

RELATIONSHIPS BETWEEN CLASSROOM MANAGEMENT STYLES AND GRADE 8 ENGLISH STUDENTS' PERFORMANCE IN ADDIS ABABA MIDDLE SCHOOLS: A QUANTITATIVE ANOVA STUDY

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ABSTRACT

This cross-sectional quantitative study examined the relationship between teachers' instructional and behavioral management styles and students' performance in the Grade 8 English examination in Addis Ababa, Ethiopia. The population comprised 252 government middle schools, from which 36 schools were selected using a systematic simple random sampling technique. 42 Grade 8 English teachers in the sampled schools were included. A comprehensive sampling technique was used in selecting the teachers. Data were collected through a demographic survey and the Behavior and Instructional Management Scale (BIMS; Cronbach's $\alpha = 0.75$). Students' performance was measured using their English passing rates in the Primary School Leaving Examination. Descriptive statistics, one-way ANOVA, and Tukey HSD post hoc tests were conducted to examine differences in student performance across classroom management styles. Results revealed statistically significant differences in students' passing rates across instructional management styles, $F(2, 39) = 8.181$, $p = .001$, $\eta^2 = .31$, and behavioral management styles, $F(2, 39) = 7.756$, $p = .001$, $\eta^2 = .28$. Tukey HSD analysis indicated that students taught by interventionist teachers outperformed those taught by non-interventionist teachers, while differences between interactionalist teachers and the other groups were not statistically significant. These findings suggest that structured, teacher-directed classroom management styles are associated with higher student achievement in Grade 8 English.

Keywords: *Classroom management, Instructional management, Behavior management, Student performance, Grade 8 English*

INTRODUCTION

Classroom management is a central factor influencing students' learning outcomes, particularly in English as a Foreign Language (EFL) classrooms where active engagement is critical for language acquisition (Brannon, 2010; Khatib & Ghannadi, 2011). Well-managed classrooms foster a sense of safety and belonging, encouraging students to take linguistic risks and participate meaningfully in learning activities (Dörnyei & Ryan, 2015). Classroom management is multifaceted, commonly conceptualized in terms of Behavioral Management (BM) and Instructional Management (IM) (Martin & Sass, 2010). BM involves establishing rules, monitoring conduct, preventing and correcting misbehavior, and fostering self-regulation, whereas IM focuses on structuring and delivering instruction effectively, including sequencing tasks, managing routines, providing feedback, and monitoring engagement (Emmer & Sabornie, 2015; Martin & Sass, 2010).

Research demonstrates that effective BM reduces classroom disruptions, and IM enhances student engagement and learning outcomes. In EFL contexts, integrating BM and IM supports meaningful language learning by providing both structured instruction and consistent behavioral guidance (Emmer & Stough, 2001; Wolfgang & Glickman, 1980; Richards, 2017).

Teachers' classroom management approaches are often classified along the interventionist–interactionalist–non-interventionist continuum (Wolfgang & Glickman, 1986). Interventionist teachers emphasize structured rules, authority, and behavioral control; non-interventionist teachers prioritize student autonomy and minimal direct control; interactionalist teachers balance teacher guidance with student responsibility. Understanding which approaches most effectively support student achievement is critical for EFL teaching.

Although prior research highlights the positive effects of BM and IM on student outcomes internationally, studies in Ethiopia are limited. Most local investigations focus on secondary or primary schools and non-English subjects (Amogne, 2014; Getiye, 2015; Wakgari, 2020; Aliye, 2018), often using qualitative methods or descriptive data. There is a lack of quantitative evidence linking EFL teachers' BM and IM to Grade 8 English students' performance in Ethiopian middle schools, and few studies employ robust statistical analyses such as ANOVA with post hoc comparisons. This gap restricts understanding of how specific classroom management styles influence students' English exam achievement.

To address these gaps, this study investigates the relationship between teachers' Behavioral Management (BM) and Instructional Management (IM) styles and Grade 8 English students' performance in Addis Ababa middle schools. Specifically, it examines whether differences in BM and IM approaches (interventionist, interactionalist, and non-interventionist) are associated with variations in student exam pass rates. 1. How do EFL teachers' Instructional Management (IM) approaches relate to students' English exam performance?. 2. How do EFL teachers' Behavioral Management (BM) approaches relate to students' English exam performance?

This study is guided by Martin and Sass's (2010) BM and IM framework and the Wolfgang and Glickman (1980) classroom management continuum. BM and IM constitute the independent variables, while students' English exam performance represents the dependent variable. Interventionist, interactionalist, and non-interventionist approaches provide a theoretical continuum linking teacher practices to student engagement, classroom climate, and academic outcomes. Variations in classroom management approaches are hypothesized to produce differences in student achievement, forming the basis for the study's quantitative analysis.

Based on Wolfgang and Glickman's (1980) Model of Classroom Management, the present study assumes the following logic:

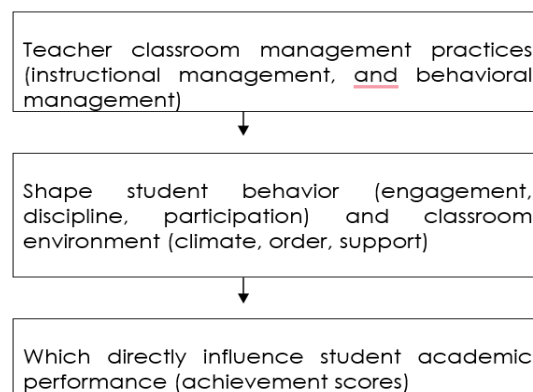


Figure 1. Conceptual Model for the Study

Figure 01 illustrates the conceptual framework guiding this study. EFL teachers' classroom management approaches, conceptualized through behavioral and instructional management dimensions and categorized along the interventionist–interactionalist–non-interventionist continuum, constitute the independent variable. Students' academic performance, measured using mean English achievement scores, represents the dependent variable. The model proposes that variations in classroom management approaches are associated with differences in students' academic outcomes.

These theoretical perspectives provide a framework for understanding how teachers' classroom management approaches may influence students' academic performance. Specifically, the interventionist orientation aligns with behaviorist principles, suggesting that structured environments, consistent reinforcement, and teacher-directed control may enhance students' engagement and achievement. This study, therefore, examines whether differences in classroom management approaches, as measured through BM and IM dimensions, are associated with variations in students' Grade 8 English performance.

METHOD

This study employed a cross-sectional quantitative research design to examine the relationship between EFL teachers' classroom management styles and students' English exam performance. This design was chosen because it allows for systematic measurement of variables and analysis of the strength and direction of relationships between teachers' behavioral and instructional management strategies and students' academic outcomes. Moreover, data on teachers' Behavioral Management (BM) and Instructional Management (IM) styles and students' Grade 8 English performance were collected at a single point in time, and the design allowed for the examination of associations between teachers' classroom management approaches and students' passing rates without

manipulating instructional conditions.

The sampling frame consisted of all EFL teachers in selected middle schools in Addis Ababa. 42 sample EFL teachers were selected from 36 middle schools. The participant EFL teachers had been teaching Grade 8 students in the selected middle schools for over a year, and they were willing to participate in the study. Temporary or substitute teachers were not included in the study. A total of 45 teachers were eligible. Of the 45 potential participants, 2 refused informed consent, and 1 quit before completing the survey, leaving 42 who completed the study, reflecting a 93% volunteer response rate, resulting in 42 participants available for statistical analysis ($n = 42$).

Participant EFL teachers were coded (were labeled with a number system) and to foster alignment of the data, the coded number system was designed to align with teachers' demography and BIMS survey results. Participant demographics were summarized in preparation for hypothesis testing. Out of 42 participant EFL teachers, only 9 were females; the rest 33 were males. 79% (33) of the sample teachers had Bachelor's Degree in Teaching English and the rest 21% (9) of the sample teachers had Diploma in Teaching English. As for their teaching experience, twelve teachers had more than fifteen years of experience in teaching EFL, six had between six and ten years, and ten had between one and five years of teaching experience. And their subject of specialization was English as a Foreign Language. (See Appendix A).

The sample schools were selected from the population of 252 government middle schools in the city using systematic random sampling technique. Two sub-cities (Addis Ketema Sub-City and Lideta Sub-City) were selected randomly from eleven sub-cities. Addis Ketema Sub-City and Lideta Sub-City have 35 and 20 government middle schools, respectively. Sixteen middle schools were selected randomly from each sub-city. Random sampling technique was used in selecting the sample schools due to the fact that government schools found in the city are nearly similar in many aspects such as class size, facilities, etc. The teachers were classified into three categories based on their instructional and behavior management styles: interventionist, interactionist, and noninterventionist (see Appendix A).

Data on the participant demographics were gathered by a Demographic Survey and data on classroom management approaches were collected using the Behavioral and Instructional Management Scale (BIMS) developed by Martin

and Sass (2010). The demographic survey was prepared and administered in English language. It included items asking for years of experience, gender, and highest degree obtained. Teachers indicated their gender (male or female), years of teaching experience (less than five years, 6 to 10 years, 11 to 15 years or more than 15 years), and highest education certificate obtained (bachelor's degree, diploma, master's degree, or other).

The BIMS was used to categorize teachers' management styles. It measures two dimensions: a) Behavioral Management (BM): Items assessing the establishment of classroom rules, prevention and correction of misbehavior, and fostering student self-regulation. b) Instructional Management (IM): Items assessing lesson planning, sequencing of tasks, management of classroom routines, student grouping, feedback provision, and monitoring engagement.

The BIMS was adopted from Martin and Sass (2010) and translated into Amharic so that the teachers wouldn't misinterpret some concepts. The scale was translated using a forward-backward translation procedure. Two bilingual experts translated the instrument into Amharic. A different bilingual expert back-translated it into English. Discrepancies were resolved through expert discussion to ensure semantic equivalence. Then teachers responded to a Likert-scale questionnaire, with higher scores indicating more structured and effective classroom management practices. It is a twenty-four item questionnaire based on six-point Likert scale whereby "1" means strongly disagree, "2" means disagree, "3" means slightly disagree, "4" means slightly agree, "5" means agree, and "6" means strongly agree.

To ensure the reliability of BIMS, Cronbach's Alpha was run in the current study. Overall, the reliability of BIMS was 0.75, indicating high internal consistency. The reliability for behavior management was 0.78 and for instructional management, it was 0.78. When Cronbach's alpha is 0.7 or higher, then the reliability index is acceptable (Cohen, Manion & Morrison, 2007). Summative scores ranged from 12-72 for behavioral management and 12 - 72 for instructional management. A score for each scale (behavioral management or instructional management) is derived by averaging the responses of the scale items (Martin & Sass, 2010). Behavior Management and Instructional Management were each scored using the same thresholds: scores between 1.00 and 2.65 were coded as Non Interventionist; scores between 2.70 and 4.33 were coded as Interactionist; and

scores above 4.33 were coded as Interventionist.

Ethical clearance was obtained from relevant educational authorities, and informed consent was collected from teachers, and school administrators. Data were collected over a period of two months (March and April, 2025). Teachers completed the Demography Survey and the BIMS questionnaire, and students' English exam results were collected from school records. Each student's score was matched to the respective EFL teacher using classroom assignment records. Because classroom management is a teacher-level variable, student scores were aggregated to the teacher level by computing the mean class achievement score for each teacher.

Data were analyzed using descriptive statistics, one-way ANOVA, and Tukey HSD post hoc tests. Prior to conducting ANOVA, the assumptions of normality and homogeneity of variances were checked. Normality was assessed using Shapiro–Wilk tests and inspection of Q–Q plots. Results indicated that the data met these

assumptions, allowing for parametric analysis. Results indicated no significant deviations from normality ($p > .05$). Then, ANOVA was employed to determine whether students' English exam performance differed significantly based on teachers' classroom management approaches. Tukey HSD tests were conducted to identify specific group differences. Statistical significance was set at $p < 0.05$.

FINDINGS AND DISCUSSION

Participants' classroom management approaches were categorized as interventionist, interactionalist, and non-interventionist, based on the criteria of Martin and Sass (2010). Among the 42 teachers, 23 (55%) were interventionist, 10 (24%) were interactionalist, and 9 (21%) were non-interventionist in Instructional Management (IM). Regarding Behavioral Management (BM), 25 teachers (59%) were interventionist, 7 (17%) interactionalist, and 10 (24%) non-interventionist (Tables 1 and 5).

Table 1. Descriptive Statistics: Instructional Management Styles and Student Pass Rates

IM Style	N	Mean Pass Rate	SD
Noninterventionist	9	0.72	0.02
Interactionalist	10	0.74	0.03
Interventionist	23	0.76	0.03
Total	42	0.75	0.03

Students taught by interventionist teachers achieved the highest mean pass rate ($M = 0.76$, $SD = 0.03$), followed by interactionalist teachers ($M = 0.74$, $SD = 0.03$), and noninterventionist teachers

($M = 0.72$, $SD = 0.02$). The descriptive results indicate that interventionist instructional approaches were associated with better student performance.

Table 2 Levene's Test: Homogeneity of Variances – Instructional Management

Dependent Variable	Levene Statistics	df1	df2	sig.
Passing Rate	0.685	2	39	0.510

The assumption of homogeneity of variances was satisfied for instructional management styles (Levene's test, $p = .510$), indicating homogeneity of variances. Therefore, assumptions for one-way

ANOVA were satisfied. No data transformations were required.

Table 3. ANOVA for Instructional Management (IM) Styles

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.011	2	0.005	8.181	0.001
Within Groups	0.025	39	0.001		
Total	0.036	41			

The ANOVA revealed a statistically significant effect of instructional management style on student performance: $F(2, 39) = 8.18$, $p = .001$. Since $p < .05$, the null hypothesis was rejected. This indicates that instructional management style significantly influences student academic performance. Eta squared (η^2) was calculated: $\eta^2 = .011 / .036 = .31$. This represents a large effect size, indicating that approximately 31% of the variance in students' pass rates is explained by

instructional management style — a substantial practical impact.

Post hoc analysis revealed that students taught by teachers ($p = .072$), although the latter approached

Table 4. Post Hoc Tukey HSD Comparisons for IM Styles

Comparison	Mean Difference	p	Significant
Interventionist – Noninterventionist	0.03865	.001	Yes
Interactionalist – Noninterventionist	0.01678	.333	No
Interventionist – Interactionalist	0.02187	.072	No

interventionist teachers performed significantly better than those taught by noninterventionist teachers ($p = .001$). No significant differences were observed between interactionalist and noninterventionist teachers ($p = .333$), nor between interventionist and interactionalist

statistical significance. This indicates that interventionist instructional approaches significantly enhance student performance compared to non-interventionist approaches.

Table 5 Descriptive Statistics: Behavioral Management Styles and Student Pass Rates

BM Style	N	Mean Pass Rate	SD
Non-interventionist	10	0.72	0.05
Interactionalist	7	0.73	0.04
Interventionist	25	0.75	0.03
Total	42	0.75	0.03

Students taught by interventionist behavior managers achieved the highest pass rate ($M = 0.75$), followed by interactionalist ($M = 0.73$) and non-interventionist teachers ($M = 0.72$).

Before conducting ANOVA, the assumption of homogeneity of variances was assessed using Levene's test. Results indicated that this assumption was met.

Table 6 Levene's Test: Homogeneity of Variances – Behavioral Management

Dependent Variable	Levene Statistics	df1	df2	Sig.
Passing Rate	0.669	2	39	0.518

The assumption of homogeneity of variances was satisfied for behavioral management styles (Levene's test, $p = .518$). ANOVA for Behavioral Management (BM) Styles Null Hypothesis 2: There are no significant

differences in students' performance across BM styles. A one-way ANOVA was conducted to examine whether students' pass rates differed across behavior management styles.

Table 7. ANOVA Results for Behavior Management

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.010	2	0.005	7.756	0.001
Within Groups	0.026	39	0.001		
Total	0.036	41			

The ANOVA revealed a statistically significant effect of behavioral management style on student performance: $F(2, 39) = 7.76$, $p = .001$. Since $p < .05$, the null hypothesis was rejected. This indicates that behavior management style significantly affects student performance. Eta

squared (η^2) was calculated: $\eta^2 = .010 / .036 = .28$. This represents a large effect size, indicating that approximately 28% of the variance in students' pass rates is explained by behavior management style.

Table 8 Post Hoc Tukey HSD Comparisons for BM Styles

Comparison	Mean Difference	p	Significant
Interventionist – Noninterventionist	0.03500	.002	Yes
Instructionalist – Noninterventionist	0.00929	.744	No
Interventionist – Instructionalist	0.02571	.061	No

Post hoc comparisons showed that students taught by interventionist teachers performed significantly better than those taught by noninterventionist teachers ($p = .002$). No significant differences were observed between instructional and noninterventionist teachers ($p = .744$), nor between interventionist and instructional teachers ($p = .061$), although the latter approached significance. These findings suggest that structured, interventionist behavioral management is associated with higher student achievement.

The results of this study demonstrate that both instructional management and behavior management styles significantly influence students' academic performance in EFL classrooms. Interventionist teachers consistently produced the highest student pass rates. Significant differences were primarily observed between interventionist and noninterventionist styles. Effect sizes were large, indicating meaningful practical significance. These findings suggest that structured, teacher-directed classroom management approaches may positively contribute to improved student academic outcomes in middle-school EFL classrooms.

DISCUSSION

The purpose of this study was to examine whether EFL teachers' instructional management (IM) and behavior management (BM) styles significantly influence students' academic performance. The results revealed statistically significant differences in students' pass rates across classroom management styles in both instructional and behavior dimensions. The findings indicated a significant difference in student achievement across instructional management styles, $F(2, 39) = 8.18$, $p = .001$, with a large effect size ($\eta^2 = .31$). Students taught by interventionist teachers demonstrated significantly higher pass rates than those taught by noninterventionist teachers.

This suggests that structured, teacher-directed instructional practices positively influence academic performance in middle school EFL classrooms. Interventionist teachers typically emphasize clear rules, structured lessons, and strong instructional control, which may reduce ambiguity and enhance student focus. Although interactionist teachers showed higher mean scores than noninterventionists, the difference was

not statistically significant. This may indicate that while student-centered approaches are beneficial, they may not always produce significantly higher academic outcomes compared to structured interventionist approaches in middle-school contexts.

Similarly, behavior management style significantly affected student performance, $F(2, 39) = 7.76$, $p = .001$, with a large effect size ($\eta^2 = .28$). Students taught by interventionist behavior managers achieved significantly higher pass rates than those taught by noninterventionist teachers. This finding suggests that firm classroom control, consistent rule enforcement, and proactive discipline strategies may create a more conducive learning environment. Effective behavior management likely minimizes classroom disruptions, allowing more instructional time and improved student concentration. The absence of statistically significant differences between interventionist and instructional styles may indicate that both approaches provide moderate structure, though interventionist methods appear slightly stronger in influencing academic outcomes.

Across both instructional and behavior dimensions, interventionist teachers consistently demonstrated the highest student performance.

The large effect sizes observed in this study indicate that classroom management style is not merely a minor classroom variable but a substantial factor influencing student academic achievement in the EFL context.

These findings highlight the importance of structured classroom organization, clarity of expectations, and consistent rule enforcement in improving student outcomes in Ethiopian middle-school contexts. These results corroborate prior studies in classroom management research. Emmer and Stough (2001) emphasized the importance of structured behavioral and instructional strategies for student outcomes, while Wolfgang and Glickman (1980) highlighted the continuum of teacher control, showing that interventionist approaches often lead to better-managed classrooms and improved learning. Khatib and Ghannadi (2011) found significantly higher scores for the interventionist groups over the noninterventionist in the recognition and production of phrasal verbs.

CONCLUSION

Based on the findings of this study, the following conclusions can be drawn: 1. There are significant differences in student academic performance across instructional management styles. 2. There are significant differences in student academic performance across behavior management styles. 3. Interventionist classroom management approaches are associated with higher student pass rates. 4. Classroom management style explains a substantial proportion of variance in student achievement. Thus, effective classroom management is a critical component of successful EFL instruction.

The findings have practical implications for teacher training and professional development in Ethiopian middle schools. Educators should be encouraged to adopt structured, interventionist strategies in both instructional and behavioral management to optimize student learning outcomes. Training programs may focus on effective lesson planning, classroom routines, feedback mechanisms, and reinforcement strategies to help teachers implement evidence-based interventionist practices without compromising student autonomy entirely. School administrators should support teachers in implementing consistent classroom management policies. Curriculum planners should integrate classroom management skills into teacher education programs.

From a theoretical perspective, the study reinforces the relevance of behaviorist principles in classroom management, demonstrating that reinforcement, structured guidance, and teacher-directed control positively influence academic achievement in EFL contexts. It also provides empirical support for the Martin and Sass (2010) BM/IM framework and Wolfgang and Glickman's (1980) interventionist–interactionalist–non-interventionist continuum, validating their applicability in middle-school English classrooms. Despite its contributions, this study has some limitations: 1. The study employed a cross-sectional design, limiting causal interpretations. 2. The sample size was relatively small ($N = 42$ teachers), which may limit generalizability. 3. The study relied on pass rates as the sole measure of academic performance. 4. Other potential influencing variables (e.g., student background, school resources) were not controlled.

Future research should: 1. Employ longitudinal designs to examine causal relationships. 2. Include larger and more diverse samples. 3. Examine additional outcome variables such as student motivation, engagement, and language proficiency. 4. Use

multivariate analysis (e.g., MANOVA or regression) to control for confounding variables. 5. Explore qualitative approaches to understand how classroom management practices operate in real classroom settings. This study demonstrates that EFL teachers' classroom management styles significantly influence students' academic performance. Interventionist approaches, characterized by structured instruction and firm behavioral control, were associated with higher student pass rates. The findings underscore the critical role of effective classroom management in enhancing student achievement in EFL classrooms and provide valuable insights for educators, policymakers, and teacher training institutions.

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Appendix: Demography and BIMS scores of Participant EFL Teachers

Participant EFL Teachers	Sex	Years of Teaching Exp.	Qualification	Scores in Behaviour Management	Scores in Instruction Management	Mean of Passing Learners
01	M	4	Diploma in teaching English	5.33 (Interventionist)	3.10 (Interactional)	.78
02	M	12	Diploma in teaching English	4.67 (Interventionist)	4.00 (Interactional)	.73
03	M	14	Diploma in teaching English	5.00 (Interventionist)	4.50 (Interventionist)	.80
04	M	19	B.Ed. in English	2.60 (Non-Interventionist)	2.17 (Non-Interventionist)	.73
05	M	13	B.Ed. in English	2.40 (Non-Interventionist)	2.50 (Non-Interventionist)	.72
06	F	19	Diploma in teaching English	5.33 (Interventionist)	4.67 (Interventionist)	.80
07	M	12	B.Ed. in English	2.30 (Non-Interventionist)	3.33 (Interactional)	.75
08	M	16	B.Ed. in English	4.20 (Interactional)	3.83 (Interactional)	.70
09	F	13	B.Ed. in English	4.40 (Interactional)	3.33 (Interactional)	.72
10	M	9	Diploma in teaching English	5.20 (Interventionist)	4.83 (Interventionist)	.77
11	M	12	B.Ed. in English	5.33 (Interventionist)	4.83 (Interventionist)	.73
12	F	11	B.Ed. in English	3.50 (Interactional)	4.00 (Interactional)	.73
13	F	6	Diploma in teaching English	4.40 (Interactional)	4.60 (Interventionist)	.77
14	M	14	B.Ed. in English	3.40 (Interactional)	2.80 (Interactional)	.78
15	F	11	B.Ed. in English	3.67 (Interactional)	4.50 (Interventionist)	.74
16	M	7	B.Ed. in English	4.50 (Interventionist)	4.90 (Interventionist)	.77
17	M	12	B.Ed. in English	4.70 (Interventionist)	4.50 (Interventionist)	.75
18	M	7	Diploma in teaching English	5.17 (Interventionist)	4.67 (Interventionist)	.75
19	M	4	B.Ed. in English	5.50 (Interventionist)	5.21 (Interventionist)	.78
20	M	12	Diploma in teaching English	2.20 (Non-Interventionist)	2.40 (Non-Interventionist)	.71
21	F	7	B.Ed. in English	4.83 (Interventionist)	4.90 (Interventionist)	.76
22	M	19	Diploma in teaching English	5.17 (Interventionist)	4.90 (Interventionist)	.74
23	M	3	B.Ed. in English	2.40 (Non-Interventionist)	2.50 (Non-Interventionist)	.75
24	F	8	B.Ed. in English	5.50 (Interventionist)	5.21 (Interventionist)	.76
25	M	6	B.Ed. in English	4.50 (Interventionist)	5.17 (Interventionist)	.79
26	M	18	B.Ed. in English	5.20 (Interventionist)	4.83 (Interventionist)	.80
27	M	14	B.Ed. in English	4.83 (Interventionist)	5.00 (Interventionist)	.76
28	M	8	B.Ed. in English	2.50 (Non-Interventionist)	2.40 (Non-Interventionist)	.74
29	F	9	Diploma in teaching English	4.70 (Interventionist)	5.17 (Interventionist)	.73
30	M	9	B.Ed. in English	2.30 (Non-Interventionist)	2.60 (Non-Interventionist)	.70
31	M	19	Diploma in teaching English	2.60 (Non-Interventionist)	2.20 (Non-Interventionist)	.71
32	M	3	Diploma in teaching English	5.80 (Interventionist)	4.60 (Interventionist)	.74
33	M	9	B.Ed. in English	5.17 (Interventionist)	5.00 (Interventionist)	.75
34	M	12	B.Ed. in English	6.00 (Interventionist)	4.17 (Interactional)	.74
35	F	16	B.Ed. in English	5.20 (Interventionist)	4.60 (Interventionist)	.79
36	M	13	B.Ed. in teaching English	6.00 (Interventionist)	5.30 (Interventionist)	.78
37	F	7	Diploma in teaching English	5.80 (Interventionist)	4.17 (Interactional)	.76

38	M	14	Diploma in teaching English	2.50 (Non-Interventionist)	1.83 (Non-Interventionist)	.74
39	M	12	Diploma in teaching English	5.50 (Interventionist)	5.30 (Interventionist)	.74
40	M	17	Diploma in teaching English	5.00 (Interventionist)	4.67 (Interventionist)	.70
41	F	3	Diploma in teaching English	3.17 (Interactional)	2.80 (Interactional)	.70
42	M	18	B.Ed. in English	2.60 (Non-Interventionist)	2.60 (Non-Interventionist)	.70