practice. This may then inform a professional learning program to improve teachers' knowledge and skills in classroom management.

With regard to teacher professional learning, since the 1970s, the Indonesian government has continually provided in-service professional learning programs, commonly known as in-service training, to enhance teacher quality (Thair & Treagust, 2003). In 2005, the Indonesian government introduced the national teacher certification program, which requires teachers to have a certain number of professional training credits, in addition to a minimum of four years of tertiary education (Suryahadi & Sambodho, 2013). Nevertheless, the impact of teacher professional learning programs in Indonesia is often still limited. Studies indicated that many teacher professional learning programs were conducted out-of-school, thus reducing possibilities of teachers implementing the new knowledge in real classroom situations (Saito et al., 2007; Thair & Treagust, 2003). In addition, many teacher professional learning programs are designed to enhance teacher competencies around specific subject areas, such as mathematics, science, language, social studies, technology and vocational subjects, with the aim of improving Indonesian students' learning outcomes (Kurniawati et al., 2018; Thair & Treagust, 2003). There seems to be a shortage of professional learning programs focusing on teacher classroom management skills.

### **1.3 Research Aims**

The aim of the thesis was to identify the features that should be included in a professional learning program to improve Indonesian teachers' classroom behaviour management practice. In order to address this broader aim, some specific aims were developed and examined in four interlinked studies outlined below.

### **1.3.1 Study 1: Effective teacher professional learning on classroom behaviour**

#### **management: A review of literature**

The first study aimed to investigate the main features of recent professional learning programs in classroom management for general education teachers. This study adopted a systematic literature review methodology. A narrative analysis was conducted to identify the content and teaching strategies of professional learning programs that reported positive effects on teachers' knowledge and skills in classroom management. The reviewed studies included those employing group comparison and single-case study design, and a quality assessment was conducted accordingly. The findings indicated that effective programs focused on a specific strategy such as behaviour-specific praise or a combination of proactive classroom management strategies. These programs incorporated effective teaching strategies to support teacher implementation of the new skill. However, as school-level factors may influence the outcome of teacher professional learning programs, questions were raised about the needs of teachers in an Indonesian context.

### **1.3.2 Study 2: Indonesian teachers' causal attributions of problem behaviour and classroom behaviour management strategies**

The second study aimed to examine whether Indonesian teachers attribute student behaviour to internal (student or family-related) or external (classroom or school-related) factors and whether teachers were more likely to employ proactive or reactive classroom behaviour management strategies. Data were collected using a translated version of the Teachers' Causal Attributions for Behaviour Problems (Mavropoulou & Padelidu, 2002) and a modified version of the Competency and Behaviour Management Survey (Herrera & Little, 2005). Data were analysed using descriptive analysis and analysis of variance, to describe Indonesian teachers' attribution of student behaviour and classroom management strategies, and the influence of demographic variables. The findings suggested that teachers

were more likely to ascribe problem behaviours to internal rather than external factors. Encouragingly, teachers sampled were found to be more likely to employ proactive than reactive classroom management strategies. However, it was indicated that teachers still tend to use certain reactive strategies in addressing student behaviour, such as giving rewards and punishments for immediate compliance. This finding raised questions around teachers' belief in their capabilities to address student behaviour, and factors influencing Indonesian teachers' use of proactive strategies.

### **1.3.3 Study 3: Examining Indonesian teacher self-efficacy in classroom management**

The aim of the third study was to explore Indonesian teachers' self-efficacy in classroom management and validating the Classroom Management Efficacy scale (Emmer & Hickman, 1991) in an Indonesian context. With regard to the scale validation, data were analysed using exploratory factor analysis, confirmatory factor analysis, and reliability analysis to investigate the structure of the scale within an Indonesian sample. Data were analysed using descriptive statistics and analysis of variance to examine the level of Indonesian teachers' self-efficacy in classroom management, and whether it differs based on teachers' demographic characteristics. The findings indicated that teachers in the sample had a high sense of teacher self-efficacy in classroom management. Teachers were found to have a lower teacher self-efficacy in dealing with multiple events in the classroom.

### **1.3.4 Study 4: Factors influencing Indonesian teachers' use of proactive classroom management strategies**

The fourth study brought all the variables from Studies 2 and 3 together, to understand the factors influencing Indonesian teachers' use of proactive classroom management strategies. By addressing this aim, this study contributed to the limited literature on what influences Indonesian teachers' implementation of evidence-based strategies in classroom

management. Data were analysed using regression analysis. The findings suggested that teacher self-efficacy in classroom management, teacher attribution to family-related factors, and teachers' participation in professional learning programs predicted Indonesian teachers' reported use of proactive strategies in addressing student behaviour. Implications for future research and professional learning programs for Indonesian teachers were discussed.

#### **1.4 Significance**

The Indonesian Child Protection Commission estimated that 44% of reported violence in schools in 2019 was in the form of verbal abuse and physical punishment imposed by classroom teachers or school principals (Elnoordiansyah, 2019). For example, an article published by the Indonesian Child Protection Commission in 2019 highlighted a recent case in Manado, North Sulawesi where a 14-year-old student died in the hospital after allegedly being punished for coming to school late. This student, along with seven other students, was punished by making him stand in the sun for 15 minutes, followed by running 20 laps (Maradewa, 2019). The report highlighted the incidence of harmful approaches of some teachers in Indonesia and the devastating consequences for students like this 14-year-old boy. The Indonesian Child Protection Commission report raised important questions about teachers' classroom management practices in Indonesian schools.

Internationally, we know that corporal punishment is not only a violation of human rights, but has been shown to be ineffective in learning and teaching (Council of Europe: Commissioner for Human Rights, 2008; Gershoff, 2017). With the advance of research in evidence-based classroom management strategies, there is a need for Indonesian policy makers to look at the international literature surrounding evidence-based classroom management practices and how to change teachers' practice in classroom management. As mentioned earlier, teacher professional learning programs may positively influence teacher

implementation of evidence-based practices, as long as the programs adopt a number of features which have been shown to be effective (Ingvarson et al., 2005). In order to change teacher practice, it is also important to consider several factors that may potentially inhibit teacher implementation of evidence-based strategies.

This thesis employed two main areas of research: 1) a systematic review of international research concerning effective teacher professional programs in classroom management, and 2) an empirical research to identify the current situation in the Indonesian context. The knowledge gained from this research can inform teacher educators and policymakers on current Indonesian teachers' practices and confidence in addressing student behaviour, as well as international best-practice in classroom management and related teacher professional learning programs. This knowledge may subsequently inform workforce development in the education sector in Indonesia. Workforce development involves teacher education and continuing professional learning programs designed to support Indonesian teachers to implement evidence-based practices in classroom management. In the long run, it may benefit the Indonesian society by promoting a positive climate in schools and protecting students from the negative effects of punitive discipline practice.

## **1.5 Thesis Structure**

This thesis presents an investigation of what features should be included in a teacher professional learning program in classroom management for Indonesian teachers. The thesis included a systematic review study and an empirical research project in the Indonesian context, which are presented in detail in a series of four studies. The structure of the thesis includes an introductory chapter (Chapter 1) which introduces the background, aims, and structure of the thesis, and a literature review chapter (Chapter 2) which presents an overview

of current literature in classroom behaviour management, evidence-based practices in classroom management, research-to-practice gap, and teacher professional learning.

Chapter 3 is a published work, which documents a systematic literature review study focusing on effective teacher professional learning programs in classroom behaviour management. Chapter 4 addresses Indonesian teachers' current beliefs and practices in classroom management by presenting Studies 2 and 3. This chapter describes Indonesian teachers' attribution of student behaviour, teacher self-efficacy in classroom management, and teacher use of proactive and reactive classroom management strategies. Chapter 5 examines the factors influencing Indonesian teachers' use of proactive classroom management strategies by presenting Study 4. Following the description of the individual studies, an integrated discussion is presented in Chapter 6 to address the overall findings and the main aim of the thesis. Chapter 6 also presents the limitations and implications of the thesis. Then, recommendations and an overall conclusion are presented in the final chapter (Chapter 7).

## **Chapter 2: Literature Review**

This literature review chapter presents an overview of the literature regarding classroom behaviour management, evidence-based practices in classroom management, research-to-practice gaps in classroom management, and teacher professional learning. Further review of the literature concerning the constructs being explored in this thesis is available in the individual papers presented within the thesis.

### **2.1 Classroom Behaviour Management**

Classroom management is an influential component of classroom climate that affects student engagement, behaviour, and instructional time (Wang et al., 1994). Historically, classroom management was equated with behaviour management, i.e. prevention and correction of misbehaviour using teacher-centred techniques (Bear, 2015); however, classroom management has been viewed as a broader concept which encompasses both behaviour and instructional management (Egeberg et al., 2016). This broader view of classroom management is reflected in a frequently cited definition from Evertson and Weinstein (2006):

the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning ... It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance students' social and moral growth. (p.4)

This thesis focuses on the behaviour management component of classroom management, which is defined as teacher implementation of evidence-based strategies to promote students' appropriate behaviour, while preventing and responding to inappropriate behaviour in the classroom. Despite the broader view of classroom management, behaviour management remains an important task for teachers (Evertson & Weinstein, 2006).

Classroom behaviour management has consistently been shown to be foundational for effective teaching (Brouwers & Tomic, 2000; Pas et al., 2015; Skiba et al., 2016; Sugai & Horner, 2002; Wilks, 1996).

Along with the shift from reactive and punitive behaviour management towards a more positive and preventative behaviour management approach, there is growing support for the application of antecedent-based strategies and positive behaviour support (Bear, 2015; Sugai & Horner, 2002). Positive behaviour support (PBS) adopts a proactive system approach and employs evidence-based classroom management practices to develop positive school culture and prevent problem behaviours (Chitiyo et al., 2014). Instead of aiming to reduce problem behaviour, PBS focuses on teaching and promoting expected behaviour (Simonsen et al., 2008).

PBS is built upon the scientific assumption that behaviour is learned and environmental factors are influential in determining the occurrence of a behaviour (Simonsen et al., 2008). A behaviour also serves a function. A traditional consequence for problem behaviour, such as punishment, may not be effective, as it does not address the function of the behaviour (George et al., 2009). From the perspective of PBS, consequences following a behaviour do not only include negative consequence or punishment, but also prevention, teaching, and reinforcement approaches (George et al., 2009).

The goal of school-wide PBS is to develop schools as a safe environment for students (Horner et al., 2005). Systems and organisational supports are required to develop the skill capacities of the teachers as the “real implementers” to be able to implement evidence-based practices in an accurate, comprehensive and sustainable way (Sugai & Horner, 2009b, p. 229). The implementation of PBS in schools is organised by a three-tiered prevention approach (Sugai et al., 2000). Primary prevention aims at promoting appropriate behaviour of



all students and preventing the occurrence of inappropriate behaviour, while secondary prevention focuses on providing intervention and support for students who fail to respond to primary-tier intervention. Tertiary prevention includes individualised and intensive interventions for students who are irresponsive to primary and secondary prevention (Lewis et al., 2006; Sugai et al., 2000). Effective classroom management practices form the primary, or universal, level of PBS (Ficarra & Quinn, 2014).

## **2.2 Evidence-based Practices in Classroom Management**

The concept of evidence-based practices emerged from the field of medicine in the 1990s (Cook & Odom, 2013; Lung, 2018). A practice can be considered evidence-based if it is supported by strong research evidence demonstrating that the practice is effective (Cook & Odom, 2013; Lung, 2018). However, there might be a variation in the specific standards for identifying evidence-based practices (Cook & Odom, 2013; Hulac & Briesch, 2017). For example, the What Works Clearinghouse (WWC) evidence standards only review studies using one of the eligible designs: randomised controlled trial, quasi-experimental design, regression discontinuity design, and single-case design (What Works Clearinghouse (WWC), 2020). In a rigorous review of the literature, Simonsen et al. (2008) identified 20 evidence-based practices that were grouped into five features of classroom management:

- a. Maximising classroom structure and physical arrangement. Some modifications to the physical arrangement of the classroom, the placement of classroom furniture and visual displays may minimise crowding and distraction and promote student engagement and appropriate behaviour.
- b. Defining, teaching, and reinforcing classroom routines and behaviour expectations. Identifying and defining classroom rules and expectations, followed by systematic

teaching, monitoring, and providing reinforcement have been shown to reduce disruptive behaviour and increase student engagement.

- c. Actively engaging students in learning. Strategies such as opportunities to respond, direct instruction, response cards, and class-wide peer tutoring may increase student engagement and reduce the likelihood of inappropriate behaviour.
- d. Using a continuum of strategies to encourage appropriate behaviour. The use of evidence-based strategies such as behaviour specific praise, behaviour contracts, and group reinforcement contingencies may increase appropriate behaviour.
- e. Using a continuum of consequences to respond to inappropriate behaviour. Evidence-based strategies such as performance feedback, specific error correction, and planned ignoring may reduce inappropriate behaviour, and improve appropriate behaviour when combined with strategies such as praise.

In another study, Conroy et al. (2013) identified 36 empirically supported classroom management practices that were organised into four categories: a) antecedent prevention, including classroom structure and classroom expectations, b) instruction and interaction, including opportunities to respond and active supervision, c) consequence-based strategies, including behaviour contracts and group contingencies, and d) self-management strategies, including self-monitoring and self-reinforcement. These practices have been proven to be effective in increasing student engagement and reducing classroom-based problem behaviours (Conroy et al., 2013). The identified evidence-based practices are listed in Table 1.

In general, studies indicated that evidence-based practices in classroom management are dominated by positive and preventative classroom management strategies that have been identified as having positive contribution towards a positive and productive learning environment (Ficarra & Quinn, 2014). Such practices focus on non-punitive strategies and

emphasise the promotion of social, emotional, and behavioural competencies, as well as the prevention of problem behaviours (Bear, 2015; Osher et al., 2010).

**Table 1** Evidence-based practices in classroom management

References	Identified evidence-based classroom management practices
Simonsen et al. (2008)	<ol style="list-style-type: none"> <li>1. Maximise classroom structure and predictability: high classroom structure, minimise crowding and distraction</li> <li>2. Define, teach, and reinforce classroom routines and behaviour expectations: teach and review expectations, active supervision</li> <li>3. Actively engage students in learning: opportunities to respond, direct instruction, classwide peer tutoring, computer assisted instruction, guided notes</li> <li>4. Use a continuum of strategies to encourage appropriate behaviour: specific praise, group contingencies, behaviour contracts, token economies</li> <li>5. Use a continuum of consequences to respond to inappropriate behaviour: brief, specific error correction, performance feedback, differential reinforcement, planned ignoring, response cost, time out from reinforcement</li> </ol>
Conroy et al. (2013)	<ol style="list-style-type: none"> <li>1. Antecedent-prevention: classroom rules/expectations, physical arrangement, classroom structure, classroom seating</li> <li>2. Instruction and interaction: match academics to students' instructional level, active supervision, opportunities to respond, present choices, effective instructions and commands, intersperse brief and easy tasks, brisk pace of instruction, alternative modes of task completion, behaviour momentum, incorporate student interests and preferences, response cards, peer tutoring, social skills instruction, direct instruction, computer assisted instruction, guided notes</li> <li>3. Consequence-based: function-based interventions, praise, behaviour report cards, classwide group contingencies, behaviour contracting, token economies, error corrections, performance feedback, differential reinforcement, planned ignoring, response cost, time out from reinforcement</li> <li>4. Self-management strategies: academic performance, self-monitoring target behaviour, self-evaluation, self-reinforcement</li> </ol>

Researchers have documented the positive effects of teacher implementation of evidence-based classroom management practices on student behaviour. In a meta-analysis of 12 studies, Oliver et al. (2011) reported that teachers' universal classroom management practices had a significant, positive classroom-level mean effect size ( $d = .80$ ) on decreasing problem behaviour in the classroom. Students in the intervention classrooms in all of the reviewed studies showed fewer inappropriate, disruptive, and aggressive behaviours compared with those in the control classrooms (Oliver et al., 2011). In a study on a large sample of classroom observations, Gage, Scott, et al. (2017) examined the relationship between teacher implementation of classroom management practices and students' behaviour and engagement. The classroom management strategies being examined included active teaching, opportunities to respond, and positive feedback (Gage, Scott, et al., 2017). The result indicated that students in the classrooms whose teachers demonstrated average and above average rates of classroom management practices are more highly engaged than students taught by teachers with low rates of classroom management and low interaction profiles (Gage, Scott, et al., 2017). Although there were no differences in student disruptive behaviour across classrooms, this finding suggests that effective classroom management practices may positively influence student engagement in learning. Nevertheless, these positive outcomes of teacher implementation of evidence-based classroom management practices do not necessarily mean that teachers are ready to implement such practices.

### **2.3 Research-to-practice Gap in Classroom Management**

Despite research supporting the effectiveness of evidence-based classroom management practices, there continues to be a gap between what is known about evidence-based practices and the actual implementation of these practices within the classroom (Cook & Odom, 2013; Cooper et al., 2018). Almost 30% of 248 teachers surveyed by Cooper et al. (2018) indicated that they had limited training in evidence-based classroom management

practices across the four major categories (antecedent-based, instructionally based, consequence-based, and self-management), and consequently did not use the practices. In another study, Gage, Scott, et al. (2017) identified that approximately 20% of teacher participants from 1,242 teacher-student dyads in 65 elementary schools in their study performed low rates of classroom management practices of active teaching, opportunities to respond, and positive feedback.

Teachers consistently describe that they feel unprepared to implement evidence-based practices in classroom management (Chesley & Jordan, 2012; Ficarra & Quinn, 2014; Freeman et al., 2014). In general, only one in three teachers reported that they received formal training on evidence-based classroom management (Cooper et al., 2018; Freeman et al., 2014). In terms of teacher preparation programs, the limited availability of classroom management content in such programs has been documented for over 20 years (Landau, 2001; Stough, 2006). Most teacher preparation programs have classroom management as a topic embedded within other courses, as opposed to stand-alone courses (e.g., Freeman et al., 2014; Landau, 2001; Stough & Montague, 2015). In a study about classroom behaviour management preparation in undergraduate primary teacher education in Australia, O'Neill and Stephenson (2011) described that, when embedded in other units, the mean hours of classroom management content was only 2.3 hours, very limited compared to 25.5 hours in stand-alone courses. This situation is worsened by the fact that classroom management content being taught in these programs may not always focus on evidence-based classroom management practices (Cooper et al., 2018; Freeman et al., 2014; Landau, 2001; O'Neill & Stephenson, 2011; Oliver & Reschly, 2010). In this situation, professional learning may serve as a bridge from research to classroom implementation. Ficarra and Quinn (2014) affirmed that teachers mostly learn about evidence-based classroom management practices from in-service sources rather than pre-service experiences.

## 2.4 Teacher Professional Learning

The terms ‘professional development’ and ‘professional learning’ are often used interchangeably; however, there has been a shift in terminology away from professional development (Easton, 2008; Mayer & Lloyd, 2011; Webster-Wright, 2009). Various authors (e.g., Easton, 2008; Timperley, 2011; Waring, 2016; Webster-Wright, 2009) have emphasised the need for reconceptualising professional development toward professional learning. This requires the shift from a focus on ‘development’ to ‘learning’, from traditional notions of professional development focusing on information delivery to teacher professional learning, which is described as ‘intentional, ongoing, systematic processes’ in which teachers engage in their learning (Timperley, 2011, p. 5; Webster-Wright, 2009). This thesis uses the term ‘teacher professional learning’ to describe teacher learning within formally organised activities, such as workshops or other professional learning sessions, to promote changes in teachers’ capacity for practice and/or changes in the practice itself, particularly related to classroom behaviour management (Mayer & Lloyd, 2011).

Professional learning can be formally organised through programs, workshops, teaching conferences, and other professional learning activities, or it may occur informally through daily interactions with peers and colleagues (Mayer & Lloyd, 2011; Van Schalkwyk et al., 2015). With regard to the setting, Knapp (2003) described that professional learning may occur within the practice (through within-classroom supports/coaching), in settings outside of practice (e.g., workshops, professional learning sessions within school environment), and in formalised professional learning activities outside of practice (e.g., workshops, professional learning sessions outside school environment).

Research has documented the benefits of teacher professional learning. Professional learning may provide opportunities for teachers to periodically re-examine their educational

practices and beliefs, and keep up-to-date with changing information, theories, and student populations (Charland, 2006). This process may help teachers to continually improve their knowledge and skills, which would subsequently influence instruction and student learning (Admiraal et al., 2015; Akiba & Liang, 2016; Darling-Hammond et al., 2017).

Research has identified some key features of effective teacher professional learning programs. These features include a focus on the content knowledge or practice, active and authentic learning experiences, feedback for implementation, opportunities to reflect on teacher learning experiences, and follow-up support (Darling-Hammond et al., 2017; Desimone & Garet, 2015; Dunst et al., 2015; Ingvarson et al., 2005). In addition to a solid knowledge base and research-based theoretical foundation, effective professional learning programs should provide teachers with opportunities to test new strategies and see the effects on their students (Ingvarson et al., 2005). When teachers notice that the implementation of a new classroom practice results in improvements in student learning or behaviour, they may then change their beliefs and attitudes (Guskey, 1986, 2002). This process of teacher change is more likely to be cyclical, in which changes in teacher belief and attitude may stimulate additional changes in teacher classroom practice and consequently create more changes in student outcomes (Guskey, 2002).

Nevertheless, there is a shortage of literature on the features of effective teacher professional learning programs that specifically targeted general education teachers' classroom behaviour management practice. A systematic review study by Floress et al. (2017), for example, focused on teacher praise and its training methods. Another systematic review study by Stoesz et al. (2016) reviewed a broader range of school staff training programs to address student behaviour. However, this review was focused on teachers working with students with intellectual or developmental disabilities, rather than general

classroom teachers. In order to address this gap, the next chapter (Chapter 3) presents a systematic literature review study focusing on identifying the features of effective teacher professional learning programs in classroom behaviour management.



## **Chapter 3: Effective Professional Learning Programs in Classroom Management**

As mentioned in Chapter 2, an investigation into current teacher professional learning programs in classroom management is required, as few published reviews in this area have (a) examined professional learning programs which teach teachers to employ a variety of evidence-based classroom behaviour management practices using different professional learning methods, (b) examined programs aimed for general education teachers, and (c) reviewed studies employing both single-case and group comparison research design.

In order to address this gap, this chapter presents a systematic literature review undertaken to identify quality studies published in peer-reviewed journals in four databases (ERIC, ProQuest Education, PsycINFO and Scopus) between 2009 and 2018. Following article selection, a quality assessment was undertaken based on Jadad's (1996) quality assessment criteria and the What Works Clearinghouse (WWC) standards (Kratochwill et al., 2010), for studies employing group comparison and single-case designs, respectively.

A narrative analysis was then conducted to identify the features of effective teacher professional learning programs in classroom management. By addressing this aim, the narrative analysis provided important information related to the content and teaching strategies of effective professional learning in classroom management for general education teachers. The review revealed the importance of focusing the program on evidence-based classroom management strategies, such as behaviour-specific praise. The findings also highlighted the significance of within-classroom support strategies to assist teachers in implementing the new practice. Such strategies include coaching, performance feedback, self-management, and self-monitoring. The findings of this study can be used to inform the design and development of pre-service and in-service teacher education programs aimed at

improving teacher knowledge and skills in classroom behaviour management. Nevertheless, there is a need for a study examining Indonesian teachers' beliefs and practices in classroom management, as teachers' knowledge, beliefs, and experience may influence their learning (Opfer & Pedder, 2011).

## Australian Journal of Teacher Education

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Volume 45 | Issue 1

Article 5

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2020

### Effective Teacher Professional Learning on Classroom Behaviour Management: A Review of Literature

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#### Recommended Citation

Paramita, P. P., Anderson, A., & Sharma, U. (). Effective Teacher Professional Learning on Classroom Behaviour Management: A Review of Literature. *Australian Journal of Teacher Education*, 45(1). Retrieved from <https://ro.ecu.edu.au/ajte/vol45/iss1/5>

This Journal Article is posted at Research Online.  
<https://ro.ecu.edu.au/ajte/vol45/iss1/5>

## Effective Teacher Professional Learning on Classroom Behaviour Management: A Review of Literature

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*Abstract: Classroom behaviour management is an essential skill for teachers, yet teachers often report being inadequately prepared for addressing student behaviour effectively. Teacher professional learning on classroom behaviour management is continually needed to support teacher implementation of evidence-based classroom management practices. This article reports the findings from a systematic literature review aimed to identify the features and reported findings of recent teacher professional learning programs on classroom behaviour management. The result indicates that most of the effective programs were focused on training teachers on a specific strategy such as behaviour specific praise, or a combination of several proactive behaviour management strategies. While it is crucial to develop high-quality content for a teacher professional learning program, effective teaching strategies were required to produce the expected outcomes.*

### Introduction

Students' problem behaviours often present a significant challenge for teachers. A survey from the National Center for Education Statistics (2018) reported that during the 2015/2016 school year, 43% of public school teachers in the United States indicated that student misbehaviour interfered with their teaching. Similar situations have been reported in other countries. In a study of 527 Chinese primary school teachers, Shen et al. (2009) found that approximately 45% of the respondents perceived that they were spending too much time on behaviour problems. In a survey by Auditor General Western Australia (2014), 39% percent of Australian teacher respondents from 19 sampled schools reported that they used at least 20% of their school day on behaviour management, which equals one day per week.

Classroom behaviour management is an important element of effective teaching. Although the most common misbehaviours, such as talking out of turn, low levels of attention, idleness and hindering others, are somewhat minor, their repetitive nature may interrupt the flow of teaching and learning, and add to teacher stress (Shen et al., 2009; Sullivan, Johnson, Owens, & Conway, 2014). Effective classroom behaviour management establishes the environmental context for effective instruction, and maximises time for instruction (Oliver & Reschly, 2007; Pas, Cash, O'Brennan, Debnam, & Bradshaw, 2015; Wilks, 1996). Ineffective classroom behaviour management, conversely, may have negative effects on teacher time and resources, and increase teacher stress and burnout levels (Austin & Agar, 2005; Carpenter & McKee-Higgins, 1996; Hastings & Bham, 2003; Lohrmann &

Bambara, 2006). Difficulty with behaviour management is also one of the reasons teachers quit the profession (Clunies-Ross, Little, & Kienhuis, 2008; Ingersoll, 2002).

Despite the importance of classroom behaviour management, teachers often report low confidence and feelings of being ill prepared in classroom behaviour management (Butler & Monda-Amaya, 2016; Hepburn & Beamish, 2019; Reinke, Stormont, Herman, Puri, & Goel, 2011; Skiba, Ormiston, Martinez, & Cummings, 2016). Even when teachers have the knowledge of evidence-based classroom management strategies, they may not implement the practices consistently (Jeffrey, McCurdy, Ewing, & Polis, 2009; Reinke et al., 2014). Classroom management has been reported as one of the greatest concerns of new teachers (Australian Education Union, 2008; He & Cooper, 2011; Lew & Nelson, 2016). Although teacher educators have recognised the importance of classroom behaviour management skills, classroom management content in most pre-service teacher education programs is often considered as too limited, or too theoretical and lacking practical value (Hepburn & Beamish, 2019; Jones, 2006; O'Neill & Stephenson, 2011; Stough & Montague, 2015).

Numerous studies have emphasised teachers' ongoing need for professional learning on classroom behaviour management (e.g. Baker, 2005; Giallo & Little, 2003; Nahal, 2010). In-service professional learning may benefit teachers in filling the gaps in knowledge and practice, and allow them to re-examine their beliefs and educational practices (Charland, 2006). Professional learning is also one important bridge from research to classroom implementation (Kretlow, Cooke, & Wood, 2011).

Classroom management has been viewed as a broad concept which encompasses both behaviour and instructional management (Egeberg, McConney, & Price, 2016). The current study focuses on the behaviour management component of classroom management, which refers to teacher implementation of evidence-based strategies to prevent and respond to students' misbehaviour in the classroom. Yet, it is acknowledged that the ultimate goal of classroom management is not only establishing and maintaining orderly classroom environments, but also enhancing student learning, social and moral growth (Evertson & Weinstein, 2006).

A limited number of reviews examining teacher professional learning programs on behaviour management have been conducted (e.g. Larson, 2015; Merrett & Wheldall, 1984; Stoesz et al., 2016). The review by Merrett and Wheldall (1984) explored teacher training courses in the behavioural approach to classroom management, while a more recent review (Stoesz et al., 2016) focused on strategies for training school staff, including special education teachers and paraprofessionals, to address challenging behaviours displayed by students with intellectual/developmental disabilities. As suggested by the literature (e.g., Timperley, 2011), didactic training was found to be ineffective when used alone (Merrett & Wheldall, 1984). To be effective, training programs should not only comprise enough theory, but also enable teachers to apply the theory through carefully monitored practice (Merrett & Wheldall, 1984). Effective training programs used a combination of didactic instruction, practical components, and feedback on skill performance (Merrett & Wheldall, 1984; Stoesz et al., 2016). Similar results were reported by Floress, Beschta, Meyer, and Reinke (2017), in their review about characteristics of praise and the teacher training methods.

Whilst identifying effective strategies to train teachers to address student behaviour in the classroom, the earlier reviews were either focused on a specific strategy to manage student behaviour, such as the behavioural approach to classroom management (Merrett & Wheldall, 1984), praise (Floress et al., 2017), or praise and opportunities to respond (OTR) (Cavanaugh, 2013); or a specific research context, such as urban schools serving predominantly African American students (Larson, 2015), and teachers working with students with intellectual/developmental disabilities (Stoesz et al., 2016). A variety of

programs and methods are currently used for teacher professional learning in classroom management. Little is known about how these different programs and types of professional learning ultimately influence teacher knowledge and practice (Stough & Montague, 2015). The purpose of the current study was to identify a broader range of effective professional learning activities aimed at improving general education teachers' knowledge and classroom behaviour management practices. The systematic review addressed the following research questions:

- a. What characterises effective teacher professional learning programs for classroom behaviour management?
- b. What impacts do the professional learning programs have on teachers' knowledge and practice?

## Method

### Literature Search

A systematic literature search was conducted using the ERIC, ProQuest Education, PsycINFO and Scopus databases. The following keywords were used: (1) teacher\*; (2) training, professional development, in-service, performance feedback, technical assistance, mentor, coach, professional learning or professional education; and (3) behavi\*r, classroom behavi\*r management or classroom management. Quotation marks were used on multiple word phrases to limit irrelevant results. The search query was limited to full text, peer-reviewed journals written in English and published between 2009 and 2018. The search in Scopus was limited to two subject areas: Psychology and Social Sciences. This initial search identified 1,675 articles.

After duplicates were removed, 1,276 titles and abstracts were examined and the following inclusion criteria were applied: (a) the study reported primary data on the impact of teacher professional learning on teachers' knowledge and classroom behaviour management practices; (b) participants of the study were teachers of primary or secondary school aged children; (c) the classroom behaviour management strategies targeted general education students. A total of 1,217 studies did not meet the inclusion criteria and were excluded from further review. Fifty-nine articles were retained for further examination. Full text examination resulted in 29 studies meeting the inclusion criteria. A manual search of the reference lists of selected studies identified four additional articles, thus 33 articles were included in the quality assessment.

### Quality Assessment

A quality assessment of the selected articles was undertaken based on the study design. Quality assessment of group comparison studies was undertaken using eight of eleven criteria developed by Jadad et al. (1996). Articles were selected for inclusion in the review if they incorporated: (a) randomisation of participants, (b) description of withdrawals and dropouts, (c) a clear description of the objectives of the study, (d) a clear description of the outcome measures, (e) a clear description of the inclusion and exclusion criteria, (f) a clear description of the interventions, (g) at least one control (comparison) group, and (h) a description of the methods of statistical analysis (Jadad et al., 1996). Two quality assessment criteria developed by Jadad et al. (1996) concerning double-blinding and sample size justification (e.g. power calculation) were not employed to accommodate more articles. The other criterion concerning the description of adverse effects was not applied due to its

irrelevance to the topic. The quality assessment process resulted in eight of nine group comparison studies meeting criteria.

Quality assessment of studies employing single-case designs was undertaken based on the What Works Clearinghouse (WWC) standards (Kratochwill et al., 2010). The standards were only applied to the baseline and intervention phases. Based on the WWC standards, studies were categorised as “*Meets Standards*, *Meets Standards with Reservations* and *Does not Meet Standards*” (Kratochwill et al., 2010, p. 2). In order to meet standards, the following criteria must be present (Kratochwill et al., 2010): (a) the independent variable was systematically manipulated, with the researcher judging how and when independent variable conditions change; (b) inter-observer agreement (IOA) was reported for each phase, on at least 20% of the data points in each condition, and IOA must meet minimum acceptable values of 80% agreement; (c) the study included at least three attempts to demonstrate the effects of the independent variable at three different points in time or with three different phase repetitions (i.e. multiple baseline designs required at least three baseline conditions, and alternating treatment designs required comparison of a baseline condition with at least three alternating treatments); (d) each phase had a minimum of three data points. To meet standards, a multiple baseline design must include a minimum of six phases with at least five data points per phase. A multiple baseline design with a minimum of six phases with at least three data points per phase is categorised as meeting standards with reservations (Kratochwill et al., 2010). The quality assessment process resulted in five studies meeting standards and six studies meeting standards with reservations.

#### Data Extraction

The included studies were analysed according to the features of teacher professional learning programs being offered (content and teaching strategies), and the reported findings. The content of the professional learning programs refers to the classroom behaviour management strategies taught to the teachers. Teaching strategies refer to the strategies employed to train teacher participants, such as didactic training, coaching, mentoring, and other teaching strategies, and the settings of the programs, which describe whether the programs were administered within the classroom, within the school environment, or in professional learning sessions outside the school environment. Analysis of the reported findings was based on the reported effect sizes of group comparison studies and calculated percentage of non-overlapping data (PND) of single-case studies.

#### Calculation of Effect Sizes for Single-Case Designs

The percentage of non-overlapping data (PND; Scruggs, Mastropieri, & Casto, 1987) was calculated to evaluate the effect sizes of studies employing single-case research designs. Despite some weaknesses and criticisms (Allison & Gorman, 1993; Vannest et al., 2008), PND is the most widely used quantitative method to synthesise single-case research (Scruggs & Mastropieri, 2012; Vannest et al., 2008). PND is calculated by dividing the number of non-overlapping data points, i.e. the number of intervention data points that exceed the most extreme score in the baseline data series, by the total number of intervention data points (Scruggs et al., 1987). Interventions with PND scores of over 90% are regarded as very effective, 70-90% as effective, 50-70% as questionable, and below 50% as ineffective (Scruggs & Mastropieri, 1998). In this study, PND was calculated for evaluating behaviour change. PND for generalisation and maintenance conditions were not calculated.

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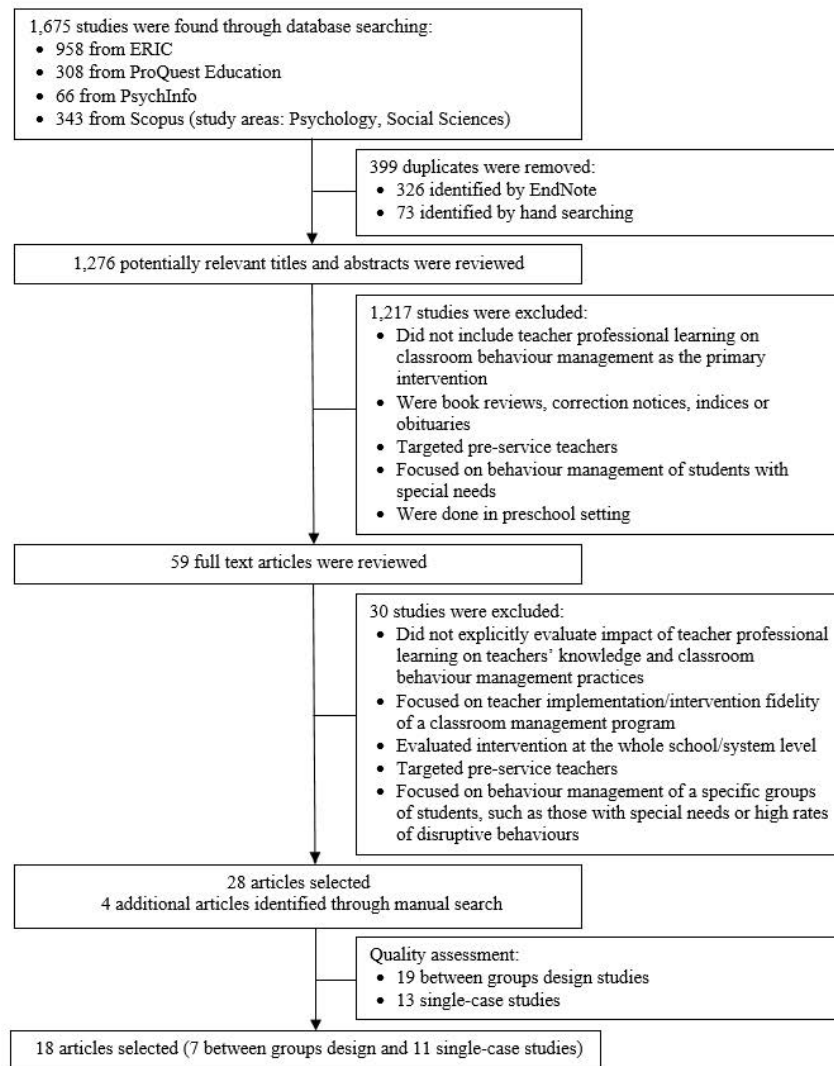


Figure 1: Overview of the systematic literature review process

## Results

### Characteristics of the Studies

All but two of the reviewed studies were conducted in the United States; with those two studies conducted in Canada and Ireland. Primary schools were the dominant setting of the studies, and the majority of teacher participants were female. The content of most professional learning programs of the selected articles ( $n = 10$ , 55.6%) was focused on a specific behaviour management strategy. The remaining articles focused on more comprehensive classroom management programs which incorporated strategies derived from



various approaches of classroom management. Most of the studies implemented a combination of professional learning strategies. Training, coaching and performance feedback were the most common components of teacher professional learning strategies implemented in the studies.

#### **Features of Professional Learning Programs** *Content*

Most of the teacher professional learning programs reviewed taught strategies derived from the behavioural approach of classroom management, incorporating strategies such as the use of reinforcement and functional behaviour analysis (e.g., Collier-Meek, Fallon, & DeFouw, 2017; Fabiano, Reddy, & Dudek, 2018; Gaudreau, Royer, Frenette, Beaumont, & Flanagan, 2013; Hickey et al., 2017; Marquez et al., 2016). A specific behaviour management strategy became the focus of ten (55.6%) of the selected studies. Of these ten studies, nine trained teachers to employ behaviour-specific praise, and one study trained teachers to achieve and maintain a 1:1 ratio of praise to behaviour correction (Pisacreta, Tincani, Connell, & Axelrod, 2011). Almost all of the studies focusing on a specific behaviour management strategy utilised multiple baseline designs, with only one study applying an alternating treatment design to evaluate the effects of three different self-monitoring conditions on teachers' rate of specific praise (Simonsen, MacSuga, Fallon, & Sugai, 2013).

The remaining eight selected studies involved more comprehensive classroom management programs. As shown in Table 2, the contents of these programs represent, to some extent, behavioural approaches of classroom management. Some studies incorporated behavioural strategies in combination with other approaches, such as ecological, social-emotional learning, and culturally responsive behaviour management.

The content focus of some of these programs represents a group of selected classroom behaviour management strategies. The research by Fabiano et al. (2018) targeted teachers' behaviour management practices as listed in the Classroom Strategies Assessment System, namely clear and vague directives, behavioural praise, and behavioural corrective feedback. Behavioural strategies were also covered in the Classroom Management in Action (CMA) program by Marquez et al. (2016), which included a range of evidence-based classroom management practices. The study by Gaudreau et al. (2013) involved several positive classroom behaviour management strategies derived from the literature on classroom management and behaviour difficulty prevention, combining behavioural strategies with social-emotional strategies such as developing social skills. Culturally responsive behaviour management practices were the focus content in the research by Bradshaw et al. (2018), while the Supporting Early Adolescent Learning and Social Support (SEALS) program in the paper by Motoca et al. (2014) incorporated strategies in academic, behaviour and social domains to develop classroom contexts which support students' adaptation.

Two studies trained teachers to implement a class-wide intervention designed to promote positive student behaviour. In the research by Collier-Meek et al. (2017) teachers were trained to implement the Good Behaviour Game (GBG) and the Caught Being Good Game (CBGG), while the article by Pas, Bradshaw, et al. (2015) explored the implementation of PAX GBG in combination with the Promoting Alternative Thinking Strategies (PATHS). PAX GBG is a version of GBG which incorporates visual and verbal cues to promote positive student behaviour. Whilst the GBG and CBGG are mainly behavioural with emphasis on reinforcing certain levels of student behaviour, the PATHS program is a social

Authors	Country/ design	Setting*, N teachers	Program content	Professional learning strategies	Dependent variable	Data collection technique	Findings	Reported effect sizes/PND
Bradshaw et al. (2018)	US Within- school, teacher-level randomised control trial (RCT)	ES & MS; 158; 85.4% female	Double Check	Five training sessions, coaching	Teacher behaviours (use of proactive behavioural management, opportunities to respond, approval, and disapproval in the classroom), classroom behaviour management self- efficacy, and stress	Pre- and post- intervention group comparisons on the observations using Assessing School Settings: Interactions of Students and Teachers (ASSIST), an efficacy scale, and work-related stress scale	Significantly higher proactive behaviour management and anticipation of student problems on the coaching group	Higher ratings of proactive behaviour management ( $\beta = .34$ , $p = .01$ ; $d = .45$ ) and anticipation of and responsiveness to student problems ( $\beta = .29$ , $p = .04$ ; $d = .37$ ) among coached teachers. A slight increase on the use of approvals ( $\beta = .34$ , $IRR = 1.41$ , $p = .09$ ; $d = .05$ ) among teachers who received coaching. PND: 88.9%
Briere, Simonsen, Sugai, and Myers (2015)	US Concurrent multiple- baseline across participants	ES; 3; all females	Specific, contingent praise; data collection and data entry	Consultation, included brief training (approximately 15 minutes), self- monitoring, mentoring, performance feedback, discussion, and goal setting	Specific praise statements	Direct observation	Increased specific praise rates	
Collier- Meek et al. (2017)	US Multiple baseline single-case design study	ES; 4; all females	Good Behaviour Game (GBG) and Caught Being Good Game (CBGG)	10-12 minutes didactic training ( $M = 16.25$ min, $SD = 4.79$ ), daily emailed prompts	Teacher praise and corrective statements	Direct observation	Increased praise rates and decreases in corrective statements	PND: Praise: 3.7% on didactic and 16.7% on emailed prompts. Corrections: 16.7% on didactic and 17.8% on emailed prompts.
Duchaine, Jolivet, and	US Multiple baseline	HS; 3; 2 female	Teacher coaching, behaviour	45 minutes training (included didactic and	Behaviour- specific praise statements	Direct observation	Increased behaviour-specific praise rates	PND: 100%

Authors	Country/ design	Setting*, N teachers	Program content	Professional learning strategies	Dependent variable	Data collection technique	Findings	Reported effect sizes/PND
Fredrick (2011)	across teachers design		specific praise	(BSPS) and on- task behaviour performance				
Duncan, Dufrene, Sterling, and Tingstrom (2013)	US ABA'B' multiple baseline across participants design	ES & Head Start; 3, all females	Specific labelled praise and generalisation training	Training (included discussion, behavioural skills training procedures), goal setting, and performance feedback	Specific labelled praise statements	Direct observation	Increased specific labelled praise rates	PND: 39% on target students, 57% on non- target students
Fabiano et al (2018)	US Wait-list controlled, randomised study	ES; 89; 93.2% female (interventi on group), 95.6% female (control group)	Behavioural management strategies from the Classroom Strategies Assessment System (CSAS)	Coaching, formative assessment, and visual performance feedback	One or more selected behavioural management strategies from the Classroom Strategies Assessment System (CSAS)	Observation using Classroom Strategies Assessment System (CSAS)	Improvement in behaviour management strategy use	Significant coaching effect for idiographic behaviour management strategies ( $F(1, 75) = 7.21, p = .005, d = .54$ ), and significant discrepancy scores on total behaviour management on CSAS- Observer ( $F(1, 76) = 7.10, p = .005, d = .54$ ) and CSAS-Teacher ( $F(1, 72) = 3.72, p = .024, d = .21$ ) between immediate coaching and waitlist groups PND: 18.7%
Freeman et al (2018)	US Multiple baseline design across participants	HS; 4; 2 female	Specific, contingent praise	25-35 minutes training (included direct instruction and application activity), self- management,	Specific praise statements	Direct observation	Minor increases in teacher use of specific praise, but no marked different from baseline	

Authors	Country/ design	Setting*, N teachers	Program content	Professional learning strategies	Dependent variable	Data collection technique	Findings	Reported effect sizes/PND
Gage, Grasley- Boy, and MacSuga- Gage (2018)	US Multiple baseline across case design	ES; 4; all females	Behaviour specific praise	weekly email prompts Brief training (approximately 20 minutes) and emailed visual performance feedback	Behaviour specific praise rates	Direct observation	Increased use of behaviour specific praise	PND: 59.1%
Gaudreau et al. (2013)	Canada Quasi- experimental design with a Waitlist control group	ES; 51; 96.07% female	Positive classroom behaviour management	Training, included workshops, readings, in-class experimentation, reflective practice, and discussion with peers, in eight three-hour sessions over eight months	Teacher efficacy	Pre- and post-test measures using the Teacher Efficacy Scale	Improved teachers' personal teaching efficacy and perceived self- efficacy in addressing student behaviour in the classroom	Significant differences between intervention and waitlist control groups on teachers' personal teaching efficacy ( $F(1,47) = 8.063, p < .01, \eta_p^2 = .146$ ), and teachers' perceived self-efficacy in addressing student behaviour ( $F(1,48) = 4.684, p < .05, \eta_p^2 = .089$ ).
Hickey et al. (2017)	Ireland Group randomised control trial	PS; 22; 21 female	The Incredible Years Teacher Classroom Management Training Programme	Training (involved videotape modelling, role plays, group discussions, was delivered one day per month over five months), coaching, and monthly phone calls	Teachers' use of positive and negative classroom management strategies	Self-report measures using the Teacher Strategies Questionnaire (TSQ)	Positive changes in teachers' reported use of positive and negative classroom management strategies	Significant differences between intervention and control groups on teachers' reported use of positive (effect size = .50), and negative (effect size = -.43) classroom management strategies over time.
Marquez et al. (2016) (Study 3)	US Initial pilot test using a randomised	ES; 101; 78 female	Classroom Management in Action (CMA)	Training using narrative video segments and interactive online	Teacher self- efficacy, program self-efficacy,	Pre- and post-test measures using The Teacher Sense of Efficacy Scale-	Improved teacher knowledge of classroom management	Statistically significant improvement on knowledge ( $F(1,80) = 6.74, p = .011, \eta_p^2 =$

Authors	Country/ design	Setting*, N teachers	Program content	Professional learning strategies	Dependent variable	Data collection technique	Findings	Reported effect sizes/PND
	controlled field trial			planning tool (teachers accessed one Skill Video/week over 15 weeks)	teacher knowledge	Short Form (TSES), the Elementary Social Behaviour Assessment (ESBA), and a 31- item program specific Knowledge Test	practices and teacher self-efficacy	.077, teacher self- efficacy ( $F(1,80) = 8.83$ , $p = .004$ , $\eta_p^2 = .099$ ), and program self-efficacy ( $F(1,80) = 2.82$ , $p = .097$ , $\eta_p^2 = .034$ ).
Motoca et al. (2014)	US A part of a cluster- randomised trial multi- cohort design (this study reported on the first two cohorts)	ES; 144; 82% female	Supporting Early Adolescent Learning and Social Support (SEALS)	Training (included directed- consultation workshops, and implementation meetings)	Behaviour management (positive and negative feedback, redirection with and without interruption)	Group comparisons using the SEALS Observation Scales (SOS) and an abbreviated version of the Teacher Observation of the Management of Behaviour and Academics (TOMBA)	More positive feedback. More effective use of classroom structure, appropriate communication, instructional protocol, and behaviour management. Less negative feedback and redirection.	<i>t</i> statistics were reported, effect sizes were not reported
Myers, Simonsen, and Sugai (2011)	US Multiple baseline design across teachers	MS; 4; all females	Specific, contingent praise	Tiered intervention (Tier 1: Handout review, verbal recommendation)	General and specific praise statements, negative interactions with students, the ratio of positive to negative interactions	Direct observation	Increases in specific and general praise statements	PND: 64.3% on specific praise and 63.3% on general praise statements
Pas, Bradshaw, et al. (2015)	US Randomised controlled trial	ES; 210; 87% female from the original sample (222)	PAX GBG and PAX GBG- Promoting Alternative Thinking	Coaching: check- ins, modelling, need assessments, technical assistance/ performance feedback	Teacher beliefs and perceptions across efficacy, burnout, and school environmental factors	Baseline and end- of-year ratings using the Behaviour Management Self- Efficacy Scale, the Social-Emotional Learning Self-	No impact on behavioural management efficacy	End-of-year ratings of behavioural management efficacy, personal accomplishment, and emotional exhaustion were not related to the

Authors	Country/ design	Setting*, N teachers	Program content	Professional learning strategies	Dependent variable	Data collection technique	Findings	Reported effect sizes/PND
			Strategies (PATHS)			Efficacy Scale, the Maslach Burnout Inventory and the Organisational Health Inventory		number of coaching contacts
Pisacreta et al. (2011)	US Multiple baseline across participants design	MS; 3; 1 female	1:1 ratio of praise to behaviour correction	Training (included baseline review, discussion, modelling) and performance feedback	The ratio of praise to behaviour correction	Direct observation	Achievement and maintenance of 1:1 ratio of praise to behaviour correction, generalisations	PND: 74%
Simonsen et al. (2014)	US Multiple baseline across settings	MS; 4; all females	Specific praise	Tiered intervention (Tier 1: brief training and self- monitoring)	Specific praise rates	Direct observation	Increased use of specific praise	PND: 56.8%
Simonsen et al. (2017)	US Multiple baseline design across participants	ES; 6; all females	Specific and contingent praise, self- management	15-20 minutes training (included didactic training and practice), self-management, and weekly email prompts	Specific praise rates	Direct observation	Increased specific praise rates	PND: 90.3%
Simonsen et al. (2013)	US Alternating treatment design	MS; 5; all females	Specific praise and self- monitoring	Brief training (included discussion, application activity, didactic) and self- monitoring	Specific praise rates	Direct observation	Increased specific praise rates, teachers preferred the count strategy rather than tally and rate	PND: 88.6% (tally), 81.2% (count), 62.8% (rate)

\*School settings: PS: Primary school, ES: Elementary School, MS: Middle school, HS: High school

Table 1: Features of Professional Learning Programs

Reference	Program	Themes/strategies of focus
Bradshaw et al. (2018)	Double Check	Culturally responsive practices, reflective thinking, the functions of student behaviours, mindfulness
Collier-Meek et al. (2017)	Good Behaviour Game (GBG) and Caught Being Good Game (CBGG)	Reinforcement of low levels of inappropriate behaviours (GBG) and high levels of appropriate behaviours (CBGG)
Fabiano et al. (2018)	Behavioural management strategies from the Classroom Strategies Assessment System (CSAS)	Clear one or two-step directives, vague directives, behavioural praise, and behavioural corrective feedback ( <i>teacher selected at least one behaviour management strategy</i> )
Gaudreau et al. (2013)	Positive Classroom Behaviour Management	Classroom management, in-class prevention measures, observation and identification of difficult classroom behaviours, functional behaviour analysis and individualised intervention, non-aversive intervention techniques, intervention for students with ADHD, intervention for aggressive and oppositional behaviour, stress management, crisis intervention, collaboration and communication with parents, and social skills development
Hickey et al. (2017)	The Incredible Years Teacher Classroom Management (IY-TCM) Training Programme	Prevention of problem behaviours; the importance of teacher attention, coaching, and praise; the use of incentives to motivate children; strategies to decrease inappropriate behaviour; and strategies to develop students' social competence
Marquez et al. (2016) (Study 3)	Classroom Management in Action (CMA)	Evidence-based classroom management practices: (a) planning and organisation, (b) proactive prevention of problem behaviour, and (c) responding to problem behaviour; assessment of students' responsiveness to the strategies; and application of the response-to-intervention logic to classroom management
Motoca et al. (2014)	Supporting Early Adolescent Learning and Social Support (SEALS)	Involves three complementary components: Academic Engagement Enhancement, Competence Enhancement Behaviour Management, and Social Dynamics Management. Targeted content areas include classroom structure, feedback, instructional protocols, communication with students, behaviour management, use of groups and social dynamics, information processing and organisational strategies, and motivation
Pas, Bradshaw, et al. (2015)	PAX GBG and PAX GBG-Promoting Alternative Thinking Strategies (PATHS)	Reinforcement of low levels of inappropriate behaviours with additional strategies to promote positive classroom climate and reinforce appropriate behaviour (PAX GBG), and the implementation of a curriculum targeting social-emotional development (PATHS)

Table 2: Comprehensive Classroom Behaviour Management Programs

and emotional learning curriculum aimed to develop students' social-emotional skills (Becker, Bohnenkamp, Domitrovich, Keperling, & Jalongo, 2014). A group-based intervention program based on behavioural and social learning principles was employed in the study by Hickey et al. (2017), which provided teachers with the Incredible Years Teacher Classroom Management (IY-TCM) training. IY-TCM is an evidence-based, manualised program, aimed to strengthen teacher-student relationships, foster children's social-emotional development, and decrease problem behaviour (Fergusson, Horwood, & Stanley, 2013; Reinke, Herman, Stormont, Newcomer, & David, 2013).

Seven of the eight studies incorporating more comprehensive classroom behaviour management programs utilised a group comparison research design. Only one study by Collier-Meek et al. (2017), where teachers were trained to implement the GBG and the CBGG, employed a multiple baseline single-case design to evaluate the effect of the intervention on teachers' praise rates and corrective statements.

### *Teaching Strategies*

Most teacher professional learning programs in the reviewed articles included a combination of several teaching strategies. Teacher professional learning programs in all but one paper included coaching or within classroom supports as a major component of the program. A few programs combined within classroom support with workshops or training sessions within the school environment (Briere et al., 2015; Collier-Meek et al., 2017; Duchaine et al., 2011), and three programs combined coaching or within classroom supports with workshops or training sessions outside the school environment (Bradshaw et al., 2018; Hickey et al., 2017; Motoca et al., 2014). The teacher professional learning program in one study which did not involve a major component of within classroom supports, mainly consisted of training workshops outside the school environment (Gaudreau et al., 2013).

Coaching was a common within classroom support strategy employed in the teacher professional learning programs. Coaching was employed in five studies (27.8%), while mentoring was a component in the teacher professional learning program in the research by Briere et al. (2015). In several other studies, within classroom supports were provided through strategies other than coaching or mentoring. Some common strategies included performance feedback (Duchaine et al., 2011; Duncan et al., 2013; Gage et al., 2018; Pisacreta et al., 2011), regular email prompts (Collier-Meek et al., 2017; Freeman et al., 2018; Simonsen et al., 2017), self-management and self-monitoring (Simonsen et al., 2017; Simonsen et al., 2013).

All programs except the one in the article by Fabiano et al. (2018) involved a component of didactic training, workshop, course or seminar, which provided structured opportunities outside the classroom to focus on the topics of interest. The duration of the training program varied between studies. In studies targeting behaviour-specific praise, seven of them delivered brief, 10 to 35 minutes didactic training sessions to introduce the specific strategy and/or intervention (Briere et al., 2015; Collier-Meek et al., 2017; Freeman et al., 2018; Gage et al., 2018; Simonsen et al., 2017; Simonsen et al., 2014; Simonsen et al., 2013). One study employed a 45-minute didactic training session to teach teachers about teacher coaching intervention and behaviour specific praise (Duchaine et al., 2011).

Studies involving more comprehensive classroom behaviour management programs employed workshops, courses or seminars of longer duration. A program with a total of 18.5 hours of professional learning, which included a directed-consultation workshop and an online training component, was delivered in the study by Motoca et al. (2014). Some studies incorporated a series of training sessions or workshops over a certain period of time. Training on positive classroom behaviour management in the research by Gaudreau et al. (2013) was delivered in eight three-hour sessions over eight months, while the IYTCM program in the article by Hickey et al. (2017) was delivered one day per month over five months. In the paper by Marquez et al. (2016), teacher participants were expected to access one online skill video per week and implement the skill in the classroom over 15 weeks.

While brief training sessions were mostly didactic in nature, most of the workshops, courses or seminars of longer duration employed a greater variety of teaching strategies which provided opportunities for teachers to practice the targeted skills within the sessions.



Some of the strategies included discussions, video modelling, role play, behavioural skills training procedures, application activities, in-class experimentation, and reflective practice. Online training modules were employed in two studies (Marquez et al., 2016; Motoca et al., 2014). In the research by Motoca et al. (2014), online training was a part of the teacher professional learning program along with direct consultation workshops and implementation meetings.

#### **Impact on Teacher Knowledge, Practice and Efficacy**

Analysis of the findings was based on the reported effect sizes of group comparison studies and calculated PND values of single-case studies. The effect sizes and PND scores of the reviewed articles are reported in Table 1. Among eleven single-case design studies focusing on specific classroom behaviour management strategies, five studies had PND scores greater than 70%, which indicates that the intervention was effective or very effective. In the paper by Duchaine et al. (2011), teacher coaching with written performance feedback was found to be very effective in increasing teacher behaviour-specific praise rates. A high PND score (90.3%) was also found in the research by Simonsen et al. (2017), in which targeted professional development that incorporated self-management and email prompts was employed to increase teacher specific praise rates. In two other studies, within-school consultation (Briere et al., 2015), and self-monitoring using tally and count strategies (Simonsen et al., 2013) were shown to be effective in improving teacher specific praise rates, with PND scores ranging from 81.2% to 88.9%. A PND score of 74% was found in the article by Pisacreta et al. (2011) in which modelling and performance feedback was employed to achieve and maintain a 1:1 ratio of praise to behaviour correction. Questionable and ineffective impacts were found in the remaining six studies, with PND scores ranging from 3.7% to 64.3%.

In the papers focusing on more comprehensive classroom behaviour management programs, five articles reported medium effect sizes of teacher knowledge, practice and efficacy of classroom behaviour management. In the study by Bradshaw et al. (2018), Double Check coaching was shown to have medium effect sizes on teacher proactive behaviour management and anticipation of student problems in the classroom. Teacher coaching was found to have medium effects on teacher selected behaviour management strategies and observed behaviour management practice in the article by Fabiano et al. (2018). The Incredible Years Teacher Classroom Management (YTCM) Training Programme was found to have medium effect sizes on teachers' self-reported use of positive and negative classroom management strategies (Hickey et al., 2017), while the Positive Classroom Behaviour Management training program (Gaudreau et al., 2013) and the Classroom Management in Action (CMA) program (Marquez et al., 2016) had medium effects on teacher knowledge and efficacy. Meanwhile, coaching of PAX GBG and PAX GBG-PATHS in the research by Pas, Bradshaw, et al. (2015) was shown to have no significant impact on teacher behavioural management efficacy.

#### **Discussion**

Classroom behaviour management is a crucial skill for teachers; however, teachers often report low confidence and being inadequately prepared for addressing student behaviour effectively. In-service professional learning has been shown to be an important element of addressing the research to practice gap, and a valued opportunity for teachers to

fill the gaps in their knowledge and practice (Charland, 2006; Kretlow et al., 2011). This study aimed to identify the features and reported findings of recent teacher professional learning programs on classroom behaviour management.

The reported findings of the single-case design studies showed that highly effective programs which have PND scores greater than 70% share the following features: 1) the programs were focused on behaviour specific praise, with one study focused on 1:1 ratio of praise to behaviour correction, and 2) the studies included a brief (15-45 minutes) training session followed by implementation supports. The implementation supports included coaching and performance feedback (PND = 100%, Duchaine et al., 2011), self-management and weekly email prompts (PND = 90.3%, Simonsen et al., 2017), consultation that included self-monitoring, mentoring, performance feedback, discussion, and goal setting (PND = 88.9%, Briere et al., 2015), self-monitoring (PND = 88.6% (tally) and 81.2% (count), Simonsen et al., 2013), and performance feedback (PND = 74%, Pisacreta et al., 2011). A combination of brief training with indirect support strategies such as daily emailed prompts (Collier-Meek et al., 2017) and emailed visual performance feedback (Gage et al., 2018) were found to be ineffective (PND < 50%) and questionable (PND = 59.1%), respectively, in increasing teacher praise rates.

Meanwhile, group comparison studies which reported medium effect sizes share the following features: 1) the content of the programs were focused on several proactive behaviour management strategies, with one study adopting a cultural responsiveness and student engagement model, 2) all but one study incorporated a few training sessions over a certain period of time, 3) the training sessions included a variety of teaching strategies, such as case discussions, in-class experimentation, and role plays, which enable teachers to practice the targeted skills within the sessions, and 4) three studies incorporated coaching as a main teaching method, either in combination with training (Bradshaw et al., 2018), in combination with training and other professional learning strategies, such as monthly phone calls (Hickey et al., 2017), or in combination with other strategies, such as formative assessment and visual performance feedback (Fabiano et al., 2018).

In regards to the content taught to the teachers, the effective professional learning programs incorporated one or more classroom behaviour management strategies derived from the behavioural approach of classroom management. Behaviour-specific praise was a dominant strategy taught to teacher participants. Specific and/or contingent praise is an empirically supported classroom management practice designed to increase appropriate behaviour (Briere et al., 2015; Duchaine et al., 2011; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). Different from general praise, behaviour-specific praise clearly identifies the student behaviour that is being praised (Gage et al., 2018). Papers incorporating comprehensive classroom behaviour management programs either consisted of a number of selected classroom behaviour management strategies, or an established intervention designed to promote student behaviour, such as the Incredible Years Teacher Classroom Management (IY-TCM) program.

In terms of teacher professional learning strategies, most studies with high PND scores and medium effect sizes incorporated a combination of training sessions with one or more within classroom support strategies, such as coaching, performance feedback, self-management, and self-monitoring. The finding of this literature review supports the notion that professional learning activities within the classroom provide great opportunities for teachers to relate the knowledge and skills being delivered with their own context and daily teaching practice, and improve their classroom practice by experimenting with and reflecting on their daily practice (Knapp, 2003; Timperley, 2011). This result is also consistent with the finding of previous research which identified implementation supports as a major component in effective teacher professional learning programs (Desimone & Garet, 2015; Dunst, Bruder,

& Hamby, 2015; Ingvarson, Meiers, & Beavis, 2005). As suggested by Greenwood and Maheady (1997), teachers “can and do adjust their teaching practices” following constructive and systematic feedback about their teaching performance (p. 271).

In studies incorporating training, brief didactic sessions were shown to be effective to teach teachers in a specific behaviour management strategy, when combined with implementation supports. The training sessions, workshops, courses or seminars of longer duration, however, were not only didactic in nature, but also included a variety of teaching strategies, such as case discussions, in-class experimentation, and role plays, which enable teachers to practice the targeted skills within the sessions. Therefore, the training sessions did not merely involve information delivery, with “brief and superficial engagement of teachers,” which, according to Timperley (2011, p. 5), would be insufficient in changing teacher practice. This finding supports those of Lauer, Christopher, Firpo-Triplett, and Buchting (2014), which suggested that short-term, less than 30 hours, professional learning efforts may result in positive participant outcomes when designed effectively.

There are limitations to this review of the literature. First, while this research aimed to include all studies about teacher professional learning programs on classroom behaviour management over the past ten years, there is a possibility that some studies were overlooked and not included in the review. Second, this article only presents a narrative analysis. Future studies may include a meta-analysis to critically evaluate the effect sizes of teacher professional learning programs being reviewed. Third, the review was mainly focused on the features and effects of the professional learning program, without exploring any school-level factors. School-level factors, such as the level of the professional community in the school, program coherence, technical resources and school leadership (King, Dinham, & Bouchard, 2011; King & Newmann, 2001), may influence professional learning program outcomes, thus should possibly be included in future research.

This literature review was aimed at identifying the features and reported findings of teacher professional learning programs on classroom behaviour management in the past ten years. While it is important to develop high-quality content for a teacher professional learning program, the findings of this study indicated that effective teaching strategies were required to produce the expected outcomes. Brief didactic training with direct within classroom supports may be useful for targeting a specific behaviour management strategy, but more extended programs with coaching and other implementation support strategies may be required for more comprehensive behaviour management programs.

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## **Chapter 4: Indonesian Teachers' Attribution of Student Behaviour, Teacher Self-efficacy in Classroom Management, and Classroom Management Strategies**

Following on from the systematic literature review study in Chapter 3, this chapter presents two empirical studies examining teachers' attributions and teacher self-efficacy within an Indonesian context. The first study, titled "Indonesian teachers' causal attributions of problem behaviour and classroom behaviour management strategies", aimed to examine Indonesian primary school teachers' attributions for behaviour problems and classroom behaviour management strategies. The second study was titled "Examining Indonesian teacher self-efficacy in classroom management". This study aimed to explore Indonesian teachers' self-efficacy in classroom management, and validate the Classroom Management Efficacy scale (Emmer & Hickman, 1991) in an Indonesian context.

Together these two studies provided an overview of the practices teachers employ in Indonesia, and how we can best explain the use of reactive or proactive strategies in the sample. Proactive strategies are those employed to promote positive behaviour, while reactive strategies mainly focused on responding to student behaviour after its occurrence. The first study in this chapter also portrayed whether Indonesian teachers were more likely to attribute problem behaviour to internal (student/family) or external (school/classroom) factors. It is followed by an investigation of teachers' confidence in their abilities to organise their classroom and address student behaviour. This chapter presents the dimensionality and reliability of a widely used scale measuring teacher self-efficacy in classroom management in the Indonesian context. This adds to the limited literature on the measurement of teacher-self efficacy in classroom management in Indonesia.

Taken together, the findings indicated that Indonesian teachers in the sample were more likely to attribute behaviour problems to family-related rather than school-related factors, and were more likely to employ proactive rather than reactive strategies in addressing student behaviour. The findings also suggested that teachers held a positive belief regarding their capabilities in classroom management, but they have a lower sense of teacher self-efficacy in keeping track of several activities at once. While some of these findings are encouraging, an inspection on the survey results at the item level suggested that teachers still tend to use certain reactive classroom management strategies. This raised the need for further exploration to understand what factors might influence teachers in the Indonesian context to employ proactive strategies in classroom management. With regard to teacher professional learning, the findings suggested the need for Indonesian teachers to improve their understanding about possible causes of student behaviour as well as implementation of evidence-based classroom management strategies.



Cambridge Journal of Education



ISSN: 0305-764X (Print) 1469-3577 (Online) Journal homepage: <https://www.tandfonline.com/loi/ccje20>

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To cite this article: Pramesti Paramita, Umesh Sharma & Angelika Anderson (2019): Indonesian teachers' causal attributions of problem behaviour and classroom behaviour management strategies, Cambridge Journal of Education, DOI: [10.1080/0305764X.2019.1670137](https://doi.org/10.1080/0305764X.2019.1670137)

To link to this article: <https://doi.org/10.1080/0305764X.2019.1670137>



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## Indonesian teachers' causal attributions of problem behaviour and classroom behaviour management strategies

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### ABSTRACT

This study investigated Indonesian primary school teachers' causal attributions for behaviour problems and their classroom behaviour management strategies. The total sample consisted of 582 teachers from public primary schools in Surabaya, Indonesia. Teachers completed questionnaires which gathered information on demographics, teachers' causal attribution for behaviour problems, and their likelihood to employ proactive and/or reactive behaviour management strategies in the classroom. The findings indicated that teachers mainly attribute behaviour problems to family-related factors, and they are more likely to employ proactive rather than reactive classroom behaviour management strategies. Results are discussed in terms of their implications for future research and teacher professional learning concerning classroom behaviour management.

### ARTICLE HISTORY

Received 29 November 2018  
 Accepted 17 September 2019

### KEYWORDS

Problem behaviour; teacher; causal attribution; proactive and reactive strategies

## Introduction

HS, a Pematangsiantar resident, admitted to hitting the heads [of] between 10 and 20 of her students during lesson hours. ... 'I have reminded the children not to be noisy. There was a meeting in the principal's room; it can be annoying [if they are noisy]. As soon as I left, because my head was dizzy, the children were noisy,' she said. This condition provoked her emotion. HS took a piece of bamboo and hit all the students. She admitted failing to notice that there was a nail at the end of the bamboo piece. Some children got hurt on their head due to this incident. ... HS then conveyed her apology and regret. (Munthe, 2014, p. 1)

M, a teacher ... was moved to another school after [having] punished her student by asking him to lick the school toilet. The punishment was given because the student did not bring compost as required. (Erlangga, 2018, p. 1)

These two true incidents from schools in Indonesia suggest that corporal punishment is prevalent in Indonesian schools (Gershoff, 2017). According to the United Nations Committee on the Rights of the Child (United Nations, 2008, p. 19), corporal punishment refers to 'any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light,' and includes behaviours such as

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hitting, kicking, shaking, pinching and forced positions or ingestion. Data from the Indonesian Child Protection Commission produced in 2013 showed that 29.9% of reported violence in schools was carried out by teachers, in the form of corporal punishments and harsh verbal discipline (Menteri Negara Pemberdayaan Perempuan dan Perlindungan Anak Republik Indonesia, 2014).

The Indonesian Government has made attempts to prevent corporal punishment and protect children from violence through the passage of several legislative and policy initiatives. For example, in 2014 the Government made an Amendment to Law Number 23 of 2002 on Child Protection and stated that 'children in and within the environment of educational units shall be protected from acts of physical, psychological, sexual, and other crimes committed by educators, education personnel, fellow learners, and/or other parties' (Presiden Republik Indonesia, 2014, p. 21). The Act also clarified that 'the protection ... shall be carried out by educators, education personnel, government officials, and/or the public' (Presiden Republik Indonesia, 2014, p. 21).

In 2016, the Minister of Education and Culture stated that all schools need to modify their disciplinary strategies and avoid corporal punishment (Putri, 2016). Prohibition of corporal punishment is also declared in the Regulation of the State Minister of Women's Empowerment and Child Protection Number 8 of 2014 on Child Friendly School Policy (Menteri Negara Pemberdayaan Perempuan dan Perlindungan Anak Republik Indonesia, 2014, p. 22):

Availability of anti-violence policies, including: a) prohibitions of: ... corporal punishment (including hitting, slapping by hand/whip/stick/belt/shoe/wooden block, kicking, throwing learner, scratching, pinching, biting, grabbing hair, pulling ears, forcing learners to stay in uncomfortable and hot positions) and other forms that degrade learners' dignity (insulting, belittling, mocking and hurting students' feelings and self-esteem) by educators against students who do wrong or violate the discipline of the educational unit ...

It is within this context that the current study was conducted. There are legal and policy frameworks that have clearly articulated against the use of corporal punishment but schools and teachers continue to use practices that could physically and emotionally harm students. Carter and Osler (2010) reported that rigid discipline not only opposes good human rights practice, but also reduces positive classroom relationships.

In 2017, a number of incidents were reported in the media showing that corporal punishment continued to be used in Indonesian schools. Among 13 incidents found in the electronic media, five occurred in primary schools, while the rest occurred in secondary schools. The reported forms of punishment included hitting, slapping, pinching, kicking, electrocuting and parading students around the village. Making excessive noise was the most common reason for students being punished. The other reasons included bringing mobile phones to school, not doing home/school work, not participating in school activities, and failing to bring required study material ('Guru Cubit Siswa', 2017; Rose, 2017; Umbar & Marzuki, 2017). Teachers who were caught using corporal punishment defended its use as they believed it can educate the students, and make them better learners (Memontum, 2017; Umbar & Marzuki, 2017; Widiyanto, 2017).

Indonesia is a country with a Muslim majority; however, it is not an Islamic state. It is characterised by many distinct ethnic groups, cultures, languages and religions (Furchan, 2002; Zulfikar, 2013). The Indonesian national education system incorporates

elements from Western colonial, cultural-national and Islamic-national education systems which existed in pre-independent Indonesia (Bjork, 2005; Furchan, 2002). A significant number of students in Indonesia are educated in public schools (Ministry of National Education and Culture, 2016), which generally have similar organisational structures and strict adherence to the national curriculum (Suryadarma, Suryahadi, Sumarto, & Rogers, 2006). In the 2017/2018 school year, 86.92% of primary school students in Indonesia enrolled in public schools (Pusat Data dan Statistik Pendidikan dan Kebudayaan, 2018).

Indonesian teachers' views on school discipline in general reflect the traditional orientation of school discipline (Curwin, Mendler, & Mendler, 2018; Johnson, Whittington, & Oswald, 1994), which demands strict adherence to school and classroom rules. Teacher–student relationships in Indonesian classrooms are influenced by cultural values of paternalism and respect for older individuals (Fearnley-Sander, Moss, & Harbon, 2004; Maulana, Opdenakker, den Brok, & Bosker, 2011; Zulfikar, 2013). In this hierarchical pattern of social interaction, teachers are considered as respected individuals who have very high authority (Liem, Martin, Nair, Bernardo, & Prasetya, 2012; Zulfikar, 2013). Student discipline and compliance are required. Behaviours such as sitting politely, listening attentively to the teachers, and following teachers' instructions are always expected (Liem et al., 2012; Zulfikar, 2013). Johnson et al. (1994) explained that teachers with traditional views on school discipline tend to build strict disciplinary climates in schools to reduce behaviour management problems and raise academic standards. Punishment may also be viewed as a cheap and easy to implement strategy (Wilson, 2002). Results of a study on parenting education in Indonesia (Tomlinson & Andina, 2015) reported that knowing what to do when children misbehave was a common difficulty faced by Indonesian parents, thus they tend to employ corporal punishment or threats of corporal punishment to manage disobedience.

Similar cultural values guide teachers' relationships with the education system. Influenced by the culture of obedience and loyalty, public school teachers often put more effort on following orders and fulfilling their duties to the state rather than developing instructional excellence (Bjork, 2013). Reviews or evaluations of lessons are rarely part of daily classroom routines (Fearnley-Sander et al., 2004) and teachers hardly ever view themselves accountable for the academic success or failure of their students (Bjork, 2013). There is a great expectation that parents actively help their children in learning and doing school work at home (Parker & Raihani, 2011). Lack of parental support or low student IQ are often blamed for students' difficulties at school (Bjork, 2005). In other words, teachers tend to attribute student achievement to reasons external to themselves. This attribution may subsequently influence how teachers perceive and respond to student achievement and behaviour (Wiley, Tankersley, & Simms, 2015).

There has been some previous research exploring teachers' attribution of student behaviour and classroom behaviour management strategies in the Asian context. A study by Ding, Li, Li, and Kulm (2010) investigated Chinese teachers' attributions and coping strategies for classroom misbehaviour across primary to secondary grade levels. The results indicated that Chinese teachers tend to attribute misbehaviour to student characteristics, such as not making enough effort and being lazy, as well as bad learning habits. Regarding the coping strategies, the majority of sampled primary school

teachers chose praise as the most effective and often-used strategy, while secondary school teachers preferred the strategy of talking with the student after class (Ding et al., 2010). Similar results regarding teachers' causal attributions of students' behaviour were reported by Zakaria, Sharma, and Reupert (2013), who described that Malaysian teachers identified the cause of disruptive student behaviours as factors largely residing within the individual student. These results align with those in the Western context, suggesting that teachers frequently attribute problem behaviour to student or family factors rather than teaching-related factors (e.g. Mavropoulou & Padeliadu, 2002; Soodak & Podell, 1994).

Some researchers have compared teachers' classroom behaviour management strategies in Asian countries with those in Western countries. For example, Bear et al. (2016) showed that Chinese students reported the highest use of rewards and praise by teachers compared to those from American and Japanese samples. Similarly, Lewis, Romi, Qui, and Katz (2005) found that Chinese teachers in general appear to be less punitive and aggressive than those in Australia or Israel. It was suggested that cultural values were likely to contribute to these differences. There are hardly any published studies that have explored teachers' attribution of student behaviour and classroom behaviour management strategies in the Indonesian context. A study by Mustafa (2013) identified that, despite the average level of Indonesian teachers' general competency, teachers in his study felt less competent in the area of classroom management than in other areas of teachers' professional competency.

Classroom behaviour management has been shown to be a foundation for effective teaching (Brouwers & Tomic, 2000; Pas, Cash, O'Brennan, Debnam, & Bradshaw, 2015; Skiba, Ormiston, Martinez, & Cummings, 2016; Sugai & Horner, 2002; Wilks, 1996). Classroom behaviour management refers to teacher implementation of evidence-based strategies to prevent and respond to students' inappropriate behaviour in the classroom (Egeberg, McConney, & Price, 2016). In their review of teacher effectiveness research, Muijs et al. (2014) explain that teachers' classroom management strategies are important to prevent problem behaviour and increase opportunities to learn for all learners. Without effective teacher classroom behaviour management practices, problem behaviour is likely to affect negatively not only the children displaying the behaviours, but also their teachers, peers and the learning process in the classrooms (Austin & Agar, 2005; Carpenter & McKee-Higgins, 1996; Ntinas et al., 2006; Shores & Wehby, 1999; Soto-Chodiman, Pooley, Cohen, & Taylor, 2012; Wu-Tien, 2007). Problem behaviours also often become a major barrier for inclusion (Carpenter & McKee-Higgins, 1996; Erbas, Turan, Aslan, & Dunlap, 2010; Kelly, Devitt, O'Keeffe, & Donovan, 2014), and classroom behaviour management difficulties are one of the reasons teachers leave the profession (Clunies-Ross, Little, & Kienhuis, 2008).

### **Causal attributions of problem behaviour**

Teachers' beliefs about problem behaviour may critically influence their responses to students with problem behaviour (Ding et al., 2010; Erbas et al., 2010; Ho, 2004). Previous studies have explored teachers' attributions for student behaviour in terms of family, student, teacher and school factors (e.g. Andreou & Rapti, 2012; Ho, 2004; Mavropoulou & Padeliadu, 2002). The theoretical framework of this line

of research was based on Weiner's attribution theory (1972, 1985), which suggests that a person's perception of causality may determine his/her future actions. Weiner (1985) explained three causal dimensions of behaviour, situation or event. These were: locus (whether the cause is internal or external to the person); controllability (whether the cause is within personal control); and stability (whether the cause is stable or fixed). This theory postulates that attribution to internal, controllable and stable causes of another person's negative behaviour may result in the feelings of anger and/or disgust which then trigger antisocial responses, such as not helping, but punishing the person. On the contrary, attribution to external, unstable and uncontrollable causes may result in feelings of empathy and prosocial responses towards the other person (Caprara, Pastorelli, & Weiner, 1997; Wiley et al., 2015).

Despite the criticism that various studies in teachers' causal attributions to student behaviours were mainly focused on the locus dimension, namely whether the student's problem behaviours were mainly caused by within-child, family/home or school/classroom factors, the results of these studies (e.g. Ding et al., 2010; Ho, 2004; Medway, 1979; Soodak & Podell, 1994) provide important hints on how teachers perceive and respond to problem behaviours (Wiley et al., 2015). When teachers believe that students' difficulties are likely caused by factors other than teaching and learning, they tend to 'look outside the classroom' for solutions rather than changing their own practice (Soodak & Podell, 1994, p. 50). This may subsequently influence teachers' decisions to endorse and use evidence-based classroom behaviour management strategies.

### **Proactive and reactive classroom management strategies**

From a behavioural perspective, behaviour management strategies can be categorised as either proactive or reactive (Wilks, 1996). Reactive strategies are discipline strategies used by teachers to respond to students' inappropriate behaviours, while proactive strategies are those used to reduce the likelihood of inappropriate student behaviour (Clunies-Ross et al., 2008; Wilks, 1996). Reactive strategies are remedial in nature, whilst proactive strategies are more preventative and positive ways of addressing student behaviour (Clunies-Ross et al., 2008). Consistent use of proactive, preventative approaches to classroom behaviour management has been shown to reduce problem behaviours and increase student learning (Clunies-Ross et al., 2008; Wilks, 1996). Examples of proactive strategies highlighted by classroom management research include establishing clear rules and expectations, providing reinforcement for positive behaviours, and delivering consistent responses to inappropriate behaviour (Pas et al., 2015; Reinke, Herman, & Stormont, 2013). It is important that the proactive strategies highlighted in classroom management research are implemented in the classroom. It remains unclear what strategies teachers use in the Indonesian context. The distinct nature of the Indonesian education system, along with its cultural influences, create an educational context which is different from other countries. It is within this distinct context that the present research was conducted.



## Research questions

This research was undertaken to answer two research questions:

- (1) What are Indonesian primary school teachers' causal attributions for behaviour problems, and does the attribution differ based on demographic variables?
- (2) What strategies do teachers employ to address problem behaviours in their classrooms, and do these differ based on demographic variables?

## Method

### *Participants and procedures*

Ethics approval and permission from the Indonesian local government office were obtained prior to data collection. Invitations to participate in this study were sent to the principals of all public primary schools delivering inclusive education services ( $N = 50$ ) in Surabaya, Indonesia. Two principals did not provide consent to participate in the study. Survey packages were sent to all classroom teachers ( $N = 763$ ) in 48 schools whose principals consented to participation in this study. Six hundred and six questionnaires were returned, indicating a return rate of about 79.42%. Twenty-four surveys were discarded due to the large amount of missing data, and a total of 582 surveys were used in the final data analysis.

### *Materials*

Data were collected using a paper-based questionnaire that consisted of three sections. Section 1 gathered demographic information. Section 2 was the Teachers' Causal Attributions for Behaviour Problems survey (Mavropoulou & Padelidu, 2002), and Section 3 was a modified version of the Competency and Behaviour Management Survey (Herrera & Little, 2005).

### *Demographic information*

This section collected information about a teacher's age, gender, highest qualification obtained, years of teaching experience, prior professional learning in classroom behaviour management, and prior experience in teaching students with problem behaviour.

### *Teachers' causal attributions for behaviour problems*

The second section of the questionnaire was a vignette describing a student with problem behaviour, followed by a question about the causes of the student's behaviours (Andreou & Rapti, 2012; Mavropoulou & Padelidu, 2002). Teachers were asked to rate each of the 12 factors as the possible cause of the behaviour problems described in the vignette on a scale of 1 (totally agree) to 4 (totally disagree). These factors were categorised as: student-related factors (brain damage, learning problems, self-esteem and school failure); family-related factors (family conditions, parental interest, parental attitude and family level); and school-related factors (the number of students in class, teachers' attitudes, school demands and lack of classroom rules). Items were intermixed to avoid response bias. The scale yields mean scores for each category and a total mean

score. Higher mean scores indicate disagreement that a factor might cause behaviour problems. Cronbach's alpha for this scale was .77, indicating good internal consistency (Andreou & Rapti, 2012).

#### ***The competency and behaviour management survey (modified version)***

The third section of the questionnaire was a modified version of the Competency and Behaviour Management Survey (Herrera & Little, 2005). The CBM survey consists of 12 items covering the types of management strategies used by teachers to address behaviour problems. Teachers were asked to rate their likeliness to use each strategy on a scale of 1 (extremely unlikely) to 5 (extremely likely) (Herrera & Little, 2005). This scale was modified by adding more proactive and reactive strategies for the current study derived from the literature (e.g. Akin-Little, Little, & Laniti, 2007; Herrera & Little, 2005; O'Neill & Stephenson, 2012; Sugai, Todd, & Horner, 2000). This resulted in a 40-item questionnaire (consisting of 22 proactive and 18 reactive classroom management strategies). Similar to the CBM survey, the proactive and reactive items were intermixed to avoid response bias. The scale yields mean scores for each strategy, as well as mean scores for proactive and reactive subscales. Higher mean scores indicate that teachers are more likely to use the strategies.

#### ***Translation of the questionnaires***

All questionnaires were translated into the Indonesian language following the Guidelines for the Cross-Cultural Adaptation Process (Beaton, Bombardier, Guillemin, & Ferraz, 2000). This method involves five stages. First, two forward translations of the questionnaire were prepared by an informed and an uninformed translator (someone who understands and someone who does not understand the concepts being examined). Second, a synthesis of the two translations was created. Third, two professional translators translated the synthesised document back to English. Fourth, the researchers reviewed all documents. The original and back-translated versions were also reviewed by two Indonesian PhD students in Australia and three lecturers from a university in Indonesia. The original and back-translated versions were analysed on two aspects: (1) the comparability of the language (formal similarity of words, phrases and sentences); and (2) similarity of interpretability (the degree to which the original and back-translated versions stimulate the same response even if the wording is not the same) (Sperber, 2004). A draft version was produced and used in the pretesting stage.

Qualitative pretesting was done on a sample of six Indonesian students studying for a Master of Education degree at an Australian university, to verify the clarity of the questions and proposed response options, before being used in the quantitative pretesting in Indonesia. The quantitative pretesting was done in two private primary schools in Surabaya and two public primary schools in Sidoarjo, a city next to Surabaya (n = 111).

#### ***Data entry and analysis***

Data were manually entered. A data entry check was randomly conducted on 20% of all questionnaires. Results of Missing Value Analysis show less than 5% missing data.

Regression was used to estimate missing values. Data were analysed on a group basis using descriptive analysis and analysis of variance using the Statistical Package for the Social Sciences (SPSS) statistics software. Results of Kolmogorov-Smirnov and Levene's tests showed that the data were not normally distributed, and homogeneity of variance was assumed. One-way analysis of variance has been shown to be robust to violations of normality (Blanca, Alarcon, Arnau, Bono, & Bendayan, 2017; Schmider, Ziegler, Danay, Beyer, & Bühner, 2010). Post hoc comparisons were conducted using a Bonferroni test to control the Type I error rate.

### ***Reliability and factor analysis***

#### ***Teachers' causal attributions for behaviour problems***

A principal component analysis with Varimax rotation was conducted on the 12 items. Varimax rotation was selected as oblique rotation (Direct Oblimin) with three factors showing that the factors were uncorrelated (correlations < .30). The result of the factor analysis showed different item loadings to the original scale. In the original scale (Andreou & Rapti, 2012; Mavropoulou & Padeliaadu, 2002), items were grouped as three factors: student-related; family-related; and school-related factors. The result of the factor analysis in the current study indicated that the items loaded on two main components, which appeared to describe family-related factors (Items 3, 4, 10, 11, 12) and school-related factors (Items 2, 5, 6, 7, 8, 9), explaining 27.46% and 16.82% of the variance respectively. Indonesian teachers in this study perceived constant school failure and low self-esteem as school-related rather than student-related factors, while learning difficulties were viewed as family-related rather than student-related factors. Item 1 was deleted as it did not load on either of the two factors. The remaining items are presented in the Appendix.

Internal consistency coefficients (Cronbach's alpha) were computed for family and school-related factors, and the whole scale. The Cronbach's alpha values for family-related and school-related factors were .693 and .694, respectively. The Cronbach's alpha value of the whole scale (11 items) was .727, suggesting acceptable internal consistency reliability for the scale. This Cronbach's alpha value was slightly lower than the previously reported value of .77 (Andreou & Rapti, 2012).

#### ***The modified version of competency and behaviour management survey***

A principal component analysis with Varimax rotation of two-factor solution was conducted on the 33 items. Varimax rotation was used as oblique rotation (Direct Oblimin) showed that the factors were uncorrelated. The results support the two-factor structure of proactive and reactive classroom management strategies, explaining 19.82% and 10.96% of the variance respectively. Four items were removed from the reactive strategies subscale as the items load on the proactive, instead of reactive, strategies subscale, resulting in 14 items of reactive strategies.

Internal consistency coefficients (Cronbach's alpha) were computed for the proactive and reactive strategies subscales. Based on the alpha if item deleted information provided by SPSS, three items were removed from the proactive strategies scale to increase reliability, resulting in 19 items of proactive strategies. Cronbach's alphas for

proactive and reactive subscales were .895 and .785, respectively, and Cronbach's alpha for the whole scale (33 items) was .801, indicating good internal consistency.

## Results

### *Sample characteristics*

Among the participants, 81.8% were female, 16.5% were male and 1.7% did not provide information on gender. The highest education level of 85.4% participants was an undergraduate degree, while 9.8% had a master's degree. A small percentage of the teachers had a Diploma (2.2%) and 2.1% of them finished secondary school. Participants' ages ranged from 23 to 60 ( $M = 45.9$ ), with the majority of them (71.5%) being 40 years or older. Accordingly, most participants had teaching experience of more than 20 years (51.6%), and only 15.1% had less than 10 years of teaching experience. The majority of the participants (82.6%) also confirmed that they had experience in teaching students with problem behaviour. In addition, 64.6% of the participants reported that they had attended a professional learning programme on classroom behaviour management.

### *Teachers' causal attributions for behaviour problems*

Teachers were asked to rate each of the 11 factors as the possible cause of the behaviour problems described in the vignette on a scale of 1 (totally agree) to 4 (totally disagree), thus higher mean scores indicate strong disagreement with the factors as the possible cause of the behaviour problem. Results indicated that teachers agreed that family-related factors ( $M = 2.00$ ) may function as causes of student behaviour, rather than school-related factors ( $M = 2.75$ ). In Table 1, the Mean values and Standard Deviations of teachers' causal attributions of behaviour problems on each factor are reported.

The results of the analysis of variance to explore the impact of demographic variables on teachers' causal attribution of student behaviour are described in Table 2. Statistically significant difference at  $p < .01$  level was found in teacher attribution to

**Table 1.** Mean values and standard deviations of teachers' causal attributions.

Causal factors	Mean*	Standard deviation
Classroom rules <sup>^</sup>	2.97	.59
Teacher attitude <sup>^</sup>	2.91	.68
School demands <sup>^</sup>	2.87	.58
Self-esteem <sup>^</sup>	2.77	.66
School failure <sup>^</sup>	2.51	.69
Class size <sup>^</sup>	2.49	.62
Family level	2.41	.68
Parental attitude	2.04	.55
Family problems	1.89	.53
Learning difficulties	1.84	.53
Parental interest	1.83	.54

Notes: \*Mean values are presented in descending orders. Higher mean values indicate disagreement with the factors as possible causes of behaviour problem; <sup>^</sup>School-related factors.

**Table 2.** Analysis of variance of demographic variables against attributions on school-related factors.

Variables	Means (SD)	F value	Omega squared
Age (n = 576)	Under 30 years: 2.63 (.40) 30–39 years: 2.68 (.36)* 40–49 years: 2.75 (.37) 50+ years: 2.80 (.43)*	3.86*	.01
Previous teaching experience (n = 572)	Less than 10 years: 2.65 (.35)** 10–19 years: 2.75 (.39) 20–29 years: 2.77 (.37) 30+ years: 2.80 (.46)**	2.60**	.01
Participation in professional learning programme on classroom behaviour management (n = 510)	Yes: 2.72 (.41) No: 2.83 (.39)	7.93*	.01

Notes: \*significant at  $p < .01$  level; \*\*significant at  $p < .05$  level.

school related factors across teachers' age ( $F(3, 572) = 3.86, p = .009, \omega^2 = .01$ ). Post hoc comparison using the Bonferroni test indicated that the mean score of the 30–39 age group ( $M = 2.68, SD = .36$ ) was lower than that of the over 50 group ( $M = 2.80, SD = .43$ ), and the difference was statistically significant ( $p = .027$ ). Statistically significant difference was also found in teacher attribution to school related factors across years of teaching experience ( $F(3, 568) = 2.60, p = .051, \omega^2 = .01$ ). Bonferroni post hoc comparison revealed that the mean score of teachers with less than 10 years of teaching experience ( $M = 2.65, SD = .35$ ) was lower than for those with over 30 years of teaching experience ( $M = 2.80, SD = .46$ ), and the difference was statistically significant ( $p = .042$ ). Teacher attribution to school-related factors was also significantly different across teacher participation in professional learning programmes on classroom behaviour management ( $F(1, 508) = 7.93, p = .005, \omega^2 = .01$ ). The mean score of teachers who indicated participation in professional learning programmes on classroom behaviour management ( $M = 2.72, SD = .41$ ) was lower than those who did not indicate participation ( $M = 2.83, SD = .39$ ). Lower scores indicate that teachers were more likely to attribute problem behaviours to school-related factors. There was no significant difference in teacher attribution to family related factors across all demographic variables. In spite of the significant differences, small effect size (below .02) was reported.

Other variables, including gender, teachers' highest education level, previous experience in teaching students with problem behaviour, and years of experience in teaching students with problem behaviour were found to have no significant impact on teachers' causal attribution of student behaviour.

### Teachers' behaviour management strategies

As shown in Tables 3 and 4, teachers reported that they were more likely to employ proactive rather than reactive classroom behaviour management strategies. Behaviour-specific praise and monitoring student behaviour were the most likely reported proactive strategies. Overall mean ratings of reactive strategies indicated that teachers were unlikely to use these strategies; however, teachers were still likely to use some specific strategies, such as giving rewards and punishments to get immediate compliance, and providing extra work. As shown in Table 4, using corporal punishment was the least likely used reactive strategy as reported by the teachers.

**Table 3.** Mean ratings for proactive classroom management strategies.

Number	Proactive strategy items*	Mean
8	Use behaviour-specific praise (e.g. saying 'Thank you for sitting quietly at your desk, Sarah' instead of 'Good job')	4.63
40	Monitor student behaviour	4.62
29	Provide verbal cue to the appropriate behaviour	4.60
5	Establish a system for documenting and rewarding appropriate student behaviour	4.55
22	Spend time and energy to help the child	4.52
21	State the rules and expect compliance	4.50
32	Provide nurturance and support	4.49
18	Regularly acknowledge expected student behaviours	4.44
20	Modify the current teaching style	4.43
39	Remind students of the rules/pre-corrections	4.40
9	Modify curriculum materials based on student ability	4.39
14	Listen actively and negotiate commitments	4.36
33	Provide nonverbal cue to the appropriate behaviour	4.31
27	Define classroom routines and expectations clearly	4.28
25	Teach and practice classroom routines and expectations regularly	4.23
15	Define problem behaviours clearly	4.21
13	Instruct the child in coping skills	4.21
12	Read articles about the problem	4.15
31	Plan transitions between activities	4.10
Overall mean rating for proactive strategies		4.39

Note: \*Items were rated on a scale of 1 (extremely unlikely) to 5 (extremely likely).

**Table 4.** Mean ratings for reactive classroom management strategies.

Number	Reactive strategy items*	Mean
36	Use rewards and punishments to get immediate compliance	3.69
35	Provide extra work (class or homework; this would include making students write lines)	3.31
10	Have the child removed to another room	2.93
11	Send the student to the principal's office	2.62
2	Withdraw reward (i.e. stickers)	2.51
38	Keep the class in because some students misbehave	2.42
3	Yell angrily at students who misbehave	2.42
26	Assignment to detention (i.e. keep the student at school after hours)	2.41
24	Revoke privilege (i.e. no breaktime or no favourite lesson)	2.33
7	Make sarcastic comments to students who misbehave	2.11
6	Use threats	2.09
34	Recommend drug medications	1.98
16	Deliberately embarrass students who misbehave	1.68
17	Use corporal punishment	1.60
Overall mean rating for reactive strategies		2.43

Note: \*Items were rated on a scale of 1 (extremely unlikely) to 5 (extremely likely).

Analysis of variance was used to explore the impact of demographic variables on teacher-reported use of proactive and reactive strategies. Variables such as gender, teachers' highest education level, previous experience in teaching students with problem behaviour, and years of experience in teaching students with problem behaviour were found to have no impact on teacher-reported use of proactive and reactive strategies.

For the proactive strategies subscale, there was a significant difference based on teachers' participation in professional learning programmes on classroom behaviour management ( $F(1, 508) = 6.69, p = .010, \omega^2 = .01$ ). Teachers who had participated in professional learning programmes on classroom behaviour management were more likely to employ proactive strategies than those who did not.

**Table 5.** Analysis of variance of demographic variables against reactive strategies subscale.

Variables	Means (SD)	F value	Omega squared
Age (n = 576)	Under 30 years: 2.57 (.52) 30–39 years: 2.56 (.54)* 40–49 years: 2.47 (.59) 50+ years: 2.35 (.55)*	5.18*	.02
Previous teaching experience (n = 572)	Less than 10 years: 2.57 (.55)** 10–19 years: 2.46 (.53) 20–29 years: 2.42 (.57) 30+ years: 2.35 (.57)**	3.05**	.01
Participation in professional learning programme on classroom behaviour management (n = 510)	Yes: 2.48 (.55) No: 2.35 (.56)	4.98**	.01

Notes: \*significant at  $p < .01$  level; \*\*significant at  $p < .05$  level.

In Table 5, the results of an analysis of variance to explore the impact of demographic variables on teacher-reported use of reactive strategies are shown. Statistically significant differences were found on teacher-reported use of reactive strategies across teachers' age ( $F(3, 572) = 5.18, p = .002, \omega^2 = .02$ ) and years of teaching experience ( $F(3, 568) = 3.05, p = .028, \omega^2 = .01$ ). Older teachers (>50 years) and those with more than 30 years of teaching experience were less likely to use reactive strategies, compared to younger and less experienced teachers. Post hoc comparison using the Bonferroni test indicated that the mean score of teachers over 50 years old ( $M = 2.35, SD = .55$ ) was lower than that of the 30–39-years-old group ( $M = 2.56, SD = .54$ ), and the difference was statistically significant ( $p = .003$ ), while the mean score of teachers with more than 30 years of teaching experience ( $M = 2.35, SD = .57$ ) was lower than for those with less than 10 years of teaching experience ( $M = 2.57, SD = .55$ ), and the difference was statistically significant ( $p = .021$ ). There was also a significant difference on teacher-reported use of reactive strategies based on teachers' participation in professional learning programmes on classroom behaviour management ( $F(1, 508) = 4.98, p = .026, \omega^2 = .01$ ). Teachers who indicated participation in professional learning programmes were more likely to employ reactive strategies ( $M = 2.48, SD = .55$ ) than those who did not ( $M = 2.35, SD = .56$ ). Although the differences between these groups were significant, small effect size (below .03) was reported.

## Discussion

This study was conducted in the Indonesian context where there have been policy frameworks against the use of corporal punishment, but schools and teachers continue to use physical punishment to respond to student behaviour. In a society influenced by cultural values of paternalism, student discipline and compliance are required, and teachers tend to attribute student achievement and behaviour to reasons external to themselves. The aims of this research were to identify Indonesian primary school teachers' causal attributions for behaviour problems, and their likeliness to employ proactive and reactive strategies to address problem behaviours in their classrooms.

Results of this study indicated that Indonesian teachers mainly attribute behaviour problems to family-related factors. This finding was consistent with the literature, both in the international and Asian context in which teachers tend to attribute misbehaviours to student or family factors rather than school or teaching-related factors (Ding et al., 2010;



Mavropoulou & Padeliadu, 2002; Soodak & Podell, 1994; Zakaria et al., 2013). Lack of parental interest, students' learning difficulties and family problems were among the factors to which Indonesian teachers in this study mostly attributed students' behaviour problems. This result supports the common belief that parents are expected to be actively involved in student learning, and lack of parental support or low student intellectual ability are often blamed for students' difficulties at school (Bjork, 2005; Parker & Raihani, 2011).

With regard to the school-related factors, teachers did not attribute behaviour problems to a lack of classroom rules and teachers' attitudes. Although this finding reflects the notion that teachers in Indonesia rarely viewed themselves as accountable for the success or failure of their students (Bjork, 2013), it is a little concerning to note that these two factors with which teachers mainly disagreed are those that are within teachers' control. Within an education context characterised by insufficient review and evaluation systems of daily teaching activities, this teachers' belief may significantly impact on the way they respond to students' behaviour problems.

Further analysis of the data showed that teachers' attribution to school-related factors was associated with some demographic variables. Older teachers (>50 years old) and those with more than 30 years of teaching experience were more likely to ascribe behaviour problems to causes other than teaching and learning. Mavropoulou and Padeliadu (2002) explained that teachers with greater experience probably have more confidence in their skills and competence, thus are more likely to turn to external factors to explain students' behaviour problems. On the other hand, teachers in this study who indicated participation in professional learning programmes on classroom behaviour management were more likely to attribute problem behaviours to school-related factors. This result indicates that teachers' participation in professional learning programmes may enhance their knowledge about the impact of teacher practice and school factors on student behaviour.

Concerning teachers' classroom behaviour management strategies, the results of this study suggest that teachers were more likely to employ proactive than reactive classroom behaviour management strategies. Of the 19 proactive strategies, behaviour-specific praise and monitoring of student behaviour were the strategies most likely used as reported by the teachers. On the reactive subscale, despite the indication that teachers were unlikely to use reactive strategies, they still tended to use some specific strategies, such as giving rewards and punishments to get immediate compliance, and providing extra work. Teachers may favour these reactive strategies as they are perceived as easy and quick methods to manage student behaviour (Herrera & Little, 2005).

Investigating teachers' likelihood of using reactive strategies across demographic variables showed that teachers who were older (>50 years) and had more than 30 years of teaching experience were less likely to use reactive strategies, compared to younger and less experienced teachers. This result may indicate that, as teachers have more teaching experience, they start to acknowledge the ineffectiveness of reactive strategies and thus use them less often. It should be noted, however, that teachers' unlikelihood to use reactive strategies does not necessarily mean that they are implementing proactive strategies. Teachers' age and years of teaching experience were found to have no impact on teachers' likelihood to use proactive strategies, suggesting that proactive strategies may still not be a focus in Indonesian pre-service teacher training programmes. Results of recent studies (e.g. Mudra, 2018; Ragawanti, 2015) suggest that



classroom management is one of the main concerns for Indonesian pre-service teachers during their teaching placements.

Participation in professional learning programmes in classroom behaviour management was found to have an impact on teachers' reported use of proactive and reactive strategies. Teachers who have participated in these programmes were found to be more likely to use both proactive and reactive strategies. This result suggests that professional learning programmes may influence teachers' knowledge and confidence in employing classroom behaviour management strategies, thus increase their likelihood of using both strategies in their classrooms. However, these programmes may need to be reviewed to enhance teachers' use of proactive rather than reactive strategies.

There are several methodological limitations that require consideration when interpreting the results of this study. Despite the significant differences between some groups, small effect sizes were reported. This study relied on self-reporting to explore teachers' causal attributions and classroom behaviour management strategies. It is difficult to ascertain whether teachers' reports, particularly in relation to their behaviour management strategies, are consistent with their actual classroom practice. Teachers' responses to the scales may be influenced by a certain degree of social desirability. It is possible that the participants indicated using practices that are socially desirable and aligned with the current policy environment in Indonesia. However, it remains to be seen if their actual practices are consistent with their use of reactive and proactive strategies. For example, teachers in this study rated the use of corporal punishment as the least likely strategy to be used in the classroom, whilst in reality there are reports of corporal punishment incidents in Indonesian schools. Meanwhile, teachers' causal attribution for behaviour problems in this study was investigated based on responses to one vignette. It is acknowledged that teachers may have different responses to other types of vignettes. Actual, systematic classroom observations and multiple measures should be considered to reduce potential biases in future research.

There are also limitations in regards to the psychometric properties of the scales used in this study. The Cronbach's alpha values for the subscales in the instrument measuring teachers' causal attributions for behaviour problems suggested that the subscales had low reliability scores (around .70). Scales with such reliability scores could be used to measure social constructs (DeVellis, 2017). The percentage of variance explained by both scales used in this study was also quite low, indicating that only a small fraction of variability in the data is accounted for. Future researchers should take caution and may need to make minor refinements if they wish to use the scales for the Indonesian context.

Overall, this research can be regarded as an attempt to explore Indonesian primary school teachers' causal attributions for behaviour problems and classroom behaviour management strategies, in the context of a high prevalence of corporal punishment in Indonesian schools and the scarcity of research in this area in Indonesia. This research is built on the evidence that consistent use of proactive strategies positively impact student behaviour and increase student learning. The findings of this study suggest that effective teacher professional learning programmes on classroom behaviour management may influence teachers' classroom behaviour management practices. Such programmes should not only explore evidence-based behaviour management practices,

but also develop teacher knowledge on the common causes and maintaining factors of students' behaviour problems. Hands-on experience and feedback on teacher practice in classroom behaviour management should also be integrated in the programme to improve teachers' experience in employing the recommended strategies, and support them in modifying dysfunctional behaviour management strategies.

### Disclosure statement

No potential conflict of interest was reported by the authors.

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### Appendix. Teachers' causal attributions for behaviour problems

'During the class session, Alexandros is constantly talking with his peers and his attention is distracted. He refuses to work on his assignments and asks his teacher to repeat the instructions for the completion of the assignment. His relationships with his peers are not good, as they complain that he is hitting other children and uses bad language during the break.'

Rate each of the following factors as cause of Alexandros's behaviour problems.

	Totally disagree	Disagree	Agree	Totally agree
Large number of students in class				
Lack of parental interest				
Family problems				
Heavy school demands				
Teacher's attitude				
Constant school failure				
Lack of classroom rules				
Low self-esteem				
Parental attitude				
Low family level				
Learning difficulties				



Journal of Research in Special  
Educational Needs

### Examining Indonesian teacher self-efficacy in classroom management

Journal:	<i>Journal of Research in Special Educational Needs</i>
Manuscript ID	Draft
Wiley - Manuscript type:	Original Article
Keywords:	Teacher self-efficacy, Classroom management, Factor analysis, Indonesia
Abstract:	<p>Teacher self-efficacy (TSE) in classroom management is an important predictor of teachers' actual practice. TSE research is limited in Asian countries, especially in Indonesia. This study was aimed to validate the Classroom Management Efficacy scale in an Indonesian context, and to understand what variables influenced Indonesian teachers' self-efficacy in classroom management. The psychometric properties of the Classroom Management Efficacy scale were evaluated in a sample of 582 Indonesian teachers. The results supported a bifactor model with high internal consistency, indicating that the scale could be a psychometrically sound measure of TSE in classroom management in the Indonesian context. Indonesian teachers were indicated to have a high sense of TSE in classroom management. Less experienced teachers were found to have lower TSE scores than more experienced teachers. Implications were discussed to address Indonesian teachers' self-efficacy in classroom management, and the need of effective professional learning programs in classroom management for Indonesian teachers.</p>

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### **Examining Indonesian teacher self-efficacy in classroom management**

#### **Introduction**

Addressing student behaviour has always been a challenge for teachers. Despite the advance of research in classroom management, teachers still face difficulties in addressing student behaviour in the classroom (Beam & Mueller, 2017). Teachers in many countries, including United States, Australia, China, and Hong Kong, have expressed concerns that student misbehaviour interfered with their teaching (Auditor General Western Australia, 2014; National Center for Education Statistics, 2018; Ning, 2019; Shen et al., 2009). Similar concerns have been reported in developing countries, such as Malaysia, Sri Lanka, and Indonesia (Abeygunawardena & Vithanapathirana, 2019; Widodo et al., 2016; Yusoff & Mansorb, 2016).

TSE in classroom management has been shown as an important predictor of effective behaviour management (Giallo & Little, 2003; Toran, 2017). Teachers who believe in their capabilities to manage student behaviour are more likely to employ positive strategies, such as praise and modifying teaching approaches, and are more inclined to try new strategies (Emmer & Hickman, 1991; Gaudreau et al., 2013). Teachers with lower TSE in classroom management and discipline, on the other hand, tend to use more reactive strategies, including punishment (Emmer & Hickman, 1991; Gaudreau et al., 2013).

Current classroom management literature has emphasised the use of positive and evidence-based behaviour management approaches over punitive and reactive disciplinary strategies (Black, 2016; Sugai & Horner, 2002). Punitive disciplinary strategies may cause negative effects such as causing injuries, creating a cycle of violence, and increasing the risk of exclusion (Armstrong, 2018). Whilst frequent use of physical and punitive discipline has been shown to be ineffective and even harmful to students, evidence-based classroom



behaviour management strategies have been proven to have a significant and positive effect on student behaviour and achievement (Black, 2016; Korpershoek et al., 2016).

Nevertheless, studies indicate that teachers do not always employ these positive, evidence-based practices (Cooper et al., 2018; Ficarra & Quinn, 2014). For example, in Indonesia, despite governments' regulations around child protection and prevention of violence in schools (Ministry of Education and Culture, 2015), a number of teachers still use physical punishment to address students' behaviour. At the end of 2019, the Indonesian Child Protection Commission reported that there were 153 complaints of physical and psychological violence against children in education environments, in which 44% was carried out by teachers or school principals (Elnoordiansyah, 2019). This percentage included teacher use of physical punishment, such as pinching, slapping, and making students run 20 laps for punishment.

The construct of TSE in classroom management has been explored since the 1980s (O'Neill & Stephenson, 2011). However, most research in this area was conducted in Western countries (e.g., Dicke et al., 2014; Morris-Rothschild & Brassard, 2006). While there are several studies in the Asia Pacific region which examine TSE beliefs (Dalioglu & Adiguzel, 2016; Thompson & Woodman, 2018), very few studies have specifically examined TSE in classroom management. Among these few studies, studies by Ho and Hau (2004) and Shaukat and Iqbal (2012) indicated the applicability of the construct of TSE in classroom management within the Asian context, and the need for further investigation in this area. With this in mind, the present study aimed to examine Indonesian teachers' self-efficacy in classroom management, and validate the Classroom Management Efficacy scale (Emmer & Hickman, 1991) in an Indonesian context.

*TSE in classroom management*

In education-related research literature, the term TSE is often used synonymously with the term teacher efficacy (Dellinger et al., 2008). However, Dellinger et al. (2008) underlined that both terms refer to different constructs and, thus, should be differentiated. Teacher efficacy refers to teachers' beliefs in their abilities to affect student performance (Tschannen-Moran et al., 1998), whilst TSE beliefs focus on the successful performance of a task in a specified situation (Bandura, 1997).

In the present study, the term TSE is used. TSE is defined as "teacher's individual beliefs in their capabilities to perform specific teaching tasks at a specified level of quality in a specified situation" (Dellinger et al., 2008, p. 752). In particular, the present study focuses on TSE in classroom management, which refers to 'teachers' beliefs in their capabilities to organize and execute the courses of action required to maintain classroom order' (Brouwers & Tomic, 2000, p. 242). The investigation into TSE in classroom management has started in the 1980s, when Gibson and Dembo (1984) developed an instrument to measure TSE which contains items about managing behaviour in the classroom. However, Emmer and Hickman (1991) were among the first to state that TSE in classroom management and discipline is conceptually and behaviourally different from general self-efficacy.

As teachers with high TSE in classroom management are more likely to perceive the classroom as less threatening and more likely to implement better strategies, they tend to have more positive classroom experiences, fewer disturbances, and, consequently, less emotional exhaustion (Dicke et al., 2014). Contrarily, when teachers do not believe that they have the capabilities to manage classroom events or situations effectively, they will be less likely to act and tend to give up easily when facing continuous disruptive student behaviour (Brouwers & Tomic, 2000; O'Neill & Stephenson, 2011). This situation could be considered

cyclical. For example, high levels of student problem behaviour may lead to a low level of teachers' self-efficacy in classroom management, which could then result in a higher level of teacher burnout. This subsequently leads to a higher level of problem behaviour and further reducing the level of teachers' self-efficacy (Brouwers & Tomic, 2000).

#### *The Indonesian context*

Indonesia is a developing country in South East Asia. The teacher-student relationship in Indonesian schools is generally influenced by cultural values of paternalism and respect for older individuals, as well as hierarchical patterns of social interaction. Teachers are viewed as authority figures, and students are expected to show obedience and respect for their teachers (Liem et al., 2012; Zulfikar, 2013). Within the classroom, students are expected to sit politely, listen attentively to the teachers, and follow teachers' instructions (Liem et al., 2012; Zulfikar, 2013). Recent studies show that, despite government efforts to eliminate the use of physical punishment in schools, many teachers continue to use physical punishment to discipline students. Teachers involved in physical punishment incidents argued that the punishment was aimed to educate students and maintain discipline (Elnoordiansyah, 2019).

To date, there is little published research on Indonesian teachers' self-efficacy in classroom management. In an international study examining pre-service teachers' self-efficacy for inclusive education, Author et al. (2013) indicated that Indonesian pre-service teachers in their sample reported similar levels of teaching self-efficacy beliefs in managing behaviour to the teacher participants from Australia and Canada. However, in a sample of Indonesian in-service teachers, Mustafa (2013) identified that teachers in his study felt less competent in the area of classroom management than the other areas of teacher professional competency.

#### *The study*

Amid the lack of studies examining TSE in classroom management in the Indonesian context,

this study was aimed 1) to validate the Classroom Management Efficacy scale (Emmer & Hickman, 1991) in an Indonesian context, and 2) to examine the level of Indonesian teachers' self-efficacy in classroom management, and whether it differs based on demographic variables.

The Classroom Management Efficacy scale (Emmer & Hickman, 1991) was one of a few TSE scales which clearly identified a TSE in classroom management factor (O'Neill & Stephenson, 2011). This scale was found to have good reliability, validity, and factor structure (O'Neill & Stephenson, 2011), and has been widely used to explore TSE in classroom management (e.g., Brouwers & Tomic, 2000; Giallo & Little, 2003; Morris-Rothschild & Brassard, 2006; Ozdemir, 2007).

An evaluation of the dimensionality and reliability of the scale in the Indonesian context would provide important information concerning the measurement of Indonesian TSE in classroom management. Moreover, the study would provide information on Indonesian teachers' beliefs about their ability to employ positive classroom management strategies, in the context where teachers still apply traditional classroom management approaches focusing on maintaining control and discipline.

## **Method**

### *Data collection*

Invitations to participate in this study were sent to the principals of 50 public primary schools in Surabaya, Indonesia. These schools were chosen by the City Education Office to provide inclusive education service. Surabaya, the second largest city in Indonesia, is the capital city of East Java, one of 34 provinces in Indonesia. With the population of approximately three million people, this city has been considered as the centre of economy, education and health in East Java and even Eastern Indonesia (Department of Communication and Informatics of

Surabaya, 2016). Principals from 48 schools consented to participate in this study, and survey packages were sent to 763 teachers in these schools. The number of questionnaires returned was 606, indicating a return rate of 79.42%. Twenty-four questionnaires had large amount of missing information and were excluded from the analysis. A total of 582 questionnaires were used in the data analysis.

#### *Instrument*

Teacher participants completed a questionnaire which consisted of two parts. The first part of the questionnaire collected information about participants' demographics, including teachers' age, gender, highest education qualification, prior participation in professional learning programs concerning classroom behaviour management, and prior experience in teaching students with problem behaviour.

The second part of the questionnaire employed the Classroom Management Efficacy scale developed by Emmer and Hickman (1991). This instrument comprised of 14 items measuring teacher perceived self-efficacy in classroom management, which is defined as teacher's belief of competence in the area of management and discipline (Emmer & Hickman, 1991). The item construction of the Classroom Management Efficacy scale was influenced by contemporary classroom management literature, including Doyle's (1986) review of studies of more and less effective teachers, and research on the importance of proactive classroom management teacher behaviours, such as establishing expectations and rules, and monitoring student engagement (Emmer & Hickman, 1991; O'Neill & Stephenson, 2011). The scale also includes items on the use of behavioural strategies such as using rewards or positive reinforcement (O'Neill & Stephenson, 2011). Teachers rate the items on a scale of 1 ('strongly disagree') to 6 ('strongly agree'). Three negatively worded items were reverse scored prior to data analysis. An overall score of TSE in classroom management and

discipline is calculated, with higher scores indicating stronger TSE. The Classroom Management Efficacy scale, along with External Influences and Personal Teaching Efficacy, is a part of the Teacher Efficacy in Classroom Management and Discipline scale developed by Emmer and Hickman (1991). A reliability of .79 was reported for this scale (Emmer & Hickman, 1991). In the present study, the instrument was translated into the Indonesian language using forward and back translations, emphasising conceptual than literal translations. The translated items were discussed with three lecturers from a university in Indonesia and two Indonesian PhD students in Australia to check the comparability of the language and similarity of meaning. Based on their suggestions, the translations of some items were revised.

#### *Data analysis*

With regard to the first aim of the study, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and reliability analysis were conducted to examine the structure of the questionnaire with an Indonesian sample. In order to conduct the factor analyses, the total sample of 582 teachers was randomly divided in two sub-samples. Each sub-samples consisted of 291 teachers. The first sub-sample comprised of 80.8% female and 17.2% male teachers. The average age was 46.25 years ( $SD = 9.73$ ), ranging from 23 to 60 years, while the average years of teaching was 21.14 years ( $SD = 10.51$ ), ranging from 4 to 40 years. The second sub-sample comprised of 82.8% female and 15.8% male teachers. The average age was 45.65 years ( $SD = 9.52$ ), ranging from 26 to 60 years, while the average years of teaching was 20.96 years ( $SD = 10.17$ ), ranging from 3 to 40 years. A statistical comparison was conducted to ensure the comparability of both sub-samples as to teachers' demographic characteristics. Age and years of teaching were compared using t-tests, and the gender distribution of both sub-samples was compared using a chi-square test. The t-test results indicated that there were no significant differences between both sub-samples for age ( $t_{(574)} =$

-.756,  $p = .450$ ) and years of teaching ( $t_{(570)} = -.213$ ,  $p = .832$ ), and the chi-square result indicated that there were no significant differences between both sub-samples on gender distribution ( $\chi^2_{(1)} = .235$ ,  $p = .628$ ). Therefore, it can be concluded that both sub-samples were comparable in terms of teachers' age, years of teaching, and gender. For the data analysis, EFA was performed on the first sub-sample, and CFA was performed on the second sub-sample, followed by a reliability analysis on the whole sample to determine the internal consistency of the scale.

With regard to the second aim of the study, data were analysed using descriptive analysis and analysis of variance to describe the level of Indonesian teachers' self-efficacy in classroom management, and whether it differs based on demographic variables.

## Results

### *Psychometric properties of the scale in the Indonesian context*

*Exploratory factor analysis.* EFA was conducted using SPSS on the data of the first sub-sample ( $n = 291$ ). A principal axis factoring with direct oblimin rotation was conducted on the 14 items. Oblimin rotation was used to allow correlations between factors as they are expected to measure the same dimension. The result of the analysis indicated a three-factor solution. One item (item 11: "There are very few students that I don't know how to handle") was deleted as its communality, which indicated the proportion of variance explained by the extracted factors (Field, 2018), was very low ( $h^2 = .07$ ), and the item did not load on any of the extracted factors. Even though item 8 ("I find it easy to make my expectations clear to students") had a slightly lower communality ( $h^2 = .29$ ) than the other items, this item was retained as it moderately loaded onto the first factor. Following item deletion, another analysis was conducted with the remaining 13 items. This resulted in a two-factor solution, which explains 31.98% and 13.78% of the variance, respectively. Three negatively worded

items (item 12, 13, and 14) were loaded on the second factor. The factor loadings of the items are presented in Table 1.

---Insert Table 1 here---

*Confirmatory factor analysis.* CFA was conducted using AMOS on the data of the second sub-sample ( $n = 291$ ). As the EFA results indicated that negatively worded items were loaded on a reverse-worded factor, a two-factor model was tested and compared with a bifactor model. As illustrated in Figure 1, in the two-factor model, the ten positively worded items loaded onto one factor and the three negatively worded items loaded onto a separate factor. In the bifactor model, all items loaded onto a general factor, with the three negatively worded items also loaded onto an additional reverse-worded factor. A comparison between two-factor model and bifactor model can determine whether the scale items are driven by a general factor or two distinct factors (Perera et al., 2017).

The results indicated that both the two factor model ( $\chi^2 = 124.85$ ,  $\chi^2/df = 1.98$ ,  $p < .001$ ) and the bifactor model ( $\chi^2 = 117.96$ ,  $\chi^2/df = 1.93$ ,  $p < .001$ ) yielded significant chi-square statistics, suggesting a less-than-perfect fit for both models. Several fit indices, including the comparative fit index (CFI), Tucker and Lewis' index of fit (TLI), standardised root mean square residual (SRMR), and root mean square error of approximation (RMSEA), were used to further evaluate model fit. An adequate or better fit of the model is indicated by  $CFI \geq .90$ ,  $TLI \geq .90$ ,  $IFI \geq .90$ ,  $SRMR < .09$ , and  $RMSEA \leq .10$  (Shek & Yu, 2014).  $RMSEA < .05$  is described as close fit, between .05 and .08 is reasonable fit, and values larger than .10 is inadequate fit (Shek & Yu, 2014). Goodness-of-fit statistics indicated that both the two-factor model ( $CFI = .951$ ,  $TLI = .939$ ,  $IFI = .951$ ,  $SRMR = .051$ , and  $RMSEA = .058$ ) and the bifactor model ( $CFI = .955$ ,  $TLI = .942$ ,  $IFI = .955$ ,  $SRMR = .049$ , and  $RMSEA = .057$ ) had relatively good fit with the current data. As illustrated in Figure 1, the residuals of two items



(item 1 and 2) were allowed to correlate based on conceptual relatedness. This result supported a bifactor model which indicates that the Classroom Management Efficacy scale in the Indonesian context is sufficiently unidimensional. Thus, an overall score can be used, while allowing for additional variance from reverse-worded items (Perera et al., 2017).

The result indicated that all standardised factor loadings in the bifactor model were statistically significant. All positively worded items have moderate standardised loadings, ranging from .47 to .68, to the general factor. The three negatively worded items (item 12, 13, 14) had higher standardised factor loadings to the reverse-worded factor (range from .68 to .92) than to the general factor (range from .23 to .30), although all values were statistically significant. The  $R^2$  corresponding to two items (item 13 and 14) indicated that the respective factor explains a large portion of the variance, 89.3% and 76.2%, respectively. Seven items explained a fair portion of the variance, ranging from 31.5% to 53.7%, while the remaining four items (item 1, 3, 8, 10) had low  $R^2$ , ranging from 21.9% to 26.9%. The standardised estimates between the factors and items are presented in Figure 1.

---Insert Figure 1 here---

*Reliability analysis.* Internal consistency coefficient (Cronbach's alpha) was computed on the complete data set ( $n = 582$ ). Cronbach's alpha for the scale which consists of 13 items was .80, indicating good internal consistency.

#### *Indonesian TSE in classroom management*

Descriptive analysis on the total sample ( $n = 582$ ) indicated that Indonesian primary school teachers in general have a relatively positive belief on their competence in the area of classroom management and discipline ( $M = 4.78$ ,  $SD = .48$ , on a scale of 1 to 6). As shown in Table 2, the item with the highest mean score for Indonesian teachers was the item "I can communicate to students that I am serious about getting appropriate behaviour" ( $M = 5.31$ ,

$SD = .59$ ). The second and third highest mean scores were found on the items that indicated teachers' confidence on their abilities to start the year ( $M = 5.17$ ,  $SD = .62$ ), and their understanding of what routines are needed to keep activities running effectively ( $M = 5.16$ ,  $SD = .60$ ). The lowest mean score was found on the item on TSE in keeping track of several activities at once ( $M = 3.56$ ,  $SD = 1.44$ ). It should be noted that the items with lowest mean scores (item 12, 13, 14) had large standard deviations relative to the mean, suggesting that the data were widely spread around the mean (Field, 2018).

---Insert Table 2 here---

Analysis of variance was used to explore the impact of demographic variables on Indonesian teachers' self-efficacy in classroom management. Assessment of the normality of the distribution of scores using Kolmogorov-Smirnov test suggested that the data was not normally distributed. One-way analysis of variance has been shown to be robust to violations of normality (Blanca et al., 2017; Schmider et al., 2010). Result of Levene's test suggested that homogeneity of variance was assumed on all comparison groups.

Results of the analysis of variance revealed that there was no significant difference on TSE in classroom management across teachers' age ( $F(3, 572) = 1.68$ ,  $p = .17$ ,  $\omega^2 = .00$ ), gender ( $F(1, 570) = .14$ ,  $p = .713$ ,  $\omega^2 = .00$ ), highest education qualification ( $F(3, 575) = 1.29$ ,  $p = .278$ ,  $\omega^2 = .00$ ), prior experience in teaching students with problem behaviour ( $F(1, 550) = .00$ ,  $p = .966$ ,  $\omega^2 = .00$ ), and prior participation in professional learning in classroom behaviour management ( $F(1, 508) = .87$ ,  $p = .351$ ,  $\omega^2 = .00$ ). TSE was found to be significantly different across teachers' years of teaching experience ( $F(3, 568) = 3.68$ ,  $p = .012$ ,  $\omega^2 = .01$ ). Post hoc comparison using the Bonferroni test indicated that teachers with less than 10 years of teaching experience had lower sense of efficacy in classroom management ( $M = 4.63$ ,  $SD = .43$ ) than teachers with 10-20 years ( $M = 4.83$ ,  $SD = .48$ ) and

more than 30 years of teaching experience ( $M = 4.80$ ,  $SD = .52$ ). The difference was statistically significant ( $p = .012$ ).

### Discussion

The findings of the two main areas of this study: the validation of the Classroom Management Efficacy scale (Emmer & Hickman, 1991) in an Indonesian context, and the level of Indonesian teachers' self-efficacy in classroom management, are discussed in the following sections. Implications for teacher professional learning and future research are presented.

#### *Validating the Classroom Management Efficacy scale*

The factor structure of the Classroom Management Efficacy scale (Emmer & Hickman, 1991) in the Indonesian context indicated a bifactor structure with a reasonable fit. In the bifactor model, all items loaded onto a general factor of TSE, with three reverse-worded items also loaded onto an additional reverse-worded factor. This model is different from a two-factor model, in which the items loaded onto two separate factors: a teacher-self efficacy factor and a reverse-worded factor. This finding reflects those of the previous studies (Brouwers & Tomic, 2000; Emmer & Hickman, 1991) which suggest that the factor TSE in the area of management and discipline was underlying teacher responses to the items. Moreover, the Cronbach's alpha score of .80 found in this study is similar to that of .79 reported in the original study (Emmer & Hickman, 1991). This indicates that the instrument may consistently measure the construct of TSE in classroom management in the Indonesian context.

The finding that three negatively worded items were loaded both on a general TSE in classroom management factor and an additional reverse-worded factor may indicated that the reverse worded items contaminated the factor structure of the scale when being used in an

Indonesian sample. Reverse-worded items are often included in scales written in the Likert format in order to control acquiescence bias (Zhang & Savalei, 2016). However, prior research suggests that the reverse wording format may interfere with the measurement of the main construct, and create a nuisance (method) factor (e.g., Perera et al., 2017; Zhang et al., 2016). There is a possibility that negatively worded items might create confusion for Indonesian teacher participants, given that one deleted item in this study seems to imply double negatives (item 11: “There are *very few* students that I *don't know* how to handle”). As a cautionary measure, researchers in the Indonesian context may wish to modify the negatively worded items straightforwardly, and compare the factor structure of the modified scale with that of the original Classroom Management Efficacy scale.

#### *Indonesian teachers' self-efficacy in classroom behaviour management*

The findings of the present study indicated that Indonesian primary school teachers in general hold a positive belief regarding their capabilities in the area of classroom management and discipline. This is somewhat encouraging as previous studies suggested that teachers with high TSE in classroom management are more likely to implement positive behaviour management strategies, and less likely to give up when facing student misbehaviour (Abu-Tineh et al., 2011; Bandura, 2001; Emmer & Hickman, 1991). Zee and Koomen (2016), in a synthesis of 40 years of research on the effects of TSE, also reported that proactive behaviour management strategies are most likely to be employed by teachers with high TSE.

The Indonesian primary school teachers sampled in this study rated their TSE as high in three areas: 1) teacher's ability in communicating with students about the expected behaviours, 2) teacher's confidence in his/her ability to start the year, and 3) teacher's understanding on the routines needed to keep activities running effectively. These findings are perhaps not surprising given teaching practices in Indonesia, as in many Asian countries, continue to

employ teacher-centred instruction (Kim, 2018; Wijaya et al., 2015). Teacher-centred approaches rely on providing information to students through direct instruction, such as lecturing, and minimises inquiry based and cooperative learning (Chang et al., 2014; Kim, 2018). These approaches assume that students are empty vessels and ready to learn through listening and absorbing the content imparted by their teacher. From a cultural perspective, this could be explained by widely held belief in Asian countries that teachers, purely by their position, should be highly respected and not challenged by students (Buchanan & Widodo, 2016). This situation may explain why Indonesian teachers perceive themselves as highly capable in starting the year, employing routines, and communicating behaviour expectations to their students.

Despite scoring high TSE in these three areas of classroom management, the findings indicated that teachers had lower TSE in keeping track of several activities at once. This finding, again, might not be surprising given teacher-centred instruction is deeply embedded in Indonesian school culture (Zulfikar, 2013). Many teachers believe that they have the authority to control students' activities, and students will learn better if they keep silent (Eriyanti, 2014). In such situation, teachers may not be used to deal with multiple events in the classroom and may find it difficult to continually being aware of what happens in the classroom, as they expect students to be naturally under control and disciplined.

Another interesting finding is that teachers with less than 10 years of teaching experience had significantly lower sense of efficacy in classroom management than those with more experience. Classroom management has been reported as one of the main areas of concern for pre-service teachers in Indonesia (Mudra, 2018). The finding of the current study affirms that recent teacher pre-service training program has not adequately prepared teachers in the area of classroom management. This finding is also consistent with the results of prior research

which suggested that teachers with more years of teaching experience generally felt more confident in their ability to employ instructional and classroom management practices (Giallo & Little, 2003; Wolters & Daugherty, 2007). With longer teaching experience, teachers have been exposed to different situations which allowed them to reflect and build on their skills. More experienced teachers may also have been involved in more professional learning in this area. Teacher participation in professional learning programs have been shown to influence teacher preparedness to meet the demands in the classroom, thus related to greater TSE (Gaudreau et al., 2013; Pas et al., 2012). However, this does not appear to be the case in the Indonesian context, as the finding of the current study indicated that there is no significant difference on TSE level across teacher participation in professional learning in classroom management.

#### *Limitations of the study*

There are some limitations to the current study. First, the results of this present study should be interpreted with caution due to the small effect sizes. Second, this research only employed a self-report questionnaire. Teachers' responses to the scale may be biased by social desirability or other situational factors. Future research in this area should employ a mixed method research design to explore teachers' actual use of classroom management tactics and evaluate the predictive validity of the scale. Interviews and observations across different group of teachers may also enrich the information about the influence of teachers' background variables on Indonesian teachers' self-efficacy in classroom management. Third, the present study only included a sample from Indonesian primary school teachers in one city. Future studies should attempt to include participants from other educational levels and various regions in Indonesia.

*Conclusion and recommendations*

The current study provides preliminary findings and foundational data for future research exploring Indonesian teachers' self-efficacy in classroom management. The study found the Classroom Management Efficacy scale constructed by Emmer and Hickman (1991) to be a valid and reliable measure of TSE in classroom management and discipline in the Indonesian context. The finding of this study suggested that we need to pay attention on the cultural context in countries like Indonesia in measuring TSE. More research is required to further refine TSE measurements in the Indonesian context.

The findings of the present study in terms of Indonesian teachers' self-efficacy in classroom management suggested that teachers generally hold a positive belief about their capabilities in managing the classroom. However, they may require supports in some area of classroom management. It is indicated that teachers may benefit from more pre-service and in-service teacher professional learning programs, which not only focus on evidence-based behaviour management strategies, but also those to enhance student engagement in the classroom. These programs should be equipped with adequate hands-on experience and implementation supports for the teachers, and be tailored to the local context to take into account cultural values. With more professional learning, teachers in Indonesia may modify their classroom practices to implement more positive and evidence-based classroom management strategies.

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**Table 1** Pattern matrix of explanatory factor analysis (EFA)

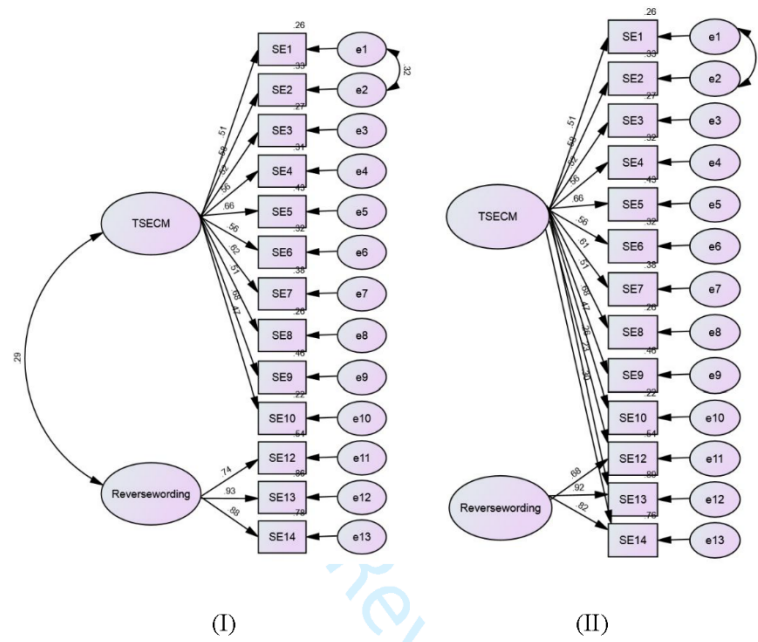
Item	TSE	Reverse-worded factor	Communalities
6. I can communicate to students that I am serious about getting appropriate behaviour	.71		.48
7. I am confident of my ability to begin the year so that students will learn to behave well	.70		.50
1. I know what routines are needed to keep activities running effectively	.70		.47
9. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect them quickly	.67		.46
5. I can keep a few problem students from ruining an entire class	.63		.39
2. I know what kinds of rewards to use to keep students involved	.59		.36
3. If students stop working in class, I can usually find a way to get them back on track	.58		.35
4. I have very effective classroom management skills	.57		.34
10. When I really try, I can get through to most difficult students	.55		.31
8. I find it easy to make my expectations clear to students	.53		.29
13. Sometimes I am not sure what rules are appropriate for my students.		.96	.89
14. I am unsure how to respond to defiant students.		.79	.68
12. I don't always know how to keep track of several activities at once.		.66	.44

**Table 2** Mean ratings for TSE in classroom management (in ascending order)

Item	M (SD)
6. I can communicate to students that I am serious about getting appropriate behaviour	5.31 (.59)
7. I am confident of my ability to begin the year so that students will learn to behave well	5.17 (.62)
1. I know what routines are needed to keep activities running effectively	5.16 (.60)
2. I know what kinds of rewards to use to keep students involved	5.15 (.56)
3. If students stop working in class, I can usually find a way to get them back on track	5.10 (.64)
5. I can keep a few problem students from ruining an entire class	5.01 (.70)
4. I have very effective classroom management skills	4.92 (.61)
9. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect them quickly	4.92 (.63)
8. I find it easy to make my expectations clear to students	4.81 (.80)
10. When I really try, I can get through to most difficult students	4.72 (.86)
14. I am unsure how to respond to defiant students	4.21 (1.31)
13. Sometimes I am not sure what rules are appropriate for my students	4.00 (1.40)
12. I don't always know how to keep track of several activities at once	3.56 (1.44)

Note: Items were rated on a scale from 1 ('strongly disagree') to 6 ('strongly agree').





**Figure 1** Results of the confirmatory factor analysis: (I) the two-factor model and (II) the bifactor model.

## **Chapter 5: Factors Influencing Indonesian Teachers' Use of Proactive Classroom Management Strategies**

This chapter presents the last study included in this thesis. This study brought together the variables of teacher self-efficacy in classroom management, attribution for behaviour problems, and background variables in order to understand the factors influencing Indonesian teachers' use of proactive classroom management strategies. In Chapter 4, data suggested that Indonesian teachers were more likely to employ proactive rather than reactive classroom behaviour management strategies. However, it was indicated that teachers were still likely to use certain reactive strategies, such as giving rewards and punishments to get immediate compliance and providing extra work, to address student behaviour. This finding highlighted the urgent need to increase Indonesian teachers' use of proactive strategies in addressing student behaviour. Thus, an investigation into what factors influence Indonesian teachers' use of proactive strategies was required.

This study sought to examine the influence of teacher attributions for student behaviour problems, teacher self-efficacy in classroom management, and teachers' background variables in their likelihood to use proactive classroom behaviour management strategies. As mentioned in Chapter 1, research in other countries indicated that teacher attributions for problem behaviour and teacher self-efficacy in classroom management were among the predictors of the type of teacher classroom management practice, that is, proactive or reactive (Hepburn & Beamish, 2019; Toran, 2017). The current study has presented interesting findings in relation to the factors influencing Indonesian teachers' use of proactive strategies. Different from past research in this area, the study indicated that teacher attribution to family-related factors positively influences teachers' reported use of proactive strategies.

The implications of the findings were discussed in terms of the cultural context and prior research in this area.



### Factors influencing Indonesian teachers' use of proactive classroom management strategies

Journal:	<i>International Journal of Inclusive Education</i>
Manuscript ID:	Draft
Manuscript Type:	Original Article
Keywords:	Classroom behaviour management, Proactive, Teacher attribution, Teacher self-efficacy, Professional learning

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## Factors influencing Indonesian teachers' use of proactive classroom management strategies

Despite policy initiatives to ban use of corporal punishment, some teachers still use punitive classroom management strategies in countries like Indonesia. With the urgent need for teachers to use evidence-based strategies to address challenging behaviours, it is important to understand the factors that may predict teachers' likelihood to employ proactive practices. This study examined the influence of teacher attributions for student behaviour problems, teacher self-efficacy in classroom management, and teachers' background variables in their likelihood to use proactive classroom behaviour management strategies in a sample of 582 primary school teachers in Indonesia. Data was collected using self-report questionnaires. Regression analysis indicated that teacher self-efficacy in classroom management, teacher attribution to family-related factors, and teachers' participation in teacher professional learning programs predicted Indonesian teachers' reported use of proactive strategies in managing student behaviour. Implications for future research and teacher professional learning programs for Indonesian teachers are discussed.

Keywords: classroom behaviour management, proactive, teacher attribution, teacher self-efficacy, professional learning

### Introduction

Consistent implementation of evidence-based classroom management practices enables teachers to promote positive student behaviour and maintain productive classroom environments (Simonsen et al. 2008; Hepburn and Beamish 2019). Yet, teacher implementation of these practices remains limited (Hepburn and Beamish 2019; Beam and Mueller 2017; Cooper et al. 2018). Meanwhile, schools around the world are under increased pressure to address problem behaviour in the classroom, with concerns about allegedly deteriorating student behaviour (Sullivan 2016; Bennett 2020). Although there appears to be insufficient evidence to suggest that student behaviour is getting worse, recent reports from

many countries, including Zimbabwe, Malta, Ireland, Australia, and Hong Kong, indicated that teachers constantly deal with student misbehaviour in the classroom (Chitiyo et al. 2014; Madden and Senior 2017; Sullivan et al. 2014; Sun and Shek 2012; Cefai, Cooper, and Vella 2013; Watkins 2008).

In light of this, recent attention has been drawn to the calls for a return to a traditional manage-and-discipline model to address student behaviour (Armstrong 2018; Graham 2017). School principals and teachers are suggested to be 'tough', take control of student behaviour, and punish misbehaviour (Sullivan 2016, 2). Whilst reports of physical punishment in schools are still frequent in countries such as Turkey, South Africa, Bangladesh, and Indonesia (Wolhuter and Russo 2013; Authors 2015; Elnoordiansyah 2019), the prevailing manage-and-discipline approach in classroom management in countries such as Australia, England and the United States (Sullivan 2016; Graham 2017) may hinder efforts to minimise the use of physical punishment. This is particularly concerning as physical punishment does not only violate human rights, but may also increase risks of student misbehaviours and decrease opportunities for learning (Black 2016; Council of Europe: Commissioner for Human Rights 2008).

### ***Proactive classroom management strategies***

Classroom management encompasses a continuum of proactive and reactive strategies (Hepburn and Beamish 2019). Proactive strategies focus on promoting positive behaviour and reducing the likelihood of negative behaviours in the classroom, whilst reactive classroom management strategies are used in response to student disruptive behaviour (Reddy et al. 2013; Nash, Schlösser, and Scarr 2016). Proactive classroom management practice includes a range of positive and preventative strategies such as maximising classroom structure and physical arrangement; defining, teaching, and reinforcing classroom routines and behaviour

expectations; actively engaging students in learning; using a continuum of strategies to encourage appropriate behaviour; and using a continuum of consequences to respond to misbehaviour (Simonsen et al. 2008; Sugai, Todd, and Horner 2000).

Reactive strategies, on the other hand, are more likely to consist of teachers' negative responses to students' inappropriate behaviour (Clunies-Ross, Little, and Kienhuis 2008). Reactive practices include verbal reprimands, personal consultation, giving students extra responsibilities (e.g., sweeping the classroom, collecting papers, etc.), reductive strategies (e.g., response cost), exclusionary practice (e.g., time-out, detentions, suspensions, and expulsions), punishment, and aggression (e.g., deliberately embarrass students following misbehaviour) (Mendenhall et al. 2020; Goss, Sonnemann, and Griffiths 2017; Lewis et al. 2005; Little and Akin-Little 2008; Stormont, Reinke, and Herman 2011).

Research in classroom management has consistently supported proactive strategies over reactive approach (Hepburn and Beamish 2019). Consistent teacher implementation of proactive practices has been associated with improved student engagement, improved positive interactions between teachers and students, and less behaviour problems (Hepburn and Beamish 2019; Oliver, Wehby, and Reschly 2011). Whilst reactive strategies may quickly stop student misbehaviour, this approach is ineffective in the long term (Sugai and Horner 2002). Frequent use of punitive and aggressive reactive strategies, such as yelling angrily at students, making sarcastic comments, and physical punishment, may also negatively impact on teacher-student relationships and increase risks of misbehaviour (Black 2016; Lewis et al. 2005). Past research suggests that teacher classroom management practice is associated with teacher attribution for behaviour problem and teacher self-efficacy (e.g., Nemer et al. 2019; Gaudreau et al. 2013).

Research in Asian countries indicated that reactive strategies are often used to respond to student behaviour in schools. In Bangladesh, as caning is prohibited, many teachers

switched to milder forms of physical punishment (e.g., twisting ears, asking students to kneel-down), and other forms of reactive strategies, including exclusionary practices (and social demoralisation (e.g., deliberately insult students who misbehave) (Authors 2015). In Indonesia, teachers have been found to employ more reactive than proactive strategies, with the focus of terminating students' misbehaviour (Patty 2016). Some commonly used strategies include consultation, verbal reprimands, verbal threats, removing students from the classroom, and physical punishment (e.g., pinching, twisting ears, slapping) (Patty 2016; Elnoordiansyah 2019). Despite the significance of proactive strategies in promoting student engagement and positive behaviour, research in Asian countries is in general limited. This study aimed to examine the factors influencing Indonesian teachers' use of proactive classroom management strategies.

#### ***Teacher attributions for behaviour problem***

Previous studies have explored whether teachers attribute students' behaviour problem to either internal (e.g., student or family) or external (e.g., school or teacher) factors (Mavropoulou and Padeliadu 2002; Andreou and Rapti 2010; Ding et al. 2010). Most studies suggested that teachers are more likely to attribute students' behaviour problem to internal causes, such as student or family factors, rather than teacher or school factors (Mavropoulou and Padeliadu 2002; Ding et al. 2010; Wang and Hall 2018). For example, in a study comparing Australian and Chinese teachers' causal attribution for student problem behaviour, Ho (2004) reported that both Australian and Chinese teachers mostly attributed behaviour problem to student efforts. Very few teachers in this study (0.8%) attributed student misbehaviour to teachers' instructional or classroom management strategies (Ho 2004).

Research indicates that teacher willingness to modify their classroom management practices and adopt recommended strategies is influenced by their ideas regarding the



rationale for students' misbehaviour (Carter, Williford, and LoCasale-Crouch 2014; Andreou and Rapti 2010; Nemer et al. 2019). Teachers who ascribe student misbehaviour to teachers- or school-related factors may feel sympathetic toward the student, and are more likely to look for effective interventions (Nemer et al. 2019; Poulou and Norwich 2000). Teachers who attribute student behaviour problem to factors internal to the child, in contrast, tend to be less sensitive and responsive towards the students' needs, and may underestimate their own involvement (Carter, Williford, and LoCasale-Crouch 2014; Bibou-Nakou, Kiosseoglou, and Stogiannidou 2000). Andreou and Rapti (2010) further indicated that a combination of teachers' attributions to family-related factors and teachers' low self-efficacy in classroom management may influence teachers' use of negative classroom management strategies, such as threats and punishments.

#### ***Teacher self-efficacy in classroom management***

Teacher self-efficacy in classroom management has been acknowledged as one dimension of teacher self-efficacy (O'Neill and Stephenson 2011; Dalioglu and Adiguzel 2016). Teacher self-efficacy in classroom management has been defined as 'teachers' beliefs in their capabilities to organize and execute the courses of action required to maintain classroom order' (Brouwers and Tomic 2000, 242). Teacher self-efficacy in classroom management has been found as a significant predictor of effective classroom management (Toran 2017; Giallo and Little 2003; Gaudreau et al. 2013). Teachers with higher self-efficacy are more likely to be efficient in the classroom; more open to using new strategies; and have better emotional control (Gaudreau et al. 2013; Toran 2017). Consequently, these teachers tend to implement better classroom management strategies and are less likely to use punishment to address student misbehaviour (Gaudreau et al. 2013; Dicke et al. 2014). On the other hand, teachers with lower teacher self-efficacy may not adequately respond to student behaviour, resulting

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3 in higher levels of teacher burnout and further reducing teacher self-efficacy beliefs  
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5 (Brouwers and Tomic 2000). In this situation, teachers may resort to using punishment or  
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7 other unhelpful strategies, such as coercion or public embarrassment, to regain teacher  
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9 control over student behaviour (Gaudreau et al. 2013; Woolfolk, Rosoff, and Hoy 1990). In  
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11 this study, we attempted to examine what factors predicted use of proactive strategies by  
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13 Indonesian teachers. The next section provides a snap shot of the Indonesian context.  
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### 18 *The Indonesian context*

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21 Indonesia, an archipelagic country in Southeast Asia, is a culturally diverse nation with more  
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23 than 300 ethnic groups (The World Bank 2019). Although most of Indonesia's population is  
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25 Muslim, this country is not an Islamic state. All Indonesian children aged between seven to  
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27 fifteen years have a right to obtain basic education, which consists of six years of primary and  
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29 three years of junior secondary school (President of the Republic of Indonesia 2003). In the  
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31 year 2017/2018, school enrolment rate in Indonesia was 93.02% at primary level and 76.99%  
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33 at junior secondary level (Ministry of Education and Culture 2017). Most students at the  
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35 primary education level (88.07%) are educated in public schools (Ministry of Education and  
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37 Culture 2016).  
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42 In terms of classroom behaviour management, there have been concerns around the  
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44 use of physical punishment in Indonesian schools. In spite of formal regulations surrounding  
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46 prevention of violence in schools by teachers (President of the Republic of Indonesia 2014;  
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48 Ministry of Education and Culture 2015) and Ministry of Education and Culture's statement  
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50 to ban physical punishment (Putri 2016), physical punishment incidents are still common. A  
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52 report from the Indonesian Child Protection Commission indicated that almost half (44%) of  
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54 153 complaints about violence against children in schools were physical or psychological  
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56 violence carried out by school principals or teachers (Elnoordiansyah 2019). Teachers used  
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physical punishments, such as slapping, pinching, and asking students to stand in the sun for a certain period of time, with an aim to discipline students (Elnoordiansyah 2019). There is currently scarce research on teachers' classroom behaviour management practice in the Indonesian context. The number of reported physical punishment incidents may suggest that Indonesian teachers are not sufficiently prepared to implement evidence-based practices in classroom management. Therefore, this study was undertaken to examine whether Indonesian teachers' likelihood to use proactive classroom behaviour management strategies could be predicted by teacher attributions for behaviour problems, teacher self-efficacy in classroom management, and teachers' background variables.

## Method

### *Data collection*

Following ethics approval from [Anonymous] University, principals of 50 public primary schools in Surabaya, Indonesia, were invited to participate in this study. Surabaya, the second biggest city in Indonesia after Jakarta, is considered as the centre of business, health, and education, not only in the East Java province, but also Eastern Indonesia (Department of Communication and Informatics of Surabaya 2016). These 50 schools were assigned by the City Education Office to offer inclusive education service. Survey packages were sent to all classroom teachers in 48 schools whose principals agreed to participate in this study. The number of surveys returned was 606 of 763, indicating a return rate of 79.42%. Largely incomplete surveys ( $n = 24$ ) were excluded, and a total of 582 surveys were used in the data analysis.

### *Measures*

A four-part self-report questionnaire was used to collect data on teachers' background,

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3 attributions for behaviour problems, perceived self-efficacy in classroom management, and  
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5 reported use of proactive classroom management strategies.  
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10 *Background information*  
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12 This part collected teachers' background information, including gender, age, highest  
13 qualification, years of teaching experience, prior experience in teaching students with  
14 behaviour problem, prior professional learning in classroom management, and perceived  
15 support in classroom management.  
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22 *Teacher attributions for behaviour problems*  
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24 This part of the questionnaire collected data about teachers' causal attributions for behaviour  
25 problems. Teachers were presented with a vignette describing a student with problem  
26 behaviour, and 12 factors as the possible causes of the behaviour problem (Andreou and  
27 Rapti 2010; Mavropoulou and Padelidu 2002). These factors were categorised as student,  
28 family and school-related factors, and were intermixed to avoid response bias. Teachers were  
29 asked to respond to each factors on a scale of 1 (Totally agree) to 4 (Totally disagree). A  
30 higher score on the scale indicates disagreement that a factor might cause behaviour  
31 problems. Cronbach's alpha for this scale was .77, indicating good internal consistency  
32 (Andreou and Rapti 2010).  
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48 *Teacher self-efficacy in classroom management*  
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50 The third part of the questionnaire was the Teacher Efficacy in Classroom Management and  
51 Discipline scale (Emmer and Hickman 1991). Teachers were asked to rate the items on a  
52 scale of 1 (Strongly disagree) to 6 (Strongly agree). An overall score of teacher self-efficacy  
53 in classroom management was calculated, with higher score indicates stronger self-efficacy.  
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60 Cronbach's alpha for this scale was .79 (Emmer and Hickman 1991).

### *Teacher likelihood to use proactive classroom management strategies*

The last part of the questionnaire employed a modified version of the Competency and Behaviour Management Survey (Herrera and Little 2005) to collect data about teachers' likelihood to use proactive and reactive classroom management strategies. The CBM survey originally consists of 12 items. The authors modified the scale to cover more examples of proactive and reactive strategies. The modified scale consisted of 22 proactive and 18 reactive classroom management strategies derived from the literature (e.g., Herrera and Little 2005; O'Neill and Stephenson 2012; Sugai et al. 2000). Teachers were asked to rate their likeliness to use each strategy on a scale of 1 (Extremely unlikely) to 5 (Extremely likely) (Herrera and Little 2005). Mean scores for proactive and reactive subscales were reported separately, with higher mean score indicating that teachers are more likely to use the strategies. For the purpose of the current study, only the results of the proactive classroom management scale were used in the data analysis.

### *Scale translation*

All parts of the questionnaire were translated into the Indonesian language. The translation process was based on the Guidelines for the Cross-Cultural Adaptation Process (Beaton, et al. 2000), and involved forward and back translations. All translated documents were reviewed by three lecturers from a university in Indonesia and two PhD students from Indonesia currently studying in Australia, to ensure the comparability of the language and similarity of interpretability (Sperber 2004). Minor adjustments were made to the terminology used based on their suggestions.

### *Factor structure and reliability*

Prior to data analysis, the factor structure and reliability of all instruments was examined.

### *Teacher attributions for behaviour problems*

Principal component analysis with Varimax rotation indicated that, when employed in the Indonesian context, the items loaded on two main components, which appeared to describe family and school-related factors. These factors explained 27.46% and 16.82% of the variance respectively. One item (item 1) was deleted as it did not load on any of the two factors. Confirmatory factor analysis using AMOS indicated a reasonable model fit for both family-related factors ( $\chi^2 = 4.07$ ,  $\chi^2/df = 1.36$ ,  $p > .05$ ,  $CFI = .99$ ,  $IFI = .99$ ,  $SRMR = .02$ , and  $RMSEA = .03$ ) and school-related factors ( $\chi^2 = 34.86$ ,  $\chi^2/df = 4.98$ ,  $p < .001$ ,  $CFI = .95$ ,  $IFI = .95$ ,  $SRMR = .04$ , and  $RMSEA = .08$ ). The Cronbach's alphas for family and school-related factors were .693 and .694, respectively (Authors 2019).

### *Teacher self-efficacy in classroom management*

The Classroom Management Efficacy scale (Emmer and Hickman 1991) was validated in the Indonesian context, using exploratory and confirmatory factor analysis procedures. The exploratory factor analysis result indicated that one item had a very low communality ( $h^2 = .07$ ) and was not loaded onto any of the factors, so it was deleted. The result of confirmatory factor analysis using AMOS suggested that the scale comprised a bifactor model with a reasonable fit ( $CFI = .955$ ,  $IFI = .955$ ,  $SRMR = .049$ , and  $RMSEA = .057$ ). In this bifactor model, 13 items loaded onto a teacher self-efficacy in classroom management factor and three reverse-worded items also loaded onto a reverse-worded factor. The adequate fit of the bifactor model suggested that the scale is sufficiently unidimensional. Cronbach's alpha value for the scale was .80, indicating good internal consistency (Author et al. submitted).

### *Teacher likelihood to use proactive classroom management strategies*

Principal component analysis with Varimax rotation confirmed the two-factor structure of

teacher likelihood to use proactive and reactive strategies, which explained 19.82% and 10.96% of the variance respectively. Confirmatory factor analysis using AMOS indicated a reasonable model fit for proactive strategies ( $\chi^2 = 532.12$ ,  $\chi^2/df = 3.55$ ,  $p < .001$ ,  $CFI = .89$ ,  $IFI = .89$ ,  $SRMR = .05$ , and  $RMSEA = .07$ ). Three proactive strategies items were deleted to increase reliability. Cronbach's alpha value for proactive scale (19 items) was .895, suggesting good internal consistency (Authors 2019).

### ***Data analysis***

Data was analysed using Pearson's correlation and hierarchical regression, to examine the relationships between the variables. In the hierarchical regression, the variables attribution to family-related factors, attribution to school-related factors, and teacher self-efficacy in classroom management were entered first. Then, teacher background variables, which were categorical, were entered. Preliminary analysis indicated that there was less than 5% missing data on teacher likelihood to use proactive classroom management strategies, teacher attributions, and teacher self-efficacy in classroom management variables. Missing values were estimated using regression.

## **Results**

### ***Individual relationship between the variables***

Results of bivariate correlations ( $n = 582$ ) indicated that teacher likelihood to use proactive classroom management strategies was significantly correlated with teacher attribution to family-related factors ( $r = -.159$ ,  $p = .000$ ) and teacher self-efficacy in classroom management ( $r = -.474$ ,  $p = .000$ ). Teacher attribution to school-related factors was not significantly correlated with teachers' likelihood to use proactive classroom management strategies ( $r = -.045$ ,  $p = .283$ ), thus not included in the regression analysis.

### *Predictors of teachers' likelihood to use proactive classroom behaviour management strategies*

A regression analysis was used to identify predictors of Indonesian teachers' likelihood to use proactive classroom management strategies. Teacher attribution to family-related factors and teacher self-efficacy in classroom management were entered at Step 1. Teachers' background variables (age, educational qualification, years of teaching experience, prior participation in professional learning in classroom management) were entered at Step 2. The other background variables (gender, prior experience in teaching students with behaviour problem, and perceived support in classroom management) were not included in the analysis due to large number of missing data. Regression analysis was run on the data from 501 participants who provided information on the selected background variables. Preliminary analysis suggested that the assumptions of normality, linearity, multicollinearity and homoscedasticity were met. One case with Mahalanobis distance of 36.65, which indicated a multivariate outlier, was deleted. Mahalanobis distance values larger than 25 in a large sample ( $n = 500$ ) may be problematic (Field 2018).

As shown in Table 1, the result indicated that teacher attribution to family-related factors ( $\beta = -.15, p = .000$ ) and teacher self-efficacy in classroom management ( $\beta = .32, p = .000$ ) accounted for a significant proportion of the variability in teachers' likelihood to use proactive classroom management strategies ( $R^2 = .22, p = .000$ ). Adding teachers' background variables in the model did not improve the model fit ( $R^2 = .23, p = .149$ ). Among teachers' background variables, only teachers' prior participation in professional learning programs in classroom management predicted teachers' reported use of proactive strategies ( $R^2 = -.08, p = .017$ ). Of 349 teachers who answered open-ended question about the content of teacher professional learning programs that they participated in, the majority (59.5%) indicated that they learned about how to support students with special needs. Very few



teachers (4.98%) mentioned learning about student behaviour or responding to problem behaviour.

-- Insert Table 1 here --

## Discussion

This study was undertaken to examine the factors influencing Indonesian teachers' likelihood to use proactive classroom behaviour management strategies. The findings indicated that both teacher self-efficacy in classroom management and teacher attribution to family-related factors predicted Indonesian teachers' reported use of proactive classroom behaviour management strategies. Interestingly, teachers' participation in professional learning programs in classroom behaviour management was negatively related to teachers' likelihood to use proactive strategies.

The findings suggested that Indonesian teachers who believe in their capabilities to manage the classroom and address student behaviour are more likely to employ proactive classroom management practice. This finding supports the results of previous studies which indicated that teacher self-efficacy is a significant predictor of effective classroom management (e.g., Woolfolk, Rosoff, and Hoy 1990; Zee and Koomen 2016; Abu-Tineh, Khasawneh, and Khalaileh 2011). For example, Emmer and Hickman (1991) found that pre-service teachers with high classroom management efficacy were more likely to employ positive strategies, such as promoting desirable student behaviour. Studies indicated that teacher professional learning activities may improve teacher skills and confidence in implementing evidence-based practices (Reinke et al. 2014; Gaudreau et al. 2013). In the situation where there is an urgent need for Indonesian teachers to implement more proactive classroom management practice, similar programs may be required, not only to equip teachers with proactive classroom management strategies, but also to increase teacher self-

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3 efficacy in classroom management. Such programs should focus on training teachers in one  
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5 or several proactive strategies, with activities that promote teacher implementation of the new  
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7 strategies, sharing of experiences with fellow teachers, and teachers' reflection on the  
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9 practice (Gaudreau et al. 2013; Chao et al. 2017). These activities may create personal  
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11 mastery experience, vicarious experience, and psychological and physiological states which  
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13 facilitate the development of teacher skill and self-efficacy in classroom management  
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15 (Gaudreau et al. 2013; Bandura 1977). These programs should also be designed according to  
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17 the Indonesian context, and incorporate practical approaches for easier implementation in  
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19 Indonesian schools (Chao et al. 2017).  
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24 Interestingly, the results suggest that the more the teachers attributed behaviour  
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26 problem to family-related factors, the more likely they were to employ proactive classroom  
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28 management strategies. This result contradicts the past research on teacher attribution of  
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30 students' behaviour problems. Whilst most studies suggested that teachers are likely to  
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32 attribute students' behaviour problem to student or family factors, it is indicated that these  
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34 teachers tend to be less sensitive and responsive towards the students' needs (Carter,  
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36 Williford, and LoCasale-Crouch 2014; Bibou-Nakou, Kiosseoglou, and Stogiannidou 2000).  
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38 A study by Andreou and Rapti (2010) found that a combination of teachers' attributions to  
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40 family-related factors and teachers' low self-efficacy in classroom management may  
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42 influence teachers' use of negative classroom management strategies. Previous studies in the  
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44 Asian context suggested that teachers are more likely to attribute student misbehaviour to  
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46 student- or family-related factors (e.g., Ding et al. 2010; Ho 2004). Ding et al. (2010)  
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48 reported that teachers in China mainly ascribed misbehaviours to student characteristics,  
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50 including student effort and learning habits. A study by Yulianis, Husnita, and Meldawati  
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52 (2014) indicated that Indonesian teachers in their study attributed misbehaviour to student- or  
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54 family-related factors, such as lack of student discipline, the personality and characters of the  
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3 student, and their diverse background. The finding of the current study that teachers are more  
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5 likely to employ proactive practices when they attribute behaviour problems to family-related  
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7 factors, may be partially influenced by the cultural context in the Indonesian society,  
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9 particularly in relations to the role of teachers in schools. In a study about the inclusion of  
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11 child workers in Indonesian schools, Djone and Suryani (2019) reported that a few teachers  
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13 in their study acknowledged that they played a flexible role not only as teachers but also as  
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15 parents at school, as one teacher participant explained, “We play a role as a mother as well”  
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17 (p. 58). Within this cultural framework, there is a possibility that teachers who attribute  
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19 student behaviour problems to family-related factors may feel sympathetic toward the  
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21 student, and thus more likely to put extra efforts into promoting student positive behaviour. It  
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23 should also be noted that teacher attribution to family-related factors in the Indonesian  
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25 context covers different factors compared to the original studies (Andreou and Rapti 2010;  
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27 Mavropoulou and Padeliadu 2002). In the Indonesian context, lack of parental interest, family  
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29 problems, parental attitude, low family level, and learning difficulties loaded onto family-  
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31 related factors (Authors 2019). Future studies may seek to explore this finding.  
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38 Another surprising finding is that, in the Indonesian context, teachers’ prior  
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40 participation in teacher professional learning programs in classroom behaviour management  
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42 appeared to negatively predict teachers’ likelihood to use proactive classroom management  
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44 strategies. The education literature has acknowledged the importance of teacher professional  
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46 learning in improving teachers’ knowledge and implementation of evidence-based practices  
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48 in classroom management (e.g., Floress et al. 2017; Kretlow, Cooke, and Wood 2011; Stoesz  
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50 et al. 2016). For example, in a systematic review of teacher praise and praise training  
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52 methods, Floress et al. (2017) found that most of the reviewed studies reported positive  
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54 findings, which indicated that several combinations of training methods are effective in  
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56 increasing teacher use of praise. The findings of the current study may indicate that teacher  
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professional learning programs in the Indonesian context have not adequately targeted proactive classroom management strategies. Only a very small number of teachers mentioned that they learned about student behaviour or how to address problem behaviour in the professional learning programs that they participated in. This suggests that, despite the availability of continuing professional learning programs for teachers in Indonesia, such programs may be more focused on subject-specific pedagogy or teaching strategies and may not specifically target teacher knowledge and implementation of evidence-based classroom management strategies (Thair and Treagust 2003; Bjork 2013).

### Implications

The findings of this study indicate that Indonesian teachers' self-efficacy in classroom management may correlate with teacher likelihood to employ proactive evidence-based practice. The important role of teacher self-efficacy in classroom management as indicated in this study suggests the need for Indonesian teacher educator and policy makers to look to the international literature to find ways to increase teacher skills and teacher self-efficacy in classroom management. This may then reduce teacher reliance on reactive and punitive strategies in addressing student behaviour. More research is required to explore the role of teacher attribution and teachers' prior participation in teacher professional learning programs on Indonesian teachers' likelihood to use proactive strategies. There is also a need for more professional learning programs which specifically target teacher implementation of evidence-based classroom management for Indonesian teachers. Such programs should be designed based on the literature of effective teacher professional learning programs in classroom management.

### Limitations

The current study relied on self-report instruments to examine Indonesian teacher attributions

for behaviour problem, self-efficacy in classroom management, and likelihood to use proactive classroom behaviour management strategies. Whilst teacher self-report has been found to sufficiently reflect teacher actual practice (Clunies-Ross et al. 2008; Desimone 2009), it is acknowledged that there is a possibility of measurement bias. Future research may seek to employ mixed method research combining quantitative and qualitative methods to further explore this area in the Indonesian context. It should also be noted that, despite the significant results, the main variables, teacher attribution to family-related factors and teacher self-efficacy in classroom management, only accounted for a relatively small proportion of the variance in teachers' likelihood to use proactive classroom management strategies. Additionally, the present study only involved teacher participants from one region in Indonesia. Future studies may aim to represent teachers from various districts in Indonesia.

### Conclusion

There is an urgent need for teachers to reduce their use of physical punishment and employ more proactive classroom management strategies, especially in countries like Indonesia, with recent reports of physical punishment incidents in schools. Despite the importance of positive, evidence-based strategies in classroom management, little is known about what influences Indonesian teachers' use of proactive strategies. This study aimed to investigate the role of teacher attributions for behaviour problem, teacher self-efficacy in classroom management, and teacher background variables in teachers' likelihood to use proactive classroom behaviour management strategies. With the push towards prevention of violence in Indonesian schools, teacher educators and policy makers in Indonesia may look at the finding of this study that teachers with higher teacher self-efficacy in classroom management are more likely to employ proactive classroom management strategies. More research using mixed-methods design is needed to explore what happens in current teacher professional

learning programs in the Indonesian context. Thus, more effective professional learning programs which specifically target proactive strategies can be developed to improve Indonesian teacher skills and confidence in implementing evidence-based classroom management practice.

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Table 1. Predictors of teachers' reported use of proactive classroom behaviour management strategies ( $n = 500$ )

Step/Predictors	$R^2$	$R^2_{change}$	$F_{change}$	Step1 $\beta$	Step2 $\beta$
Step 1	.22	.22	71.27**		
Teacher attribution to family-related factors				-.15**	-.15**
Teacher self-efficacy in classroom management				.32**	.31**
Step 2	.23	.01	1.70		
Age					-.00
Educational qualification					.03
Years of teaching experience					.01
Prior participation in teacher professional learning programs					-.08*

\*\* $p < .001$ ; \* $p < .05$ .

## **Chapter 6: Discussion**

The main purpose of this thesis was to identify the features that should be included in a professional learning program to improve Indonesian teachers' classroom behaviour management practice. To address this aim, four interlinked studies were completed. This chapter presents a discussion of the key findings regarding (a) the characteristics of effective teacher professional learning programs in classroom behaviour management, and (b) Indonesian teachers' beliefs and practices in classroom management. This chapter concludes with a description of the limitations and implications of the thesis.

### **6.1 Teacher Professional Learning in Classroom Behaviour Management**

The systematic literature review highlights the content and teaching strategies of effective teacher professional learning in classroom management. In terms of the content of the teacher professional learning programs, the findings demonstrate that there was a substantial focus on evidence-based strategies in classroom management. A key outcome of the review identified behaviour-specific praise as the main strategy taught in professional learning programs focusing on a specific classroom management strategy. Praise was also included in some of the more comprehensive programs, in combination with other strategies (Fabiano et al., 2018; Hickey et al., 2017). Praise is a low-cost strategy that may be readily used by teachers to improve student positive behaviour in the classroom (Floress et al., 2017). The effectiveness of praise in improving student behaviour has been supported by more than five decades of research (Allday et al., 2012; Floress et al., 2017). In particular, behaviour-specific praise enables students to identify specific conditions that evoke praise, so that they are more likely to repeat the expected behaviours in the future (Floress et al., 2018). In addition, praise promotes positive student-teacher interaction. This is particularly beneficial for students displaying problem behaviours, as they often have few positive interactions with

their teachers (Floress et al., 2018). As suggested by the PBS approach, when teachers shift their attention from problem behaviour to appropriate student behaviour, they may increase the likelihood of desired behaviour, develop a positive school climate, and reduce the need for disciplinary measures (George et al., 2009).

Some more comprehensive professional learning programs incorporated an established intervention, such as the Good Behaviour Game (GBG) and the Incredible Years Teacher Classroom Management (IYTCM) program. The effectiveness of such interventions has also been supported by research. GBG encourages teachers to employ a number of evidence-based classroom management practices in “a team-based, game like context” to reduce problem behaviour and facilitate learning (Becker et al., 2013, p. 485; Oliver et al., 2015). Effective implementation of GBG has been associated with less aggressive and disruptive behaviours, and increased time on-task (Johnson et al., 2014; Poduska & Kurki, 2014). IYTCM is an evidence-based, manualised program, aimed to strengthen teacher-student relationships, foster children’s social emotional development and decrease problem behaviour (Fergusson et al., 2013; Reinke et al., 2013). IYTCM training programs have been associated with increases in teacher implementation of effective classroom management strategies and decreases in student problem behaviours (Webster-Stratton et al., 2011). Some other programs focus on a combination of classroom management strategies. For example, a study by Gaudreau et al. (2013) incorporated a combination of behavioural strategies with social-emotional approach, such as developing social skills. In a study by Marquez et al. (2016), evidence-based classroom management practices, including a component of proactive prevention of problem behaviour, were the focus of the professional learning program.

Overall, it is evident that the selection of the strategy/strategies to be delivered in the teacher professional learning programs was informed by the literature around evidence-based



practice in classroom management. As highlighted in Chapter 2, such practices are supported by a significant amount of literature around their effectiveness in preventing and responding to problem behaviour (Simonsen et al., 2008).

The systematic review study highlighted the importance of providing teachers with direct implementation supports. Direct implementation support provides guidance, support, and feedback to teachers in implementing the new strategy as part of the professional learning program. It was seen to be critical in supporting teachers to practice the skills delivered in the programs. Some within-classroom support strategies employed include coaching, performance feedback, self-monitoring, and self-management. When combined with implementation supports, brief didactic training was found to be beneficial to instruct teachers in a specific behaviour management strategy. This finding resonates with other studies that identified implementation support as a crucial part of effective teacher professional learning programs (e.g., Desimone & Garet, 2015; Dunst et al., 2015). In a meta-synthesis of 15 reviews of in-service teacher professional learning programs, Dunst et al. (2015) described that the most effective programs included, among others, coaching or mentoring and feedback as part of the programs.

In Indonesia, since the 1970s, the government has continually delivered in-service teacher professional learning programs, commonly known as in-service training, to enhance teacher quality (Thair & Treagust, 2003). Among a number of government-run programs, *Pemantapan Kerja Guru* (PKG, Strengthening the Work of Teachers), which was run in the 1980s and early 1990s, was the only program involving teacher implementation and coaching at schools (Thair & Treagust, 2003). Many other programs mostly relied on out-of-school activities (Thair & Treagust, 2003). With the lack of implementation support, it is not surprising that these teacher professional learning programs were indicated to have little, if

any, effect on teacher knowledge and pedagogical skills (Kurniawati et al., 2018; Kusumawardhani, 2017; Rosser, 2018).

Taken together, it was apparent that an effective teacher professional learning program in classroom management mostly incorporated evidence-based classroom management strategies and provided teachers with one or more implementation supports. Likewise, in a study examining the structural and process features of teacher professional learning programs, Ingvarson et al. (2005) found that opportunity to learn or process features created the largest effect on professional learning program outcomes. These features represent the subject being taught and how to teach it within a professional learning program (Ingvarson et al., 2005). Nevertheless, as emphasised by Timperley (2011), such programs may not significantly influence teacher practice when they are not related to the immediate concerns of classroom teaching and learning. The next section presents a discussion of the findings regarding Indonesian teachers' beliefs and practices in classroom management, which may be used to inform teacher professional learning in the Indonesian context.

## **6.2 Indonesian Teachers' Beliefs and Practices in Classroom Management**

Teachers bring their knowledge, beliefs, and experience into their learning and classroom practice (Opfer & Pedder, 2011). The empirical studies presented in Chapters 4 and 5 examined Indonesian teachers' attribution for problem behaviour, teacher self-efficacy in classroom management, and teachers' use of proactive and reactive classroom management strategies.

### **6.2.1 Teachers' attribution for problem behaviour**

The participating Indonesian teachers mostly attributed behaviour problems to factors internal to the students. Lack of parental interest, students' learning difficulties, and family problems were the three factors to which teachers mostly ascribed problem behaviour. It was

also revealed that teachers were not likely to attribute behaviour problems to teachers' attitudes or lack of classroom rules. This finding was consistent with the literature, which suggests that teachers are more likely to attribute student behaviour to intrinsic (family or student) factors rather than school factors (Ding et al., 2010; Mavropoulou & Padelidu, 2002).

From the perspective of PBS, a behaviour is an indicator of what individuals have learned and how they operate in the environment (Sugai & Horner, 2009a). The PBS perspective focuses primarily on the influence of immediate environmental factors in the occurrence of problem behaviour. In the school setting, common causes or functions of behaviour are to get/access (activities, attention, etc.) or avoid/escape (tasks, attention, etc.) (Sugai & Horner, 2009a). When teachers mainly attribute problem behaviour to students' learning difficulties and other family/parental factors, they may fail to recognise the function served by a behaviour and to act accordingly. This may then contribute to the ineffectiveness of strategies used to address student behaviour. In an example given by George et al. (2009), when a student disrupts the classroom to avoid a task and the teacher sends the student to the office, that student is likely to repeat this behaviour in the future to gain the same outcome. Providing consequences without regard given to function may lead to students being systematically taught to misbehave. Moreover, the teacher in this example gets what s/he wants, as the disruptive student is removed from the classroom, at least for a short while. As a result, neither the student nor the teacher will change their behaviours.

In a study about teachers' difficulties in classroom management in a school in Indonesia, Yulianis et al. (2014) state that teachers attribute classroom management problems mainly to students' personality characteristics and their backgrounds. Teachers in the study ascribed misbehaviour to student- or family-related factors, such as lack of student discipline,

the personality and characters of the student, and their diverse background. This indicates the need for Indonesian teachers to improve their understanding about the basic premises of behaviour, including the function of student behaviour. Such understanding may encourage teachers to adopt effective strategies to address student behaviour. Research indicates that teachers' response to student behaviour may also be influenced by teachers' confidence in their own abilities in addressing student behaviour. The next section describes findings about teacher self-efficacy in classroom management in the Indonesian context.

### **6.2.2 Teacher self-efficacy in classroom management**

It was found that participating Indonesian teachers had a high sense of teacher self-efficacy in classroom management. They were found to have positive beliefs in their abilities to communicate with the students about the expected behaviours, to start the year, and to maintain routines. However, they had lower teacher-self efficacy in keeping track of multiple events in the classroom. These findings are not surprising, given that teacher-centred instruction is still common in Indonesian classrooms. In teacher-centred classrooms, classroom activities are often dominated by lecturing and whole-class instruction, rather than cooperative and inquiry-based activities (Chang et al., 2014; Kim, 2018). In a study by Eriyanti (2014), in a district in East Java, Indonesia, it was identified that teachers believe that they hold the authority in the classroom and students may learn better if they keep silent.

Classroom management literature has consistently emphasised the use of evidence-based classroom management strategies over the manage-and-discipline approach (Armstrong, 2018; Gage, Scott, et al., 2017). Gage, Scott, et al. (2017), in a study on a large sample of classroom observations of teachers from 65 elementary schools in the United States, found that effective classroom management practices may positively influence student engagement in learning. Recent literature around teaching practice has also supported

student-centred learning over teacher-centred instruction. Student-centred practice is commonly characterised by active student participation and activities that promote problem solving and conceptual understanding (Chang et al., 2014; Kim, 2018). Students are expected to be actively engaged in their own learning, rather than sitting still and being quiet for a long period. In light of this, the findings on teacher self-efficacy in classroom management revealed the need for Indonesian teachers to learn more evidence-based strategies to improve students' positive behaviour and engagement. As teachers improve their implementation of such evidence-based classroom management practice, they may positively influence student behaviour and engagement, and might not resort to physical punishment.

### **6.2.3 Teachers' classroom management practice**

With regard to teachers' classroom management practice, the findings indicated that teachers were more likely to employ proactive rather than reactive classroom behaviour management strategies. Some proactive strategies that are highly rated by teachers included behaviour-specific praise, monitoring student behaviour, and providing verbal cues for appropriate behaviour. This finding is encouraging, as such practices have been shown to positively contribute towards a positive and productive learning environment (Ficarra & Quinn, 2014). However, it is not evident whether or not teachers were actually using positive and proactive strategies as no observation data were collected in the current study. In a qualitative Indonesian study, Saprodj et al. (2015) interviewed a teacher who suggested that students should be rewarded or praised for getting good grades. This implies that, in the Indonesian context, teachers may mainly use praise as feedback for student academic responses. Before recent changes introduced at the end of 2019, students in Indonesia were required to take a national exam at the end of Years 6, 9 and 12. This exam determined whether students advance to the next year level or graduate from high school. The results are also used to monitor schools' performance. This high-stakes testing put pressure on teachers

to focus on test-oriented teaching (Faisal & Martin, 2019). In the classrooms, it is common that teachers only accept and act upon correct answers (The World Bank, 2015). This finding implies a need for Indonesian teachers to use encouragement in a more proactive manner, especially to teach and positively reinforce appropriate student behaviour (Floress et al., 2017; Simonsen et al., 2008).

Moreover, it was found that teacher self-efficacy in classroom management, teacher attribution to family-related factors, and teachers' participation in teacher professional learning programs were the factors influencing teachers' use of proactive strategies in addressing student behaviour. In terms of teacher self-efficacy in classroom management, the finding aligned with other studies, which suggest that teacher self-efficacy positively influences teachers' implementation of effective classroom management practice (e.g., Woolfolk et al., 1990; Zee & Koomen, 2016). Interestingly, teacher attribution to family-related factors was indicated to positively influence teachers' reported use of proactive strategies. This finding contradicted previous studies which suggested that teachers who ascribed behaviour problems to student or family-related factors may be more inclined to demonstrate insensitive behaviour and employ negative classroom management strategies (Andreou & Rapti, 2010; Carter et al., 2014). To some extent, this finding may reflect the cultural context in the Indonesian society, where teachers often view themselves as having parenting roles in schools (Djone & Suryani, 2019). When these teachers attribute student behaviour to family-related factors, they may feel sympathetic towards the students and subsequently employ more positive classroom management strategies. Further research is warranted to investigate this finding. The finding in relation to teachers' prior participation in professional learning programs in classroom management is discussed in Section 6.2.5.

### **6.2.4 The influence of teachers' demographic factors**

The studies presented in Chapters 4 and 5 involved investigations into the influence of teachers' demographic factors on their beliefs and practices in classroom management.

Overall, it was shown that teachers' age and years of teaching experience were among the factors influencing Indonesian teachers' beliefs and practices in classroom management.

Older teachers (>50 years old) and those with more teaching experience were found (a) to be more likely to attribute behaviour problems to causes other than teaching and learning, i.e. family-related factors and (b) to be less likely to use reactive strategies in addressing student behaviour. Meanwhile, teachers with less than ten years of teaching experience were found to have significantly lower sense of efficacy in classroom management than those with more teaching experience.

These findings may not be simply a matter of age, but also experience. As recognised by Timperley et al. (2007), different groups of teachers may have different sets of knowledge and skills, as well as learning needs. With longer teaching experience, teachers have been exposed to different situations that allowed them to reflect and build on their skills. Thus, it is not surprising that more experienced teachers have higher teacher self-efficacy in classroom management and are more inclined to attribute problem behaviour to factors other than teaching and learning, compared to those with fewer experience. This group of teachers may also learn from their experience that they do not need to rely on reactive strategies to address student behaviour. However, the finding indicated that more experienced teachers did not significantly employ more proactive strategies than did their counterpart.

Overall, the findings affirm that teachers new to the profession may have different learning needs from those with more experience (Timperley et al., 2007). Thus, teacher professional learning providers in Indonesia should be aware of what knowledge, skills, and

beliefs teachers bring into their learning. Accordingly, teacher professional learning experience may be designed to assist teachers to understand the theories underpinning their current practice, to evaluate its adequacy, and to decide what needs to be changed (Timperley et al., 2007). The next section describes the findings regarding teachers' prior participation in professional learning in classroom management in the Indonesian context.

#### **6.2.5 Teachers' prior participation in professional learning program in classroom management**

The findings imply that teacher professional learning programs in the Indonesian context may positively influence their knowledge regarding the impact of teacher and school factors on student behaviour. These programs may also have equipped teachers with a range of strategies to address student behaviour in the classroom. Nevertheless, it appears that the professional learning programs have not adequately emphasised the use of proactive over reactive classroom management practices. Of the 349 teachers who provided information about the content of teacher professional learning programs that they participated in, most (59.5%) reported that they learned about how to support students with special needs. It is possible that this professional learning topic includes content about how to address challenging behaviours in the classroom. Very few teachers (4.98%) specifically mentioned that they learned about student behaviour or responding to problem behaviour. There is a possibility that professional learning programs for Indonesian teachers have not sufficiently presented the rationale of PBS, and the use of primary-tier intervention, which involves a hierarchy of consequences to address behaviour problems. These areas reflected some important components of PBS aimed to teach and promote positive student behaviour (Lewis et al., 2006; Reddy et al., 2013).



### 6.3 Limitations

Several limitations require consideration when interpreting the findings of this thesis. One limitation of this thesis is the use of self-report instruments to collect empirical data in the Indonesian context. Teacher self-report has been found to sufficiently represent teachers' actual practice (Clunies-Ross et al., 2008; Desimone, 2009). However, self-report data may be influenced by social desirability. It is difficult to establish whether teachers' reports, particularly in relation to their classroom management strategies, are consistent with their actual practice. Future studies exploring Indonesian teachers' beliefs and practices in classroom management might incorporate a mixed method research design combining self-report surveys with observational studies.

Another limitation of the empirical studies as part of this thesis relate to the sample. Even though the sample size ( $n = 582$ ) for this study was relatively large, the data were collected from one city in Indonesia. Care must be taken when generalising findings beyond the sample. Teachers from other areas of Indonesia may respond differently to the surveys. Future studies may attempt to include more teacher participants from various regions and education levels in Indonesia, to represent the wider population of this country better.

The results presented in Chapters 4 and 5 should be interpreted with some caution, given concerns regarding the small effect sizes reported in the studies. Small effect size indicates that the difference is marginal, even if it is statistically significant. Future research may seek to replicate the studies with more participants to increase the power (Field, 2018). Nevertheless, the findings of these empirical studies provide an impetus for other studies examining Indonesian teachers' beliefs and practices in classroom management. There could be other variables, which can better explain the variance in teacher scores.

Notwithstanding these limitations, the findings of this thesis represent an investigation into a crucial but under-investigated area in the Indonesian context. This thesis identified the features of effective teacher professional learning programs in classroom management, and current Indonesian teachers' beliefs and practices in classroom management. Given that there is an urgent need for Indonesian teachers to improve their implementation of evidence-based strategies, the findings of this thesis may have important implications for teacher education and professional learning in the Indonesian context.

#### **6.4 Implications**

Several important implications emerged from this thesis. As noted in Chapter 2, implementation research has recognised the gap between identified evidence-based strategies and teachers' actual classroom practice. In terms of evidence-based practice in classroom management, this thesis has identified the essential features of effective teacher professional learning programs aimed to improve teachers' implementation of such practice. The findings portrayed a wide variety of professional learning programs aimed at general education teachers. Importantly, the findings have identified the features of both specific, brief professional learning programs and those that are more comprehensive.

Studies in the area of teacher professional learning have emphasised the importance of engaging with teachers' prior knowledge and experience (Opfer & Pedder, 2011). The findings in Chapters 4 and 5 provide important information around Indonesian teachers' current beliefs and practices in classroom management. The finding that teachers were more likely to attribute behaviour problems to family-related factors may indicate the need for Indonesian teachers to develop more understanding of student behaviour.

Moreover, in a context where teacher-centred instruction is still common, teachers were found to hold a high sense of teacher self-efficacy in classroom management. It was

revealed that this finding might be influenced by the educational culture, which values routines, whole class instruction, and quietness in the classrooms. Therefore, it would appear that student engagement within the classroom is not maximised. This implies the need for Indonesian teachers to learn more about evidence-based strategies in classroom management, not only to improve students' positive behaviour, but also their engagement in learning. However, exploration into evidence-based strategies to enhance student-centred learning and student engagement is beyond the scope of this thesis.

Another important finding is that Indonesian teachers may not have been prepared to employ positive classroom management strategies in a systematic and proactive manner. Teachers may currently use classroom management strategies, such as praise, mainly to respond to student behaviour after its occurrence. Thus, there is currently still a gap between what is considered evidence-based practice and what occurs in teachers' practice in the Indonesian context. The contributing factors may include the lack of effective teacher professional learning programs that are sufficiently focused on PBS and the implementation of proactive classroom management practice. Accordingly, a well-designed professional learning program is required to improve teachers' knowledge and to influence implementation of evidence-based classroom management practice in a systematic and proactive way.

## **Chapter 7: Recommendations**

The thesis identified the content and teaching strategies of effective teacher professional learning in classroom management. The thesis also explored Indonesian teachers' classroom management practices, attribution for problem behaviour, and teacher self-efficacy in classroom management. It is indicated that Indonesian teachers may need to improve their knowledge and skills in implementing evidence-based strategies in classroom management. Drawing on the findings of the thesis, this chapter presents recommendations at three levels: policy, practice, and directions for future research.

### **7.1 Policy**

A number of government policies regarding child protection in schools, which include prohibition of corporal punishment, already exist. For example, in 2014, the Indonesian government published the Amendment to Law Number 23 of 2002 on Child Protection. This regulation states that school children “shall be protected from acts of physical, psychological, sexual, and other crimes committed by educators, education personnel, fellow learners, and/or other parties” (President of the Republic of Indonesia, 2014, p. 21). In the same year, the government encouraged the establishment of anti-violence policies in schools, which contain the prohibition of physical punishment and other forms of punishment that degrade students' dignity (The State Minister of Women Empowerment and Child Protection of the Republic of Indonesia, 2014).

Under the PBS framework, teacher and student behaviours may change as a function of systematic teaching in a supportive environment. Thus, it is important to examine available regulatory frameworks related to the regulations surrounding the use of physical punishment in schools. This process may determine whether sufficient guidelines around the use of proactive and evidence-based classroom management strategies exist. This is crucial as

asking teachers to stop using physical punishment without providing more positive alternatives would not be sufficient to modify teacher practice. More guidelines and regulations may also be required to encourage teachers' use of such proactive practices. Local policies should be developed (i.e. at a district and/or school level) to emphasise that students should not be subjected to corporal punishment. Also, these policies should encourage use of proactive classroom management strategies.

In addition, policies around teacher continual professional learning already exist. In 2005, the Indonesian government launched a national teacher certification program (Kusumawardhani, 2017). As stated in Law 14/2005, teachers are not only required to have a minimum of four years of tertiary education, but also to continually improve their skills through professional learning (Suryahadi & Sambodho, 2013). In relation to this program, starting from the end of 2000s, the government delivered the *Pendidikan dan Latihan Profesi Guru* (PLPG, Education and Training for Teaching Profession). PLPG is a 90-hour teacher professional learning program aiming to raise teacher competency in four areas: pedagogical, personal, social and professional.

It is important to explore whether the content of the current PLPG program includes components of classroom management, and evidence-based classroom management practice in particular. The inclusion of PBS principles and evidence-based classroom management and how best they can be applied in Indonesian classrooms should form part of the curriculum. Improved understanding of positive and proactive principles of classroom management would enable teachers to enhance their understanding and implementation of the evidence-based practice. Again, this process should be supported by a government policy that incentivises teacher use of proactive and evidence-based practices in classroom management.

## 7.2 Practice

### 7.2.1 Professional learning programs in classroom management for Indonesian teachers

To positively influence teachers' knowledge and skills in classroom management, it is important that teacher professional learning programs be underpinned by evidence-based practice, such as PBS. Such programs should also incorporate adequate support for teacher implementation. As reported in Chapter 6, teacher professional learning in the Indonesian context may positively influence teachers' knowledge about the effects of teacher and school factors on student behaviour. However, there remains a gap in teacher implementation of evidence-based classroom management practice. Recommendations on professional learning programs on classroom management in the Indonesian context are described in Figure 1.



Figure 1. Key recommendations on teacher professional learning programs on classroom management in the Indonesian context

Based on the findings of the thesis, the content of teacher professional learning programs on classroom management in the Indonesian context may include:

- a. basic assumptions of human behaviour and behaviour problems.
- b. introduction to PBS and evidence-based practice in classroom management. It may be emphasised that not all commonly used classroom management strategies are evidence-based strategies.
- c. a thorough overview of the conceptual foundations and rationale of proactive and preventative approach to classroom management. This section may include a comparison between proactive and reactive practices, and the effects of punishment in schools.
- d. proactive and evidence-based classroom management strategies. Teachers may be introduced to a range of evidence-based classroom management strategies, such as those identified by Simonsen et al. (2008).
- e. introduction to three tiers of PBS, particularly related to teacher implementation of evidence-based classroom management practice as part of a universal, school-level intervention in the tier 1 of PBS.
- f. introduction to the procedures of implementation supports and data collection as part of the professional learning program, as agreed by the teacher educators or researchers, and school leaders.

Considering most of the literature on the topics discussed is produced in Western countries, it is critical that the content is carefully reviewed by local researchers, and adjustments are made so that the content is highly relevant and sensitive to the local Indonesian context. With regard to the teaching strategies, such professional learning programs should incorporate certain components including:

- a. activities to engage teachers' prior understanding about their current classroom management practice, followed by activities to evaluate its adequacy in addressing student behaviour.
- b. a didactic session or workshop to deliver the professional learning content.
- c. one/more implementation support strategies, such as coaching and performance feedback, to support teacher implementation of the targeted classroom management strategies. This process should be supported by a school culture that values professional learning and PBS (King & Newmann, 2004).

Following the implementation period, it is important to collect data on teacher implementation of the new practice and related student outcomes, using strategies such as classroom observations. This data may then be used to document and evaluate the teacher and student outcomes of the professional learning program. As suggested in literature on teacher professional learning, this process subsequently may lead into another professional learning session to continually deepen teachers' knowledge and refine their skills (Timperley, 2011). As highlighted by Ingvarson et al. (2005), successful programs encourage teachers to try out new practices and see the effects on their students. When the implementation of a new classroom practice results in improvements in student learning or behaviour, teachers' experience of success will shape their beliefs and attitudes (Guskey, 1986, 2002). It should be noted that systems and organisational supports are required to enable teachers to develop their skills and implement the practices in an accurate and sustainable way (Sugai & Horner, 2009b).

### **7.2.2 Pre-service teacher training in classroom management**

The findings of the thesis suggested that pre-service teacher training program in Indonesia does not adequately prepare teachers in the area of classroom management. Indonesian teacher educators may consider adapting and incorporating some of the



recommendations in Section 7.2.1 into pre-service teacher training programs in Indonesia. Indonesian teacher education programs may include more classroom management content focusing on Positive Behaviour Support as well as cover practical information about evidence-based practice in classroom management. Teaching graduates should have sufficient practical exposure to apply skills acquired during teacher education programs. University assignments should allow graduate teachers to apply new theory in different learning contexts authentically. It is anticipated such training would substantially enhance knowledge, skills, and confidence of graduate teachers to apply evidence-based, proactive teaching strategies to address challenging behaviours.

### **7.2.3 Accessible resources on PBS and evidence-based classroom management practice**

The findings of the thesis revealed that Indonesian teachers may not be sufficiently informed about PBS and evidence-based classroom management practice. While teacher professional learning programs may be accessible by a certain number of teachers at any given time, accessible resources on this topic may reach a wider teacher and staff cohort in Indonesia. A national governmental sponsored initiative may establish a website where teachers, policy makers, and members of the public can access important resources on classroom management, as well as on demand lectures, workshops, and seminars provided by academics and specialists. These resources may provide information about PBS and evidence-based practice in classroom management similar to the content of the teacher professional learning programs, in a user-friendly language to support teacher comprehension of the material. Where possible, Indonesian policy makers may create partnerships with local universities and teacher education institutions to provide an opportunity for teachers to consult with an expert to assist them in understanding and implementing evidence-based strategies in classroom management.

### 7.3 Future research

This thesis has identified the content and features of effective professional learning programs for general education teachers. The thesis also described Indonesian teachers' current practice in classroom management, teacher self-efficacy in classroom management, and attribution for behaviour problems. Despite the important contribution of the thesis, many questions remain unanswered. First, little is known regarding Indonesian teachers' actual classroom management practice, and what teachers understand and believe in terms of effective behaviour management. Future research might employ a mix of quantitative and qualitative research methods to extend understandings of what teachers believe and actually do in addressing student behaviour in Indonesian classrooms. Some potential areas for investigation include (a) Indonesian teachers' definition of problem behaviour, (b) teacher' understanding about behaviour management and evidence-based classroom management practice, (c) teacher actual implementation of evidence-based practice in classroom management, (d) the factors influencing Indonesian teachers' attributions for behaviour problems and teacher self-efficacy in classroom management, and (e) teachers' perceived need for professional learning in classroom management. As PBS is a systems wide approach, future research may also explore school-level factors, which may influence teacher implementation of evidence-based practice in the Indonesian context.

Moreover, future studies in the Indonesian context may seek to include a wider range of teacher participants and a larger sample to better represent the diverse Indonesian population. Future research could seek to replicate the studies that have been completed in this thesis in different provinces/areas in Indonesia. Statistically, a power test may be employed to estimate the required samples to gain larger effect sizes. Researchers might also pursue some refinements on the scales being used in the thesis, to provide better measures for

teacher attribution for behaviour problems, teacher self-efficacy in classroom management, and teacher classroom management practice in the Indonesian context.

In terms of the systematic review study, a meta-analysis of teacher professional learning in classroom management may add scientific evidence on the effectiveness of such programs in improving teachers' implementation of evidence-based classroom management practice. With regard to the Indonesian context, an evaluation of a targeted professional learning program on classroom management specifically designed for Indonesian teachers might also add to the limited literature in this area. Such a study may also inform Indonesian policymakers on the effective teacher professional learning program underpinned by both the international literature and Indonesian teachers' needs.

Finally, an investigation into teacher in-service education in Indonesia is also warranted. This investigation might examine the availability of classroom behaviour management content in the in-service programs, especially related to the PBS framework and the use of evidence-based strategies in classroom management. Such investigation may also evaluate the teaching strategies employed in the in-service programs to develop teachers' skills in promoting positive behaviour and responding to behaviour problems.

## **7.4 Conclusion**

Effective teacher professional learning programs may support teacher implementation of evidence-based classroom management practices. Whilst the thesis findings are preliminary, it was apparent that Indonesian teachers require more support to improve their knowledge and skills in implementing evidence-based practice in classroom management. An investigation into the outcome of a well-designed teacher professional program in classroom management in the Indonesian context is warranted. It was evident that current teacher professional learning programs in Indonesia may have not sufficiently prepared teachers to

understand PBS principles and implement proactive strategies in addressing student behaviour.

Moreover, teacher educators and education policy makers in Indonesia might put more efforts to promote proactive and preventative strategies to improve student behaviour and engagement, including at the whole school level. Such strategies provide a positive and evidence-based alternative to physical punishment. Finally, the thesis highlighted that it is crucial for teacher professional learning programs to not only deliver a variety of classroom management strategies but also provide a deep introduction into the philosophy and theories underpinning the strategies, such as the PBS framework. Without this, there might be a risk that teachers only use the strategies in a reactive manner, and the opportunity for teaching and promoting student positive behaviour may potentially be overlooked.

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## Appendices

### Appendix A: Ethics Approval



#### Monash University Human Research Ethics Committee

##### Approval Certificate

This is to certify that the project below was considered by the Monash University Human Research Ethics Committee. The Committee was satisfied that the proposal meets the requirements of the *National Statement on Ethical Conduct in Human Research* and has granted approval.

**Project Number:** 11677  
**Project Title:** Teacher professional learning on classroom behaviour management: Developing an effective professional learning program for inclusive primary school teachers in Indonesia  
**Chief Investigator:** Dr Angelika Anderson  
**Expiry Date:** 11/12/2022

**Terms of approval - failure to comply with the terms below is in breach of your approval and the *Australian Code for the Responsible Conduct of Research*.**

1. The Chief Investigator is responsible for ensuring that permission letters are obtained, if relevant, before any data collection can occur at the specified organisation.
2. Approval is only valid whilst you hold a position at Monash University.
3. It is responsibility of the Chief Investigator to ensure that all investigators are aware of the terms of approval and to ensure the project is conducted as approved by MUHREC.
4. You should notify MUHREC immediately of any serious or unexpected adverse effects on participants or unforeseen events affecting the ethical acceptability of the project.
5. The Explanatory Statement must be on Monash letterhead and the Monash University complaints clause must include your project number.
6. Amendments to approved projects including changes to personnel must not commence without written approval from MUHREC.
7. Annual Report - continued approval of this project is dependent on the submission of an Annual Report.
8. Final Report - should be provided at the conclusion of the project. MUHREC should be notified if the project is discontinued before the expected completion date.
9. Monitoring - project may be subject to an audit or any other form of monitoring by MUHREC at any time.
10. Retention and storage of data - The Chief Investigator is responsible for the storage and retention of the original data pertaining to the project for a minimum period of five years.

Thank you for your assistance.

Professor Nip Thomson

Chair, MUHREC

CC: Assoc Professor Umesh Sharma, Mrs Pramesti Paramita

##### List of approved documents:

Document Type	File Name	Date	Version
Questionnaires / Surveys	Questionnaire	22/11/2017	English
Supporting Documentation	Letter of agreement_Complaints contact	22/11/2017	Agreement
Supporting Documentation	Invitation letter	22/11/2017	School principals
Supporting Documentation	Consent form	22/11/2017	School principals
Explanatory Statement	Revised Explanatory Statement	04/12/2017	Revised



## Appendix B: Explanatory Statement, Invitation, and Consent Form



### EXPLANATORY STATEMENT

(Teachers of public primary schools delivering inclusive education service in Surabaya, Indonesia)

**Project:** Teacher professional learning on classroom behaviour management: Developing an effective professional learning program for inclusive primary school teachers in Indonesia

<b>Chief Investigator's name:</b> Dr Angelika Anderson	<b>Student's name:</b> Pramesti Paramita
Faculty of Education	Phone: +61 478 649 721
Phone: +61 3 990 52856	email: pramesti.paramita@monash.edu
email: angelika.anderson@monash.edu	

You are invited to take part in this study. Please read this Explanatory Statement in full before deciding whether or not to participate in this research. If you would like further information regarding any aspect of this project, you are encouraged to contact the researchers via the phone numbers or email addresses listed above.

#### What does the research involve?

The purpose of this research is to understand Indonesian inclusive primary school teachers' perceptions about the causes of challenging behaviour, the strategies that the teachers employ to address challenging behaviours in their classrooms, and their level of teaching efficacy in classroom management.

In order to collect the data, participants will be asked to fill in a questionnaire. Participants may need up to 15 minutes to complete the questionnaire. Following completion, the questionnaire will be returned to the researchers using a self-addressed envelope.

#### Why were you chosen for this research?

You have been selected to participate in this research as the Principal of the school in which you are working has provided consent for the school to participate in this research. Please note that participation is voluntary.

#### Consenting to participate in the project and withdrawing from the research

You are consenting to participate in this research by returning a completed questionnaire. You have the right to withdraw from the project prior to the submission of a completed survey.

#### Possible benefits and risks to participants

Possible benefits from participating in this study may include an increased awareness of various classroom behaviour management strategies, the attribution for student behaviour and efficacy on classroom behaviour management. It is hoped that the findings of this project will provide valuable information for Indonesian teacher educators and policy makers, particularly about current teacher classroom behaviour management practice in inclusive school setting.

It is not anticipated that involvement in this research should cause discomfort and/or inconvenience to you as a participant. Data will be kept confidential at all times and data access is restricted to the researchers.

**Confidentiality**

You will not be named or identified in the surveys and any written reports on the project. An aggregated data, in which no individual can be identified, will be used in reporting the findings and publishing the results of the research (e.g. at conferences, in academic papers and as a thesis).

**Storage of data**

All data collected will be kept securely in password-protected digital files and will only be accessed by the Monash University researchers listed at the top of this statement. All data will be destroyed five years after the completion of this project unless you consent to it being used in future research.

**Use of data for other purposes**

De-identified data may be used for another project focusing on the development of an effective professional learning program for inclusive primary school teachers in Indonesia, where ethics approval has been granted.

**Results**

Overall findings will be published in the completed thesis and a journal article. A brief report will also be provided to the Surabaya Education Department. Findings will be reported based on an aggregated de-identified data.

**Complaints**

Should you have any concerns or complaints about the conduct of the project, you are welcome to contact the Chairperson of Airlangga University Research Ethics Committee:

Prof. Dr. Fendy Suhariadi, M.T, Psikolog.  
Chairperson  
Airlangga University Research Ethics Committee  
Fakultas Psikologi  
Kampus B Universitas Airlangga  
Jl. Airlangga 4-6, Surabaya 60286

Tel: +62 31 503 2770      Email: [fendy.suhariadi@psikologi.unair.ac.id](mailto:fendy.suhariadi@psikologi.unair.ac.id)      Fax: +62 31 502 5910

Thank you,

**Dr Angelika Anderson**



MONASH University

#### INVITATION LETTER

Dear .....

Your school appears in a list of public primary schools delivering inclusive education service in Surabaya, provided by the Surabaya Education Department. We are contacting you to find out if your school is willing to participate in this research project titled:

**Teacher professional learning on classroom behaviour management: Developing an effective professional learning program for inclusive primary school teachers in Indonesia**

Please read this Invitation in full before deciding whether or not to participate in this research.

Please inform us about your decision by email to [pramesti.paramita@monash.edu](mailto:pramesti.paramita@monash.edu) or phone to +62 881 1057 730. Otherwise, you may contact us if you wish for us to come and talk to you about this invitation.

We look forward to hearing from you.

Regards

Angelika Anderson and Pramesti Paramita

## INVITATION

(Principals of public primary schools delivering inclusive education service in Surabaya, Indonesia)

**Project:** Teacher professional learning on classroom behaviour management: Developing an effective professional learning program for inclusive primary school teachers in Indonesia

**Chief Investigator's name:** Dr Angelika Anderson

Faculty of Education

Phone: +61 3 990 52856

email: angelika.anderson@monash.edu

**Student's name:** Pramesti Paramita

Phone: +61 478 649 721

email: pramesti.paramita@monash.edu

Your school is invited to take part in this study. Please read this Invitation in full before deciding whether or not to participate in this research. If you would like further information regarding any aspect of this project, you are encouraged to contact the researchers via the phone numbers or email addresses listed above.

### What does the research involve?

The purpose of this research is to understand Indonesian inclusive primary school teachers' perceptions about the causes of challenging behaviour, the strategies that the teachers employ to address challenging behaviours in their classrooms, and their level of teaching efficacy in classroom management.

If you accept our invitation to participate in this study, the teachers in your school will be invited to be participants. In order to collect the data, participants will be asked to fill in a questionnaire. Participants may need up to 15 minutes to complete the questionnaire.

### Why was your school chosen for this research?

You have been invited as your school appears in the list of public primary schools delivering inclusive education service in Surabaya, provided by the Surabaya Education Department. Please note that participation is voluntary.

### Consenting to participate in the project and withdrawing from the research

You are consenting for your school to participate in this research by signing a consent form. You have the right to withdraw from the project at any stage of the data collection process. In that case, all data supplied by the teachers from your school will be immediately destroyed.

### Possible benefits and risks to participants

Possible benefits from participating in this study may include teachers' increased awareness of various classroom behaviour management strategies, the attribution for student behaviour and efficacy on classroom behaviour management. It is hoped that the findings of this project will provide valuable information for Indonesian teacher educators and policy makers, particularly about current teacher classroom behaviour management practice in inclusive school setting.

It is not anticipated that involvement in this research should cause discomfort and/or inconvenience to teacher participants. Data will be kept confidential at all times and data access is restricted to the researchers.

### Confidentiality

Teacher participants will not be named or identified in the surveys and any written reports on the project. The researcher will assign school code and participant code in the data entry process, resulting on a de-identified data.

An aggregated data, in which no individual can be identified, will be used in reporting the findings and publishing the results of the research (e.g. at conferences, in academic papers and as a thesis).

**Storage of data**

All data collected will be kept securely in password-protected digital files and will only be accessed by the Monash University researchers listed at the top of this statement. All data will be destroyed five years after the completion of this project.

**Use of data for other purposes**

De-identified data may be used for another project focusing on the development of an effective professional learning program for inclusive primary school teachers in Indonesia, where ethics approval has been granted.

**Results**

Overall findings will be published in the completed thesis and a journal article. A brief report will also be provided to the Surabaya Education Department. Findings will be reported based on an aggregated de-identified data.

**Complaints**

Should you have any concerns or complaints about the conduct of the project, you are welcome to contact the Chairperson of Airlangga University Research Ethics Committee:

Prof. Dr. Fendy Suhariadi, M.T, Psikolog.  
Chairperson  
Airlangga University Research Ethics Committee  
Fakultas Psikologi  
Kampus B Universitas Airlangga  
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Tel: +62 31 503 2770      Email: [fendy.suhariadi@psikologi.unair.ac.id](mailto:fendy.suhariadi@psikologi.unair.ac.id)      Fax: +62 31 502 5910

Thank you,

**Dr Angelika Anderson**



# MONASH University

## CONSENT FORM

(Principals of public primary schools delivering inclusive education service in Surabaya, Indonesia)

**Project:** Teacher professional learning on classroom behaviour management: Developing an effective professional learning program for inclusive primary school teachers in Indonesia

**Chief Investigator's name:** Dr Angelika Anderson

Faculty of Education

Phone: +61 3 990 52856

email: angelika.anderson@monash.edu

**Student's name:** Pramesti Paramita

Phone: +61 478 649 721

email: pramesti.paramita@monash.edu

I have been invited to take part in the Monash University research project specified above. I have read and understood the Invitation and I hereby consent for my school to participate in this project.

I consent to the following:	Yes	No
• teachers in my school will be invited to be participants in this research	<input type="checkbox"/>	<input type="checkbox"/>
• teachers who are willing to participate will complete surveys	<input type="checkbox"/>	<input type="checkbox"/>
• data are collected, stored and may be used for another project (where ethics approval has been granted) as described in the Invitation	<input type="checkbox"/>	<input type="checkbox"/>

Name of School Principal \_\_\_\_\_


Name of School \_\_\_\_\_

School Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_



## Appendix C: Permission Letter from a Local Government Agency



**PEMERINTAH KOTA SURABAYA**

**BADAN KESATUAN BANGSA, POLITIK DAN PERLINDUNGAN MASYARAKAT**

Jl. Tambaksari No. 11 Surabaya-60136 Telp. (031) 99443016 - 99443066

Nomor : 070/ 10571 /436.8.5/2017

Lampiran : -

Hal : Penelitian

Surabaya, 12 Desember 2017

Kepada

Yth. Kepala Dinas Pendidikan Kota Surabaya

di - SURABAYA

**REKOMENDASI PENELITIAN**

Dasar : 1. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian, Sebagaimana Telah Diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 ;

2. Peraturan Walikota Surabaya Nomor 37 Tahun 2011 Tentang Rincian Tugas dan Fungsi Lembaga Teknis Daerah Kota Surabaya, Bagian Kedua Badan Kesatuan Bangsa, Politik dan Perlindungan Masyarakat.

Memperhatikan : Surat Dekan Fakultas Psikologi Universitas Airlangga Surabaya Tanggal 29 November 2017 Nomor : 2537/UN3.1.9/PPd/2017 Hal : Ijin Ambil Data.

Plt. Kepala Badan Kesatuan Bangsa dan Politik Kota Surabaya memberikan rekomendasi kepada :

a. Nama : Pramesti Pradjna P., M.Ed.Psych

b. Alamat : Jl. Sutorejo Tengah 4/3 Kota Surabaya

c. Pekerjaan/Jabatan : Guru

d. Instansi/Organisasi : Universitas Airlangga Surabaya

e. Kewarganegaraan : Indonesia

Untuk melakukan penelitian/survey/kegiatan dengan :

a. Judul / Thema : Pembelajaran Profesional Guru Tentang Manajemen Perilaku Dalam Kelas Mengembangkan Sebuah Program Pembelajaran Professional Yang Efektif Bagi Guru Sekolah Dasar Inklusif Di Indonesia

b. Tujuan : Penelitian

c. Bidang Penelitian : Pendidikan

d. Penanggung Jawab : Dr. Angelika Anderson

e. Anggota Peserta : -


f. Waktu : 3 (Tiga) Bulan, TMT Surat Dikeluarkan

g. Lokasi : Dinas Pendidikan Kota Surabaya

Dengan persyaratan :

1. Penelitian/survey/kegiatan yang dilakukan harus sesuai dengan surat permohonan dan wajib mentaati persyaratan/peraturan yang berlaku di Lokasi/Tempat dilakukannya Penelitian/survey/kegiatan;
2. Saudara yang bersangkutan agar setelah melakukan Penelitian/survey/kegiatan wajib melaporkan pelaksanaan dan hasilnya kepada Kepala Bakesbang, Politik dan Linmas Kota Surabaya;
3. Penelitian/survey/kegiatan yang dilaksanakan tidak boleh menimbulkan keresahan dimasyarakat, disintegrasi bangsa atau mengganggu keutuhan NKRI.
4. Rekomendasi ini akan dicabut/tidak berlaku apabila yang bersangkutan tidak memenuhi persyaratan seperti tersebut diatas.

Demikian atas bantuannya disampaikan terima kasih .



a.n. KEPALA BADAN,  
Plt. Sekretaris

Ir. Rr. Laksita Rini Sevriani, M.Si  
Pembina Tk.I  
NIP 19680918 199403 2 007

Tembusan :

Yth. 1. Dekan Fakultas Psikologi Universitas Airlangga Surabaya;

2. Saudara yang bersangkutan.

## Appendix D: Questionnaire



**MONASH University**

### Questionnaire

#### Part I

1. Age : .....
  2. Gender : .....
  3. Highest qualification obtained\*: (*\*please circle one answer*)
    - a. High school degree
    - b. Bachelor degree
    - c. Masters degree
    - d. Others, please describe: .....
  4. How long have you been working as a teacher? .....
  5. Do you have prior experience in teaching students with challenging behaviour? Yes / No\*  
 If yes, how many years have you been teaching students with challenging behaviour?  
 .....
  6. Have you ever participated in a professional learning program on classroom behaviour management (for example, courses/workshops, seminars, mentoring, observation visits, and other professional learning activities)? Yes / No\*  
 If yes, please briefly describe the content of the program and the professional learning strategies being used: .....  
 .....  
 .....
  7. In a scale of 1 to 5, how often did you receive support in addressing challenging behaviour in the classrooms?\*
- |       |        |           |                  |        |
|-------|--------|-----------|------------------|--------|
| 1     | 2      | 3         | 4                | 5      |
| Never | Rarely | Sometimes | Most of the time | Always |
- Please briefly describe, what kind of support did you receive in addressing challenging behaviour in the classrooms? .....  
 .....  
 .....
- From whom did you receive the support? Please describe briefly: .....  
 .....  
 .....
- Was this support effective? Yes / No\* Please describe why / why not: .....  
 .....  
 .....





## Part II

‘During the class session, Alexandros is constantly talking with his peers and his attention is distracted. He refuses to work on his assignments and asks his teacher to repeat the instructions for the completion of the assignment. His relationships with his peers are not good, as they complain that he is hitting other children and uses bad language during the break.’

Rate each of the following factors as cause of Alexandros’s behaviour problems.

	Totally disagree	Disagree	Agree	Totally agree
Brain damage				
Large number of students in class				
Lack of parental interest				
Family problems				
Heavy school demands				
Teacher’s attitude				
Constant school failure				
Lack of classroom rules				
Low self-esteem				
Parental attitude				
Low family level				
Learning difficulties				



## Part III

Please indicate the degree to which you likely or unlikely use the strategies below to manage student behaviour by placing an "X" on the appropriate column to the right of each strategy.

Strategies	Extremely unlikely	Unlikely	Undecided	Likely	Extremely likely
Move child closer to teacher					
Withdraw reward (i.e., stickers)					
Yell angrily at students who misbehave					
Provide majority of students with individual opportunities to respond (not targeting the same students for every question)					
Establish a system for documenting and rewarding appropriate student behaviour					
Use threats					
Make sarcastic comments to students who misbehave					
Use behaviour-specific praise (add example)					
Modify curriculum materials based on student ability					
Have the child removed to another room					
Send the student to the principal's office					
Read articles about the problem					
Instruct the child in coping skills					
Listen actively and negotiate commitments					
Define problem behaviours clearly					
Deliberately embarrass students who misbehave					
Use corporal punishment					
Regularly acknowledge expected student behaviours					
Verbally reprimand child					
Modify the current teaching style					
State the rules and expect compliance					
Spend time and energy to help the child					
Send notes to parents					
Revoke privilege (i.e., no breaktime or no PE time)					



Strategies	Extremely unlikely	Unlikely	Undecided	Likely	Extremely likely
Teach and practice classroom routines and expectations regularly					
Assignment to detention (i.e., keep the student at school after hours)					
Define classroom routines and expectations clearly					
Use a continuum of consequences to discourage rule violations (e.g., ignore, praising others, proximity, explicit reprimand)					
Provide verbal cue to the appropriate behaviour					
Have a detailed discussion about the problem with a child following misbehaviour					
Plan transitions between activities					
Provide nurturance and support					
Provide non verbal cue to the appropriate behaviour					
Recommend drug medications					
Provide extra work (class or homework; this would include making students write lines)					
Use rewards and punishments to get immediate compliance					
Remove or minimise distractions					
Keep the class in because some students misbehave					
Remind students of the rules/pre-corrections					
Monitor student behaviour					



## Part IV

Please indicate the degree to which you agree or disagree with each statement below by placing an "X" on the appropriate column to the right of each statement.

Statements	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
I know what routines are needed to keep activities running effectively.						
I know what kinds of rewards to use to keep students involved.						
If students stop working in class, I can usually find a way to get them back on track.						
I have very effective classroom management skills.						
I can keep a few problem students from ruining an entire class.						
I can communicate to students that I am serious about getting appropriate behaviour.						
I am confident of my ability to begin the year so that students will learn to behave well.						
I find it easy to make my expectations clear to students.						
If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect them quickly.						
When I really try, I can get through to most difficult students.						
There are very few students that I don't know how to handle.						
I don't always know how to keep track of several activities at once.						
Sometimes I am not sure what rules are appropriate for my students.						
I am unsure how to respond to defiant students						

## Appendix E: Translated Questionnaire



**MONASH University**

### KUESIONER

#### Bagian I

1. Usia : ..... tahun
  2. Jenis kelamin : Laki-laki / Perempuan\* (*\*lingkari salah satu*)
  3. Pendidikan terakhir yang telah diselesaikan\*:
    - a. SMA / Sederajat
    - b. Diploma
    - c. S1
    - d. S2
    - e. Lainnya, sebutkan: .....
  4. Sudah berapa lama Anda bekerja sebagai guru? .....
  5. Apakah anda memiliki pengalaman mengajar siswa dengan perilaku bermasalah? Ya/ Tidak\*  
 Jika Ya, sudah berapa lama Anda mengajar siswa dengan perilaku bermasalah? .....
  6. Pernahkan anda mengikuti program pembelajaran profesional tentang manajemen perilaku siswa dalam kelas (misalnya kursus/lokakarya, seminar, pendampingan/mentoring, kunjungan observasi, dan kegiatan belajar profesional lainnya)? Ya/ Tidak\*  
 Jika Ya, tolong jelaskan secara singkat isi program tersebut dan strategi pembelajaran profesional yang digunakan: .....  
 .....  
 .....
  7. Dalam skala 1 sampai 5, seberapa sering Anda menerima dukungan/bantuan dalam menangani masalah perilaku siswa di kelas?\*
- |              |        |               |        |        |
|--------------|--------|---------------|--------|--------|
| 1            | 2      | 3             | 4      | 5      |
| Tidak pernah | Jarang | Kadang-kadang | Sering | Selalu |
- Jelaskan secara singkat, bentuk dukungan/bantuan seperti apa yang Anda dapatkan dalam menangani masalah perilaku di kelas? .....
- .....
- Dari siapakah Anda menerima dukungan/bantuan tersebut? Jelaskan secara singkat: .....
- .....
- Apakah dukungan/bantuan tersebut efektif? Ya / Tidak\*
- Jelaskan mengapa efektif/tidak efektif: .....
- .....



## Bagian II

Bacalah contoh kasus berikut ini dengan seksama:

‘Selama pelajaran di kelas, Andi terus berbicara dengan teman-temannya dan perhatiannya terhadap pelajaran terganggu. Ia menolak mengerjakan tugas dan meminta gurunya mengulang instruksi untuk menyelesaikan tugasnya. Hubungan Andi dengan teman-temannya juga kurang baik. Mereka mengeluh bahwa ia memukul anak-anak lain dan menggunakan bahasa yang kasar selama jam istirahat.’

Berikan penilaian pada setiap faktor berikut sebagai penyebab masalah perilaku Andi, dengan memberi tanda “X” pada kolom yang sesuai.

	Sangat tidak setuju	Tidak setuju	Setuju	Sangat setuju
Gangguan/kerusakan otak				
Jumlah siswa yang banyak di dalam kelas				
Kurangnya perhatian orang tua				
Masalah keluarga				
Tuntutan sekolah yang berat				
Sikap guru				
Kegagalan siswa yang terus menerus di sekolah				
Kurangnya peraturan di kelas				
Harga diri yang rendah				
Sikap orang tua				
Strata sosial keluarga yang rendah				
Kesulitan belajar				



## Bagian III

Berikut ini beberapa strategi pengelolaan perilaku siswa. Tunjukkan sejauh mana tingkat kemungkinan Anda menggunakan berbagai strategi di bawah ini untuk mengelola perilaku siswa dengan memberi tanda "X" pada kolom yang sesuai di sebelah kanan tiap strategi.

Strategi	Sangat tidak mungkin menggunakan	Tidak mungkin menggunakan	Ragu-ragu	Mungkin menggunakan	Sangat mungkin menggunakan
Memindahkan siswa lebih dekat dengan guru					
Mengambil kembali hadiah (misalnya, stiker) yang sudah diberikan pada siswa					
Berteriak marah pada siswa yang berperilaku tidak baik					
Memberi kesempatan bagi sebagian besar siswa untuk memberikan respon secara individu (tidak menunjuk siswa yang sama untuk setiap pertanyaan)					
Membuat sistem dokumentasi (misalnya, pencatatan) dan penghargaan untuk perilaku siswa yang baik					
Menggunakan ancaman					
Memberi komentar yang bernada sarkastik pada siswa yang berperilaku tidak baik					
Memberi pujian spesifik berdasarkan perilaku siswa (misalnya, mengatakan "Terima kasih telah duduk dengan tenang di bangkumu, Sarah" dan bukan hanya mengatakan "Bagus")					
Memodifikasi materi kurikulum berdasarkan kemampuan siswa					
Memindahkan siswa ke ruang lain					
Menyuruh siswa ke ruang kepala sekolah					
Membaca artikel yang berkaitan dengan permasalahan siswa					
Mengajari siswa keterampilan mengatasi masalah					
Mendengarkan secara aktif dan melibatkan siswa dalam negosiasi komitmen/tanggung jawab					
Mendefinisikan masalah perilaku dengan jelas					
Sengaja memperlakukan siswa yang berperilaku salah					
Menggunakan hukuman fisik					
Secara rutin mengapresiasi perilaku siswa yang baik					
Memberi teguran lisan kepada siswa					
Memodifikasi gaya mengajar saat ini					



Strategi	Sangat tidak mungkin menggunakan	Tidak mungkin menggunakan	Ragu-ragu	Mungkin menggunakan	Sangat mungkin menggunakan
Menjelaskan peraturan dan mengharapkan kepatuhan siswa					
Meluangkan waktu dan tenaga untuk membantu siswa					
Mengirim surat kepada orang tua					
Mencabut hak istimewa siswa (misalnya, tidak ada istirahat atau tidak boleh mengikuti pelajaran yang disenangi)					
Secara rutin mengajarkan dan mempraktikkan rutinitas kelas dan apa yang diharapkan					
Menahan siswa (misalnya, siswa harus tetap berada di sekolah setelah jam sekolah berakhir)					
Mendefinisikan dengan jelas aktivitas rutin di kelas dan apa yang ingin dicapai					
Menggunakan sistem konsekuensi berjenjang untuk mencegah pelanggaran peraturan (misalnya, mulai dari mengabaikan, lalu memuji siswa lain, lalu mendekati siswa yang berperilaku tidak baik, hingga memberi teguran secara terang-terangan)					
Memberikan arahan/petunjuk lisan mengenai perilaku yang baik					
Melakukan diskusi secara detail dengan seorang siswa setelah ia menampilkan perilaku yang tidak baik					
Merencanakan transisi/peralihan antar aktivitas belajar sebelum aktivitas dimulai					
Memberikan asuhan dan dukungan pada siswa					
Memberikan petunjuk nonverbal mengenai perilaku yang baik (misalnya, menggunakan bahasa tubuh atau ekspresi wajah)					
Menyarankan penggunaan obat-obatan					
Memberikan tugas tambahan (pekerjaan kelas atau rumah; termasuk meminta siswa untuk menulis berbaris-baris)					
Menggunakan hadiah dan hukuman supaya siswa cepat patuh					
Menghilangkan atau mengurangi gangguan/distraksi					
Menahan semua siswa dalam kelas karena ada beberapa siswa yang berperilaku tidak baik					
Mengingatkan para siswa tentang aturan, sebelum pelanggaran terjadi					
Memantau perilaku siswa					





## Bagian IV

Tunjukkan sejauh mana Anda setuju atau tidak setuju dengan setiap pernyataan di bawah ini dengan memberi tanda “X” pada kolom yang sesuai di sebelah kanan setiap pernyataan.

Pernyataan	Sangat tidak setuju	Tidak setuju	Agak tidak setuju	Agak setuju	Setuju	Sangat setuju
Saya tahu rutinitas apa yang dibutuhkan agar aktivitas berjalan efektif.						
Saya tahu jenis penghargaan yang perlu diberikan untuk menjaga siswa tetap terlibat dalam pembelajaran.						
Jika siswa berhenti mengerjakan tugas di kelas, saya biasanya bisa menemukan cara agar mereka kembali mengerjakan tugasnya.						
Saya memiliki keterampilan manajemen kelas yang sangat efektif.						
Saya dapat menangani beberapa siswa yang bermasalah sehingga tidak mengacaukan seluruh kelas.						
Saya dapat mengkomunikasikan kepada siswa bahwa saya sungguh-sungguh ingin mereka menunjukkan perilaku yang baik.						
Saya yakin dengan kemampuan saya untuk memulai tahun ajaran baru sehingga siswa akan belajar untuk berperilaku baik.						
Mudah bagi saya untuk menjelaskan harapan-harapan saya kepada siswa.						
Jika seorang siswa di kelas saya mengganggu dan berisik, saya merasa yakin bahwa saya tahu beberapa teknik untuk mengarahkan mereka dengan cepat.						
Ketika saya benar-benar berusaha, saya dapat menangani siswa yang paling sulit sekalipun.						
Hanya ada sangat sedikit siswa yang saya tidak tahu bagaimana cara menanganinya.						
Saya tidak selalu tahu bagaimana cara memantau beberapa aktivitas siswa sekaligus.						
Terkadang saya tidak yakin aturan apa yang tepat untuk siswa-siswa saya.						
Saya tidak yakin bagaimana menanggapi siswa yang badung.						

##Terima kasih##