Secondary School Teachers' Character Strengths And Their Classroom Management: A Correlational Study

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Abstract

The study was conducted to examine the relationship between the Character Strengths (CS) and Classroom Management (CM) of public secondary school teachers. The study was descriptive and correlational by nature. Using multistage sampling approaches, this study was carried out on a sample of 585 Public Secondary School Teachers in Punjab. Two professionally validated, closed-ended, standardized questionnaires were used to gather the data. The validity and reliability of these instruments were verified through pilot testing. Using SPSS-26, both descriptive and inferential statistics were used to examine the data. Descriptive statistics were used to compute percentages and frequencies, and Pearson-r was used to determine the correlation between the two relevant notions, CS and CM. At the secondary school level, the impact of character strengths on classroom management was examined using regression analytic techniques. In a similar vein, the data analysis results and conclusion were likewise determined using the independent sample t-test. The findings showed a substantial positive correlation between the character strengths of public secondary school teachers and their ability to control the classroom. Key research findings were revealed by data analysis, including the discovery of moderate, significant, and positive correlations between teachers' CS and CM. Similar differences were between the CS and CM of secondary school teachers according to gender (male, female) and locality (urban, rural). In the same way, CS of secondary school teachers has a significant impact on their classroom management.

Keywords: Character Strengths, Classroom Management, Secondary School Teachers.

Introduction

Most formidable challenge for educational institutions is to accelerate students' capacity building process which is directly linked with characterization, positive education and inculcation of character strength in curricula. Peterson & Seligman (2004) defined character strength as "the positive aspect of an individual that helps to improve functioning and well-being of individual, group and institution. Application of these strengths in educational organizations helps to shape the further citizens and leaders having unique promise and challenge side by side. If a nation wants that his/her individuals thrive in every sphere of their lives they need to use, impart inculcate and to develop the character strengths among its individuals is crucial (Lavy, 2020). Character strengths are multidimensional culture of morally valued positive traits contributing to optimal human development and society. Lifelong optimal flourishing and development of human is directly linked with the character strengths. Individuals can do their best with these potential strengths. These strengths

were evolved from positive psychology having emphasis on well-being and development of individuals but not that of state (Harzer, 2016).

21st century curriculum consists of knowledge, skills, character and metacognition. Knowledge has two main categories modern (robotics, entrepreneurship), traditional (orderly subjects). Similarly, critical thinking and problem-solving abilities, creativity, communication, and teamwork are 21st century skills. Adding more to it, character consists of all kind of ethics and character strengths, last but not least, metacognition is thinking about one's own learning. The cultivation and inculcation of character education and character strength has become the need of the hour. To become a global citizen and to face the challenges of 21st century the acquisition of character education is must (Bialik et al., 2015).

One of the timeless pursuits of world institutions is inculcation of good character among their learners. Almost, every member of society wish to see good character of their near and dears. Parents look for in their children, teacher in their learners, sibling in their brothers and sisters and all individuals in each other. Teaching and development of character strengths among teachers and learners is of paramount importance beyond the skills, abilities and knowledge mostly being taught in majority institutions (Park & Peterson, 2009).

(Park et al., 2004; Peterson & Seligman, 2004) categorized the 24 character strengths and the six virtues under the heading of values in action (VIA). Admiration for beauty and excellence, courage, forgiveness, hope, humor, social intelligence, perspective, creativity, leadership, justice, caution, self-control, perseverance, open-mindedness, honesty, spirituality, gratitude, love of learning, modesty, kindness, teamwork, and love are among the values in action classification. The well springs-cum-mansions of happy life, the capacities of thinking and behaving, the positive traits that are core to our being, the pathways and

building blocks to flourishing, the inner determents of living, morally valued aspects of personality, the power to behave and act well, the factors that contribute to our collective good by bringing positive outcomes for us all are collectively known as character strengths. These collective terms were used in a research study which identified that character strengths exist in varying degrees. The degree of creativity, honesty and individuals are performing these strengths in degrees as well like if you brush your teeth, wash your body you are using some degree of self-regulation and so on (Niemiec & Pearce, 2021).

Character strengths of teachers play a vital role for effective classroom management leading to students' satisfaction and to their maximum achievement. It was recommended that teachers must know about their character strength and try to develop them for better interactions with learners. Similarly, it was also recognized that gratitude and hope are the key strengths for proper classroom management. Students were more satisfied with those teachers who have love of learning, humanity, creativity and transcendence (Gradišek, 2018).

Researchers defined Classroom management as the procedures, processes, techniques and skills used by teachers, educators and instructors to manage academic productivity, students involved to maintain order at institutional level. Further, it was also noticed that classroom management has obtained groundbreaking power for schools and is placed at central position in teaching learning process. Similarly, it was also noticed by the researchers that classroom management is a time taking process. It plays key role for student progress and achievement. Teachers should be able to acquire all necessary techniques for proper classroom management by comparing management theory with their personality. In the same way, teachers are advised to understand major research philosophies regarding classroom management with the help of research and study

(Canter 2010, Garrett, 2015; Jones et al., 2014; and Marzano, 2011).

Classrooms are the areas where students' expectations are fulfilled and their needs are addressed by using the elegant and enlightened activity of teaching. Therefore, teachers are advised to show proper care, adequate love and compassion for their students. This will lead them to take care and show respect for their teachers and other individuals of society providing chain effect of collaborative learning system. The only and prime reason for classroom management is to foster student learning activities. The core responsibility to manage classroom lies on the shoulder of teachers. More importantly, it is also a shared responsibility of teachers and students (Rijal, 2015).

Classroom management is a bunch of activities, techniques, tactics, strategies and skills utilized by teachers to make their students disciplined, organized orderly, attentive, focusing on task and to keep them productive in their class related activities. It provides safety to students for their wellbeing and helps to achieve the desired educational goals. (Davis et al., 2012 and Miller 2012) introduced some unique classroom management strategies given as: Entry Routine used by teacher for his consistent daily based activities before the entrance of their students in classroom. Teacher prepares teaching-learning materials, view seating arrangements and warm up to control time wastage. Do Now is another activity being used by teacher as a written activity with intentions that they should be ready for instructional process with no delay. This activity helps to inculcate and foster the critical thinking and problem solving skills among learners. Behavior and anecdotal specific praise, teacher uses this strategy to cultivate the behavior demanded by the teacher and avoiding to use the word do not, in this strategy teacher praises display of desired behavior by students and ignores the meager level of behavior mismanagement. "Props" by using this strategy

the teacher praises the students publically when students do something praise worthy for society and class as a whole. The researcher concluded that effective management of classes fosters student learning and achievement. Similarly, 21st century classroom management techniques were also highlighted by researcher (Babadjanova, 2020). A new, novel and versatile method of classroom management was also introduced. This 5 F method to manage the classroom is given as, firm, fair, friendly, focused and frugal (not talking all time on the same topic. A slogan is used for this 5F method, that teacher should be firm, fair, friendly, focused and frugal (Wenning & Vieyra, 2020).

The Objectives of Study

Main objectives of this research were:

- To find out relationship between secondary school teacher's Character Strengths and their Classroom Management
- To compare the difference in secondary school teachers Character Strengths and their Classroom Management regarding their gender and locality.
- To explore the effect of teachers' Character Strengths on Classroom Management at secondary school level

Research Questions

- What is the relationship between secondary school teachers' Character Strengths and their Classroom Management?
- Is there any difference in secondary school teachers' Character Strengths and their Classroom Management regarding their gender and location?
- What is the effect of teachers' Character Strengths on their Classroom Management at secondary school level?

Methodology

Research Design

Research design used by researcher was descriptive and correlational under the umbrella of quantitative research method to find out the relationship between emotional intelligence and character strengths of teachers at secondary school level.

Population

Population of the study comprises of all secondary school teachers of male and female public secondary schools of province Punjab (Pakistan). It comprises of 61767(32986 male, 28776 female) teachers working in 7084 secondary school of Punjab. Researcher used multistage sampling techniques to select the sample of study. Total 585(308 male, 277 female) teachers were selected from 200 (100 male, 100 female) public secondary schools of 10 selected districts of Province Punjab.

Research Instruments

Two different close ended research questionnaires were used for data collection from the accessible population. These instruments consists of five point Likert scale format between 1 Strongly Agree (SA) and 5 Strongly Disagree (SDA). Values in Action Inventory of Strengths (VIA-IS) scale was employed by the researcher. to measure character strengths of public secondary school teachers. This instrument was also used (Ramzan, 2022) for the relationship of character strengths with work performance of teachers in Pakistan. Instrument used by researcher for classroom management was Behavioral Management and Scale of Instructional Management. This scale was also used by researchers in Pakistan (Shah et al., 2022).

Data collection and Data Analysis

Data was collected personally by the researcher using questionnaires and Google forms link with research participants in cross-sectional way. Analysis of data was made using SPSS-26 by applying both statistics (descriptive and inferential). Descriptive statistics were used to calculate percentages and frequencies involved in research. On the other hand under the umbrella of inferential statistics, Pearson-r was used to explore the correlation among secondary school teachers' Character strengths and their classroom management. To find out the effect of public secondary school teachers' character strengths on their classroom management linear regression analysis was conducted.

Review of the Related Literature

Character strengths are multidimensional culture of morally valued positive traits contributing to optimal human development and society. Lifelong optimal flourishing and development of human is directly linked with the character strengths. Individuals can do their best with these potential strengths. These strengths were evolved from positive psychology having emphasis on well-being and development of individuals but not that of state (Hazer 2016). It was identified that the usage of strength in different organizations leads to deficit correction and to enhance overall productivity of organization (Els et al., 2018). Character strengths have significant effect on personal growth of individual (Van Woerkom & Meyers, 2019).

Character strengths have significant positive relationship with individual efficaciousness of teaching among Korean teachers (Lim & Kim, 2014). Very limited data was available on the success of character strengths and life meaning training for educators and teachers. It was investigated that the positive intelligence training is effective for character strength and life meaning among teachers (Shaterdalal et al., 2022). (Vazquez et al., 2022) studied the link of character strength with 21st century key competencies and found a positive link leading to the development of overall skills and

competencies among individuals having high level of virtues in character. Character strengths are also important to develop effective leadership. Effective-cum-influential leaders have these strengths in varying degree (Lemaire et al., 2019).

It was identified by the researcher concluding that character strengths have impact on the student engagement and teaching performance (Beadle, 2020). Researchers identified that personality traits and character strength have had positive influence on teacher effectiveness of secondary school teachers (Jacob & Baboo, 2019). Key character strength during work was identified and perseverance was best among other strengths, it guides individual to stuck with their work and not to quit it at all (Littman & Lavy, 2016). (Dubreuil et al., 2016) identified that strength development leads to wellbeing and effective

performance of employees. Moreover, researchers carried out a research to check relation between strengths of character and work place happiness of university teachers in Pakistan. Researcher concluded that work place happiness of the university teachers is fully dependent on their character strengths along with other factors. The more the level of character strengths among the teachers more happy they are and they are more productive and confident in their personal, professional and social life as well (Ramzan, 2022). Researchers conducted research on the topic character strengths in higher education: presenting future guidance based on strengths and concluded that many other researchers have also been conducted with same area but having limited scope and less generalizability. This research provided guidance to introduce these strengths at different levels of education, character strengths can enhance the productivity and performance of teachers and students at all educational levels (Uusiautti et al., 2022). It was observed that the character of the leader is a key to follower success and achievement. If leader has good moral character

it affects the outcome of the subordinates and vice versa. The followers wellbeing, resilience, work engagement and professional-cum-organizational commitment are directly related to good character of the leaders (Monzani et al., 2021). Researcher identified that personal strengths of individuals help them to thrive equipping them in coping with stress and making their sense that they are continuously improving. Use of strengths gives individuals more vigor and energy, boosts their learning and makes sense of authority and leading towards employs success. Both these constructs go hand in hand (Moore et al., 2022). A research study investigated strengths of character relation with employment (work), education, leisure, romantic relationship, close personal relationship and found a significant relationship among all constructs (Wagner et al., 2021).

Integration of character in management was studied by researchers who concluded that virtues and character strength are the main guiding principle to inculcate character in all dimensions of management (Morales-Sánchez & Cabello-Medina, 2015). Positive education in institutions is a major application of positive psychology. Positive education focuses on institutional development and learners' wellbeing leading to the holistic student development. Application of the ingredients of positive education helps the instructions to control disciplinary issues effectively (Biel et al., 2019). Classrooms are the areas where students' expectations are fulfilled and their needs are addressed by using the elegant and enlightened activity of teaching. Therefore, teachers are advised to show proper care, adequate love and compassion for their students. This will lead them to take care and show respect for their teachers and other individuals of society providing chain effect of collaborative learning system. The only and prime reason for classroom management is to foster student learning activities. The core responsibility to manage classroom lies on the shoulder of teachers. More

importantly, it is also a shared responsibility of teachers and students (Miller, 2015, Rijal, 2015). Classroom management has two main components behavioral management and instructional management, measured by Behavioral and Instructional Management Scale (BIMS). Behavioral management is to prevent and control misbehavior using rules and regulations, procedures and concepts relevant to classroom management on the other hand, instructional management is based on seating arrangement, lesson planning and instructing, planning and implementation of daily routines (Martin & Sass, 2010).

Researcher has explained that along with level of intelligence of students, their home environment, motivational level, and socioeconomic states, the most important factor for student achievement and their classroom outcomes is the appropriate classroom management (Kaya & Selvitopu, 2019). Resaercher investigated the impact of teachers' self-efficacy on classroom management where teacher reported a noticeable effect of self-efficacy in the process of teaching and classroom management. They told about their strengths and areas of improvement. Strengths were as follows: positive and productive interpersonal relationship their backgrounds of education, teaching experiences, proper planning, professional characteristics and empowering students so on and so far. Evidence of classroom management

was also provided like ways focusing that there was the need of: Provision of strict rules, regulations and procedures for conducive environment of teaching and learning (Egitim 2022), Availability of proper disciplinary actions and their consequences ensuring proactive, preventive, constructive and restorative procedures to control misbehavior (Levin & Nolan 2022), Methods to enhance teacher and student rapport – cum-relationship, proper preparation for all classroom activities either they are related to structural arrangement of academic management (Zhang, 2022), Strategies to enhance and foster interpersonal and interpersonal communication skills by teachers as well (Jones and Symonds 2022). Gulbahar (2020) identified effective and productive relationship between classroom management and personality traits excluding neuroticism. He worked with 441 secondary school teachers working in Turkey and concluded that teachers' personality traits has significant relationship with their classroom management. Integration of character in management was studied by researchers who concluded that virtues and character strength are the main guiding principle to inculcate character in all dimensions of management (Morales- Sánchez & Cabello-Medina, 2015).

Results

Table 1 Character Strengths of the School of teachers

	N	Minimum	Maximum	Mean	Std. Deviation
Character Strengths	585	3.78	4.24	4.0330	.15187
Creativity	585	2.33	5.00	3.8048	1.04482
Love of learning	585	1.83	5.00	3.7934	1.13292
Judgment	585	3.00	5.00	3.7783	.68557
Perseverance	585	2.33	5.00	3.9205	1.03423
Bravery	585	1.67	4.33	3.4262	.94171
Social Intelligence	585	1.17	4.83	3.2444	1.53767
Teamwork	585	3.17	4.83	3.9821	.53449

Leadership	585	3.83	5.00	4.5142	.40893
Forgiveness	585	3.67	5.00	4.6724	.50977
Self-Regulation	585	4.00	4.83	4.4678	.34006
Hope	585	4.00	4.83	4.3994	.37497
Gratitude	585	4.00	5.00	4.3920	.37047

Researcher calculated mean and standard deviation of character strengths along with its factors. Maximum mean and standard deviation was of Bravery (a character strength) which was

(M = 4.6, SD = 050), mean and standard deviation of social intelligence was minimum which was (M = 3.2, SD = 1.5).

Table 2 Classroom Management of Public Secondary Teachers

	N	Minimum	Maximum	Mean	Std. Deviation
Classroom Management	585	3.33	4.83	4.0524	.48597
Behavioral Management	585	2.67	4.83	3.8268	.74215
Instructional Management	585	3.42	4.83	4.2779	.52434
Valid N (list wise)	585				

Calculations were made about classroom management and it factors regarding their mean and standard
deviation. Regarding classroom management, the school teachers' maximum behavioral

management mean and standard deviation were (M = 4.2, SD = 052) and minimum instructional management mean and standard deviation were (M = 3.8, SD = 0.74).

Relationship between character strengths and classroom management

Table 3 Connection between Average Scores of Character strengths and classroom management:

	Character Strengths	Classroom Management
Character Strengths	1	.61
Classroom Management	.61	1

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

Correlation of mean scores of character strengths and classroom management of teachers was calculated using Pearson correlation coefficient ('r'). The summary is presented in table 3. It was

indicated in table that a moderately positive correlation exists among mean scores of character strengths and classroom management.

Comparison between Classroom management on the basis of gender

Table 5 Comparison/Disparity between the average (mean) scores of male and female educators about classroom management

classroom management	N	Mean	SD	d f	t	Sig
FEMALE	308	4.38	0.36	583	22.50	.000
MALE	277	3.70	0.34			

P=.000 (N=585)

The t test was used to determine the mean score difference between male and female school teachers regarding classroom management. Table 5 presents the summary, which shows that the mean scores of male and female schools regarding classroom management differ statistically significantly. At the 5% level of significance, the value of t (585) = 22.50, p =.000, is significant. It indicates that the average scores for classroom management in male and female schools differ.

Comparison difference between mean scores of male and female teachers about character strengths

Table 6 Comparison/Disparity between the average (mean) scores of male and female teachers about character strengths

character strengths	N	Mean	SD	d f	t	Sig
FEMALE	308	4.04	0.19	583	2.55	.011
MALE	277	4.01	0.09			

p=.000 (N=585)

The mean character strength scores of male and female teachers differ statistically significantly, as Table 6 shows. At the 5% level of significance, the value of t (583) = 2.55, p =.000, is not significant. The null hypothesis, according to which the mean character strength scores of male and female teachers do not differ significantly, is not rejected. This indicates that there is no difference in the mean character strength scores between male and female teachers.

Comparison between Character strengths for Rural and Urban Teachers

Table 7 Comparison among mean scores of teachers of rural and urban areas about character strengths

Character Strengths	N	Mean	SD	d f	t	Sig
URBAN	325	4.04	0.19			

				583	1.37	.011
RURAL	260	4.02	0.07			

p=.000 (N=585)

The mean scores difference of rural and urban teachers about character strengths was calculated using 't' test. The summary is presented in table no 8 which indicates that there is statistically significant difference between mean scores of rural and urban teachers about character strengths. The value of t (583) = 1.37, p = .000 is

significant at 5% level of significance. It means that mean scores of rural and urban teachers about character strengths are different.

Comparison between Classroom management for Urban and Rural School teachers

Table 8: Comparison difference between mean scores of urban and rural school teachers about classroom management

Classroom Management	N	Mean	SD	d f	t	Sig
RURAL	325	4.35	0.35	583	21.89	.000
URBAN	260	3.67	0.33			

p=.000 (N=585)

The t test was used to compare the mean classroom management scores between urban and rural schools. Table 8 summarizes the findings and shows that the mean scores for classroom management in urban and rural schools differ statistically significantly. At the 5% level of significance, the value of t (585) =

21.89, p =.000, is significant. It indicates that there are differences in the average classroom management scores between urban and rural schools.

Effect of Character Strengths on Classroom Management

Table 9 Coefficient for Character strengths

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.181	.489		2.416	.006
	Character strengths	1.298	.121	.406	10.712	.000

a. Dependent Variable: classroom management

In order to respond to the research question, how strong was the character strengths predictive linear relationship with classroom management? To evaluate the degree to which character strengths predict classroom management, a linear

regression analysis was performed and was displayed in table 8. Character strengths with coefficient $\beta^\wedge= 1.18$, t = 241.., It was discovered that p =.000 was significant for student achievement. With unstandardized coefficients,

the prediction equation for classroom management used in this study was: **Classroom management = 6.83+2.64(Character strengths).** According to the equation combining character strengths and classroom management, a student will receive scores of 5.075 if their average character strength score is three (CS= 3) and was presented as: Classroom management = 1.181+1.298(Character strengths), Character strengths = 3, Classroom management = 1.181+1.298(3), Classroom management = 1.181+3.89, Classroom management = 5.075

Discussion and Findings

This study sought to determine the relationship between public secondary school teachers' Character Strengths (CS) and Classroom Management (CM) in Punjab Province of Pakistan. Present research investigated that Character Strengths (CS) and Classroom Management (CM) of secondary school teachers have are nearby relation with one another. Results revealed that CS and CM go and in hand and are mandatory for one another. In the same way, character strengths of teachers, educators and instructors has power to predict the abilities of teacher to manage their classrooms. Teachers having greater level of different character strengths are more able to manage their classrooms in effective way. Character strengths of secondary school teachers proved themselves to be beneficial for their CM skills. The outcomes of present study bring into forth a moderate, significant and positive correlation between CS and CM of the teachers. A noticeable difference was observed in CS and CM of male and female school teachers. In the same way, location of school also affects the CS and CM of secondary school teachers, more the chances of available facilities greater would be the skills of teachers. Schools situated in urban areas are equipped with more facilities which create ease for teachers leading to development of better skills. Similarly, results of regression analysis revealed a

significant effect of teachers' CS on their CM. Results have been supported by many other empirical studies (Ramzan, 2022; Shah et al., 2022). More importantly, it was revealed that CS and CM skills and techniques male and female teachers, urban and rural teachers were slightly different from each other. Resultantly, character strengths of secondary school teachers' pays more attention to their classroom management abilities, skills, techniques, strategies, capabilities and capacities than any other factor. Character strengths of secondary school teachers make them the role models and change agents of their students leading to make their classrooms best places for learning. Teacher with greater level of character strengths are more able to recognize the classroom needs of students and plan their lessons, instructions and manage their time according to these needs and demands of classroom. These teachers can control their classrooms more effectively. These teachers having good level of character strengths burn like midnight oil to materialize the educational dreams of their students and to foster the speed of their learners and to fulfill settled educational outcomes and goals. They do not squander their precious time is useless activities and always remain target oriented. These teachers try to provide level playing field for all learners and ensure the availability of conducive teaching and learning ambience in their institutions and classrooms.

Conclusion and Recommendations

To cap it all, using different statistics in present study, it was discovered that a moderate, positive and favorable relation in CS and CM of secondary school teachers. Adding more to it, this was also identifies that many other job related factors were also with character strengths of school teachers at secondary school level. The comparison and differences between CS and CM in terms of the gender and locality of the secondary school teachers was also explored. Due to the positive correlation of character

strength with classroom management of teachers the curriculum makers and developers might include this construct into the curriculum for thorough understanding of character strengths. The evaluation system of the schools may be revamped by introducing new constructs character strengths and character strengths for their evaluation at secondary level. The character strengths may be introduced in Continuous Professional Development programs (CPD) at secondary and higher secondary school level to inculcate this constructs among teachers working in schools. The current empirical study suggested that emotional intelligence CS) should be added to teacher development programs. Character strengths should be made the part of the recruitment and selection process for all levels of teachers in Punjab Pakistan. So that, Government may be able to hire educators and teachers with greater level of character strengths and character education. To effectively accomplish educational goals in the classroom, teachers must possess good level of their character strengths. Teachers should have both higher level of character strengths and good classroom management-cum-teaching techniques in order to foster students' academic success.

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