



## **A Different Perspective on Trainer Training and Management**

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## Abstract

The behavior of children and youth in schools is a constant source of concern for educators and the wider public alike. It also constitutes an important emphasis for the work of educational



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psychologists. Studies have uncovered a variety of tactics that teachers, students, and school inspectors believe contribute to successful classroom behavior management. Psychological theory has also been used to guide its respective methods. This research focuses on what EPs think about successful CBM. EPs in an educational psychology service performed a task that required them to select the techniques they believed were most helpful for CBM. Their answers were evaluated using theme analysis. Various psychological functions or processes have been found behind successful CBM methods. Based on these processes, a CBM strategy is presented that draws on different psychological paradigms and concepts and proposes that successful CBM techniques and practices should be adopted at different systemic levels. The limitations of the current study and the prospects for further research are mentioned. Decades of studies have demonstrated the primary role of classroom management in providing superior education (see Brophy, 2006; Brophy & Evertson, 1978; Emmer, Evertson, & Anderson, 1980; Fuller, 1969; Gilberts & Lignugaris, 1997; Kounin & Gump, 1958). Teacher educators (for example, Doyle & Carter, 1996; Emmer & Stough, 2001; Evertson & Weinstein, 2006) have consistently argued that classroom management is a core pedagogical competence that educators must acquire in order to maximize classroom instruction. Studies have also shown that when teachers become effective classroom managers, their students reach a higher level (Freiberg, Stein, & Huang, 1995; Omoteso & Semudara, 2011; Stronge, Ward & Grant, 2011; Stronge, Ward, Tucker & Hindman, 2008) they show more interest in the subject (Kunter, Baumert, & Köller, 2007). Obviously, teachers must learn to properly handle teaching and behavior if they are to be effective trainers.

**Keywords:** *Educational Psychology, Educational Management, Management Psychology, Trainer's Education, Trainer's Management*

### 1. Introduction

Several chapters in this article (Brophy, 2006; Jones, 2006; Stough, 2006) provide in-depth reviews of studies on the necessity of classroom management education. In this current chapter, we provide an update on this study, highlighting where more recent findings intersect with those previously identified. First, we review current research on the different ways classroom



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management is incorporated into pre-service training . Second, we cover the work on in-service professional development and show many effective classroom management models that have been applied in school settings. In our conclusion, we outline the current level of research on preparing teachers to become classroom managers.

### 2. Conservation Activities in the Classroom and Instructor's Direction

While teacher educators repeatedly define the importance of classroom management, they also complain that teachers receive limited classroom training during their pre-service training (see Brophy, 2006; Brownell, Ross, Colón, & McCallum 2005; Jones, 2006). Brophy (2006); Brownell, Ross, Colon and McCallum (2005); and Jones (2006) are some of the sources that can be consulted for more information. According to these data, a previous version has suggested that the reason for this difference is that the criteria for state certification and professional accreditation rarely list classroom management as a core competency (Stough, 2006). In the last few decades there has been a shift towards a greater focus on subject area preparation for teaching. As a result, general pedagogy education, which includes subjects such as classroom management, was not emphasized (Imig, 2008). However, this change in emphasis has not changed the view of the vast majority of academics, who continue to believe that classroom management is an important component of teacher education. *Traditional Methods of Entering the Pre-Service Education System* , In the early 20th century, prospective teachers were often educated in regular schools or teacher colleges rather than universities, and the emphasis of students' work was to prepare them for a career in education (Labaree, 2008). Most teaching colleges were incorporated into public universities in the second half of the 20th century, and as a result, the first few years of teacher education became equal to what is required for all students (Labaree, 2008). Currently, 79% of those seeking certification receive their education through preparatory programs focused on higher education (US Department of Education [DOE], 2011). After graduating from high school, prospective teachers often enroll in undergraduate degree programs to obtain their teaching credentials. Courses for these traditionally trained teachers typically last four to five years, in addition to the time spent fulfilling teacher certification requirements. When it comes to teacher preparation, the traditional



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undergraduate route requires students to complete both general courses and subject-specific courses in addition to general courses. For example, those wishing to become a mathematics teacher should complete extra courses in mathematics as well as subjects directly linked to instruction, such as mathematics for primary school teachers. The normal curriculum for teacher training also includes educational support courses, such as those related to child development or inclusive education.

After that, the course criteria should be supplemented with pedagogical courses that focus on instructional design and delivery or classroom management. (Brownell, Ross, Colón, & McCallum, 2005; Stough, 2006) Typically, in addition to coursework, supervised field practice is either embedded in or accompanies the course (Brownell, Ross, Colón, & McCallum, 2005). In the final year of teacher education, the curriculum is usually complemented by a student teaching experience.

The goals of classroom management are to create positive teacher-student relationships, manage student groups to maintain on-the-job behavior, and use psychological strategies to help students who exhibit persistent psychosocial problems. Classroom management is an ongoing process. The aims of classroom management are to assist students who exhibit persistent psychosocial problems (Emmer & Stough, 2001). Information on classroom management, on the other hand, does not fully comply with the curriculum, since its primary emphasis is on pedagogy and it does not match with a certain academic field (Stough, 2006). According to research, most teacher education programs provide only a small amount of classroom management material. Wesley and Vocke (1992) discovered that only 39 percent of teacher preparation programs featured classroom management as a stand-alone subject.

Pre-service programs differ not only in the degree to which classroom management content is taught, but also in the type of classroom management content taught (Stough, Williams-Diehm, & Montagne, 2004). Pre-service programs also differ according to the number of students exposed to this content. The content of general education programs and special education programs is compared and the differences between the two program types are highlighted here. Training for pre-service special education teachers typically focuses on change and individual instruction



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(Brownell, Ross, Colon, & McCallem, 2005; Gilberts & Lignugaris-Kra, 1997), whereas training for general education teacher candidates typically focuses on instruction given in content and instruction ( Brownell, Ross, Colon, and McCallem, 2005). Trainees in general education and special education often take many of the same courses early in their academic careers in college; however, educational paths begin to diverge around the third year of education (Stough, Williams, & Montague, 2004). When we examined the syllabuses, we saw that classroom management was taught with two main emphases, either the whole-class/generalist approach or the individual/behavioral approach (Stough, Montague, Williams-Diehm, & Landmark, 2006). These emphases are either a whole-class/generalist approach or an individual/behavioral approach.

The first of these two techniques have its origins in the landmark work of educational psychologist Kounin (1970), while the second is in line with the theoretical work of BF Skinner. The first of these two approaches have its roots in the fundamental work of educational psychologist Kounin (1970). As a result, when classroom management is included as a component of a general education program, the pedagogical focus tends to be on management and procedures for the entire classroom, while content covered in special education programs emphasizes individual interventions for students (Stough, Williams, & Montague, 2004) . The research conducted by Jacob Kounin and colleagues had a significant impact on contemporary research on classroom management (1970). Kounin's research has been conducted in the tradition of environmental psychology (Jacob, 1987), which focuses on finding environmental conditions that affect behavior within specific behavioral contexts. Kounin's work was done in this paradigm.

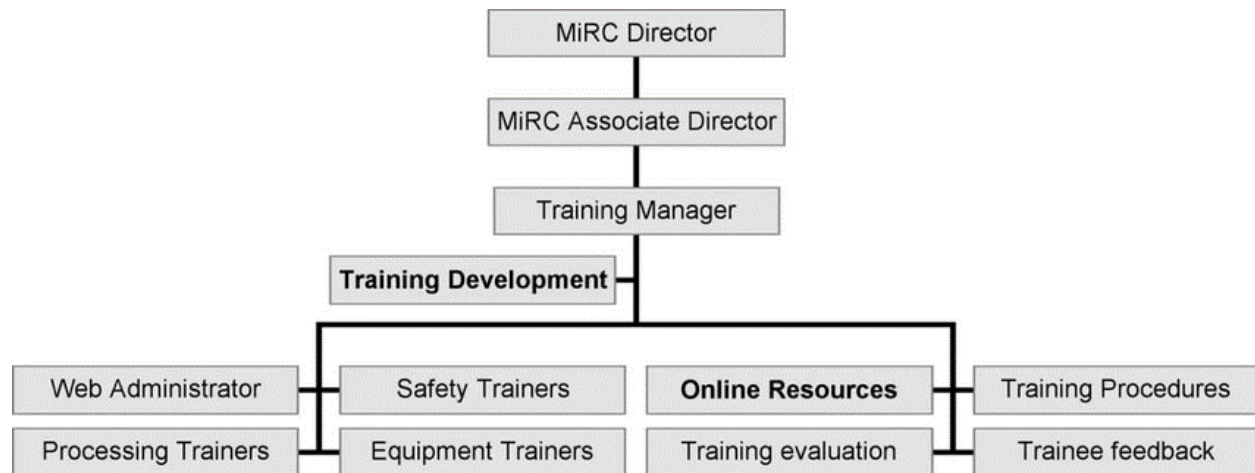
Early studies conducted by Kounin investigated events that occurred after inappropriate activities. After concluding that the nature of renunciation does not reliably predict the effectiveness of management, he identified a number of teacher behaviors and lesson characteristics associated with student engagement and freedom of study, such as testimony, fluency, momentum, overlap, and group stimulation. Among the traits it detected were inwardness, smoothness, momentum, overlap, and group alert. Kounin was also interested in questions that seemed surprisingly relevant to the modern world, such as the question of whether managerial behaviors that were effective for normal students had the same effects on students who were identified as emotionally disturbed and



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in the same environment. The answer was "yes", at least in regularly scheduled classroom settings that included all classroom behavior (Kounin & Obradovic, 1968).

Kounin's work contributed to a shift in the focus of management research from reactive strategies to preventive strategies. Additionally, the emphasis of management research has shifted from the personality of teachers to the environmental and strategic aspects of management. His research pointed out that classroom activities are an important factor in the behavior of both students and instructors. Other research in the ecological psychology tradition, such as classroom seating arrangements (Lambert, 1994) and transition management (Arlin, 1979), has contributed to this line of inquiry. These studies can be found in Lambert (1994) and Arlin (1979), respectively.



*Figure 1 – Internationally Recognized Education Organization Chart, (Zhiping Zhou)*

In the 1970s, research on process and outcome served as a catalyst for further research on classroom management. Research conducted in this tradition has focused on identifying aspects of teaching practice, particularly student increases in achievement, that can be used to predict student outcomes. For example, Brophy and Evertson, along with their colleagues (Anderson, Evertson, and Brophy, 1979; Brophy and Evertson, 1976) initiated a series of large-scale process-outcome studies in elementary and middle school classrooms.



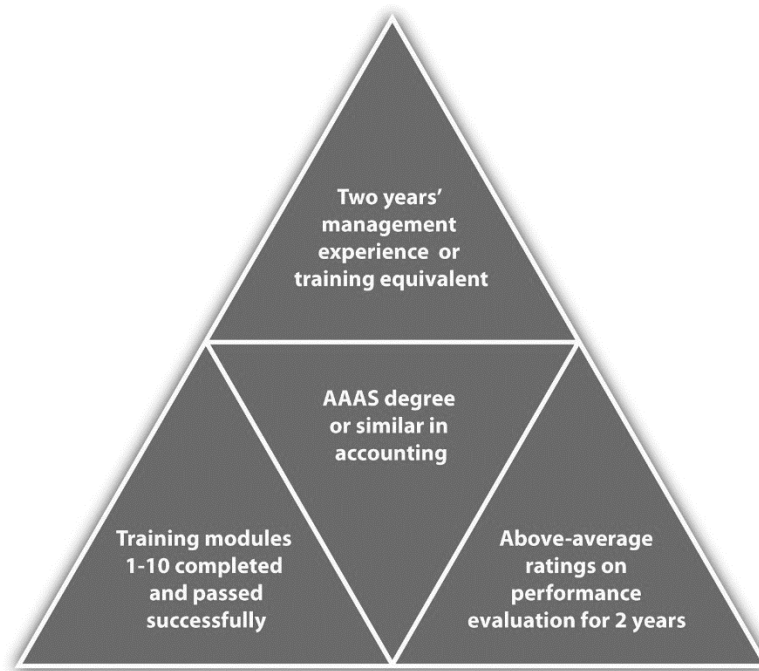
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These studies have found that management behaviors, such as monitoring student behavior, expressing clear goals to students, engaging students in academic work, and reducing discomfort, are some of the most consistent predictors of improved student achievement. Similarly, additional research conducted in classroom settings has discovered relationships between management components of teaching behavior and student achievement. Good and Grouws (1977) conducted an intensive program of study on primary school mathematics education. They discovered that instructors with greater performance improvements in their classrooms had stronger management skills and spent less time on transitions and discipline issues. They also found that such teachers spent less time on transitions and dealing with discipline problems. These teachers were able to manage their teaching activities more effectively by making the activities go quickly and providing very clear explanations and directions. A series of other studies conducted by Soars (Soar & Soar, 1979) revealed the importance of implementing effective management strategies in the classroom. These studies made a distinction between the management of student behavior, the management of learning activities, and the management of thinking, recognizing that what constitutes appropriate value control may vary with context. They stated that higher levels of control over student behaviors such as movement and speaking were associated with higher achievement, but the relationship was curvilinear for student thinking and learning tasks .

One of the main findings was that higher levels of control over student behavior led to higher achievement. Based on the finding that the process-outcome research literature determines the relevance of classroom management, a series of field studies were conducted to better understand important managerial traits and qualities, as well as how they are created and maintained. The initial research was conducted in the classrooms of 27 primary schools as well as 51 secondary or secondary schools (Anderson, Evertson, & Emmer, 1980; Emmer, Evertson, & Anderson, 1980; Evertson & Emmer, 1982). In addition to quantitative data, qualitative data such as extended observer field notes and interviews with instructors were also collected.



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*Figure – 2 - Designing a Training Program – Human Resources Management<sup>1</sup>*

This was done under the influence of the need to clearly characterize the administrative actions of teachers in the context of their classroom. These studies benefited significantly from classroom observation at the beginning of the school year. This was expected to be the time of year when major administrative tasks were carried out, so this was an additional core aspect of investigations. To explain the components of successful classroom management, groups of classroom managers who were more and less effective than others were identified and compared with data from process metrics, descriptive analyzes and interviews with teachers. In addition, classroom management has been researched and documented in key situations such as those with low socioeconomic status

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<sup>1</sup> What's YOUR Learning Style?" adapted from Instructor Magazine, University of South Dakota, August 1989, accessed July 28, 2010  
Oakwood Worldwide Honored by Training Magazine for Fifth Consecutive Year Training Also Presents Oakwood with Best Practice Award,"  
press release, February 25, 2011, Marketwire, accessed February 26, 2011



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(Sanford & Evertson, 1981) and those with a diverse student population (Evertson, Sanford, & Emmer, 1981). The resulting ideas and principles provided a coherent picture of how a well-governed environment is created, although some details have changed depending on students' grade level, subject, and socioeconomic background.

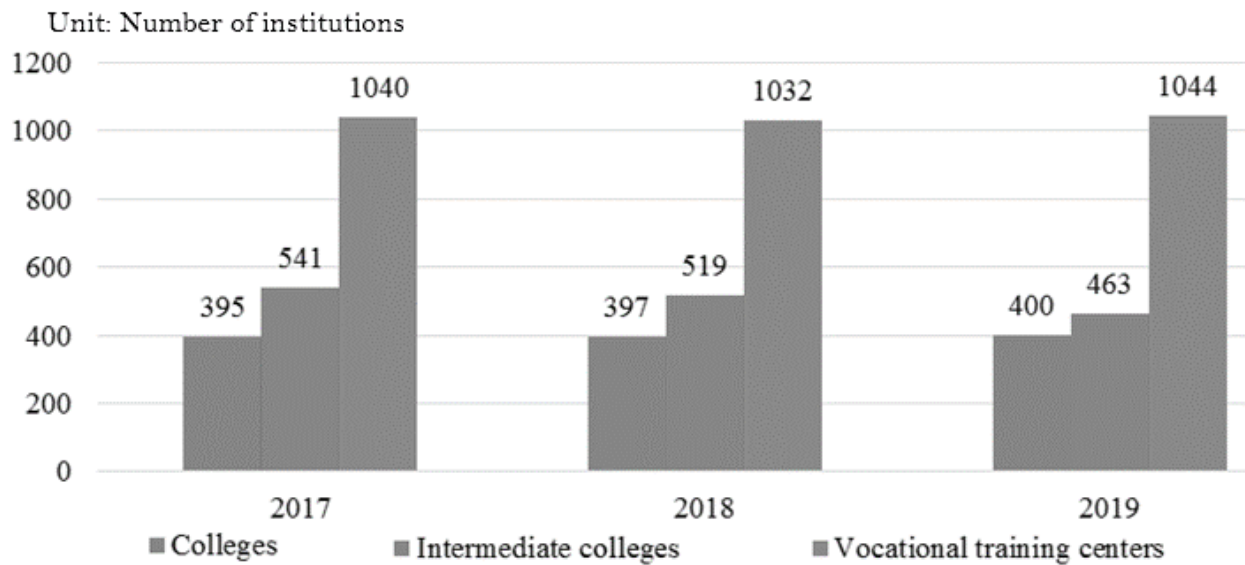
This is followed by two basic principles:

- *Good management is preventive rather than reactive, and*
- *Teachers contribute to the creation of well-managed classrooms by identifying and teaching their students desired behaviors in the classroom environment.*

Effective instructors came to the new academic year with a very clear understanding of the student behaviors expected of them and taught students various behaviors expected from them in different ways. They planned and taught students routines and procedures for classroom activities (a task that can take several weeks in complex settings); They monitored student behavior and carefully worked to identify and correct initial problems before inappropriate behavior emerged.

These studies often compare the behavior and thinking of experienced trainers with those of less experienced trainers. While most of these studies have focused primarily on teaching rather than classroom management, the use of methodologies such as classroom observation (eg, Leinhardt & Greeno, 1986) and evoked recall (Peterson & Clark, 1978) have captured reflection from expert teachers. This is the case even though the primary focus of the majority of these studies is teaching.

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*Figure – 3 - Number of VET institutions, from 2017 to 2019.<sup>2</sup>*

Pedagogical knowledge of how to effectively manage a classroom appears to be a vital component of the subject expertise possessed by skilled instructors. On the other hand, beginners tend to rely less on the specificity and depth of their expertise in classroom management (Carter, Cushing, Sabers, Stein, & Berliner, 1988). Expert educators can demonstrate greater knowledge and competence in various fields; one of them is the smooth and efficient organization of routines and activities in their classroom. According to the findings of research conducted on good classroom managers, such individuals spend a significant amount of time and thought developing and teaching students about classroom routines and procedures. In contrast, novices do not seem to have sufficient capacity to perform routines similar to those used by experts and often lead unorganized sessions (Livingston & Borko, 1989). Berliner (1988) ; suggested that inexperienced instructors be given direct instruction by experienced teachers on how to perform daily tasks such as reviewing homework, taking attendance, and starting class.

<sup>2</sup> General Directorate of Vocational Training. (2019). Summary report of department of organization and personnel (pp. 63). Vietnam: Thanh Nien Publishing House.



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Although experienced educators follow tried-and-true procedures in their classrooms, they can also be adapted to the way they react to unexpected events that occur there. As a result, they change their lesson plans to take into account various factors that may affect their students' learning (Westerman, 1991). In contrast, novices tend to give lectures that are limited to the goals and objectives they set for a particular session. This is because novices tend to be less experienced. According to Livingston and Borko's (1989) findings, beginning teachers had a hard time deviating from prescribed lesson plans, leaving their teaching open to being interrupted by questions and other distractions from students. Westerman (1991) found a comparable level of rigidity in the instruction that student instructors receive in the classroom.

Experts are less concerned than novices about their capacity to implement management and disciplinary processes in their organizations (Berliner, 1987). However, during evoked recall, experienced trainers report a higher rate of management options than novice teachers. This is the opposite of the situation during teaching (e.g., Housner & Griffey, 1985). It has been observed by Stough, Palmer, and Leyva (1998) that although expert teachers seem to show little interest in student behavior during classroom observations, they often resort to preventive and proactive measures to prevent them in subsequent evoked recall sessions.

This was the case even though the expert teachers showed little interest in student behavior during classroom observations. In contrast, first-time students' concerns about classroom management were more reactive.

Hope, self-efficacy, resilience, and optimism are the four positive psychological attributes integrated into the PsyCap model as variables that provide criteria for determining an individual's psychological capital. It has been shown that PsyCap can have an impact on one's stress management and coping strategies, and as a result, it can help the individual overcome difficulties and ultimately lead a more fulfilling life (Avey et al . 2010; Newman et al., 2014; Luthans and Youssef- Morgan, 2017; Adil and Kamal, 2020; Rabenu and Tziner, 2020).

Psychological capital has been developed in the context of business management (Luthans and Youssef-Morgan, 2017), but little is known about its effectiveness or any benefits in the educational context, especially in non-Western countries that it can provide in terms of educational



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outcomes. This is especially true in educational contexts that are not influenced by Western educational practices (Luthans et al., 2006; Datu and Valdez, 2019). The use of PsyCap in English teaching is still in its infancy in Malaysia, which is known as a collectivist culture (Burhanuddin & Ahmad, 2018). The findings of this research may provide some evidence about the adaptive function of PsyCap in the sociocultural society and academic environment of non-Western societies. Acquiring skills in classroom management requires both education and practical experience in the relevant subject (Bosh, 2006). Results of empirical studies on organizational behavior have shown that demographic factors such as age, gender, years of work experience, and education level all have an impact on outcome variables (Tsui et al., 1992; Tsui and Gutek, 1999).

However, the conclusion that teaching experience affects ESL classrooms is unclear and contradictory (Berger et al., 2018; Wolff, 2021). Research focusing on PsyCap in Malaysia is still in its infancy and there is a lack of information highlighting the positive effects of this real contact in the educational setting. The aim of this research is to provide information about the teaching experiences of ESL instructors about the connection between ESL classroom management and PsyCap, which uses mixed methodologies based on job demands-resources theory (Bakker & Demerouti, 2017). Teachers in Malaysia will be able to provide higher quality positive education to their students when they have better knowledge of the link between PsyCap and effective classroom management (Seligman et al., 2009). The field of positive psychology (Seligman, 2002) helps teachers of English as a second language develop in their careers by emphasizing their innate talents and virtues.

The first component is the demand chain, which defines a situation in which the mental and physical health of the employees deteriorate over time as a result of constant demands, which has an impact on motivation, energy levels and burnout (Demerouti et al. 2001). The second component of the concept is the resource component, which acts as a possible motivational buffer against the effects of job demands and the undesirable physical and psychological costs associated with these demands. Resources can be classified as external (organizational or business-related) or internal (related to individual or cognitive processes) (Bakker & Demerouti, 2017). It is generally accepted that using one's own psychological resources is one of the most effective ways



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to increase one's level of work engagement and overall effectiveness at work (Demerouti et al., 2001; Bakker et al., 2003).

As a result, we recommend that ESL teachers with dual needs make an effort to conserve resources to improve both the management of their classrooms and their own personal well-being. In addition, Luthans et al. (2016) provided evidence showing the influence of psychological resources in guiding ESL teachers' classroom management in the form of PsyCap, which forms the basis of this study. More specifically, we wanted to explore the link between PsyCap and ESL classroom management to determine whether the findings of Luthans and colleagues apply to Malaysian ESL teachers. To the best of the researchers' knowledge, no previous research has been done with this particular sample. Additionally, due to the nature and qualifications of ESL instructors, we explore how years of expertise in the classroom can act as a buffer on this relationship.

Although much is known about productive classroom practices, there is great diversity in how effectively these practices are implemented, suggesting that school psychologists should also be experts in organizational factors that hinder or encourage the effective implementation of these practices (Merrell, Ervin). and Peacock, 2012).

### 3. Classroom Management Applications

Effective classroom management practices are essential for both teaching and learning (Freeman, Simonsen, Briere, & MacSuga-Gage, 2014; Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2016) and have a number of distinct benefits. For students. Some of these benefits include reducing disruptions and problematic behaviors in the classroom (De Martini-Scully, Bray, & Kehle, 2000; Langland, Lewis-Palmer (Freiberg, Huzinec, & Templeton, 2009; Stronge, Ward, & Grant, 2011; Stronge, Ward, Tucker). and Hindman, 2007). A meta-analysis of research on interventions for classroom management revealed consistent evidence for improved academic, behavioral, and socio-emotional outcomes (Korpershoek et al., 2016). Ineffective classroom behavior management practices, on the other hand, increased off-task behaviors and disruptive classrooms (Jones & Jones, 2004; Stronge et al., 2011), negative teacher-student interactions (Conroy, Sutherland,



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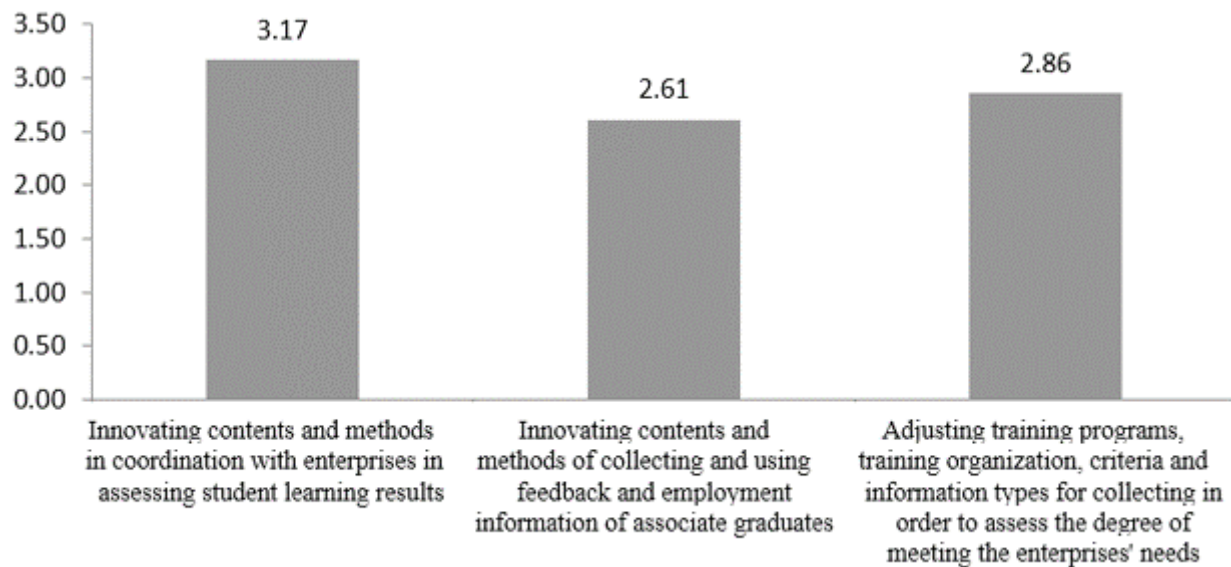
Haydon, Stormont, & Harmon, 2009; Reinke & Herman, 2002), and negative behavioral, social and emerge as academic results (Jones & Jones, 2004; Stronge et al., 2011; Reinke & Her (Ialongo, Poduska, Werthamer & Kellam, 2001; Webster-Stratton, Reid), & Hammond, 2004). outcomes may worsen in the urban environment. There are problems arising from constraints such as larger classroom sizes, staffing issues, and fewer resources (Kwok, 2017). There is a strong research base regarding specific classroom management strategies that teachers can adopt to promote positive student outcomes, such as reduced student disruption, greater task behavior, better engagement, and improved academic performance (Conroy et al., 2009; Curby, Rimm-Kaufman, & Abry, et al., 2009). 2013; Hutchings, Martin-Forbes, Daley & Williams, 2013; Ialongo et al., 2001; Reinke et al., 2018). (Conroy et al., 2009; Curby, Rimm-Kaufman, & Abry, 2013; Hutchings, Martin-Forbes, Daley & Williams, 2013; Ialongo et al., 2001; Reinke et al., 2018). Simonsen, Fairbanks, Briesch, Myers, and Sugai (2008) compiled a list of 20 practices that have ample evidence to support their use in the classroom.

- (i) *These applications maximize structure and predictability,*
- (ii) *Feedback on expectations is provided,*
- (iii) *Active participation of students is ensured,*
- (iv) *Consistent strategies are used to accept appropriate behavior and*
- (v) *They classified it as apps that I use a continuum.*

Specific examples of effective classroom management practices include giving students a lot of praise (Espin & Yell, 1994; Reinke, Lewis-Palmer, & Martin, 2007) and pre-correction, which includes reminding students of appropriate behavior or reactions (Espin & Yell, 1994; Reinke, 2007). Lewis-Palmer and Martin, 2007). These are just a few examples. There are many more (Colvin, Sugai, Good, & Lee, 1997; De Pry & Sugai, 2002; Smith, Lewis & Stormont, 2011). Other strategies include finding ways to build relationships with students (Kwok, 2017), emphasizing student interaction with the material (van Tartwijk, den Brok, Veldman, & Wubbels, 2009), and placing greater emphasis on preventive management procedures (Lewis & Sugai, 1999).

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Teachers are among the most important actors in educational reform, and one of the main focuses of recent work has been to identify how creative behavior in teachers can be encouraged and motivated to innovate in their classrooms. In addition, creative behavior is a very popular topic among academics working on human resource management and organizational behavior, and most of the studies on this subject have been published in scientific publications.



*Figure – 4 - Improvement management for outcome factors.<sup>3</sup>*

#### 4. Education and Training Institutions and Increasing Organization

Education and training institutions are a type of organization whose number has increased rapidly in recent years. These institutions transform their educational and information resources into knowledge-based formats. This type of organization provides information on a variety of educational opportunities, from pre-school to university education and even doctors to those traveling abroad. It also provides skills training to people who are currently employed or

<sup>3</sup> General Directorate of Vocational Training. (2019). Summary report of department of organization and personnel (pp. 63). Vietnam: Thanh Nien Publishing House.





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dismissed. It is a specialized institution whose main function is to provide information and resources related to education and training programs. Educational materials available to students emphasize the development of students' ability to comprehend and apply basic theoretical knowledge. Education places emphasis on both the acquisition and application of knowledge and skills directly related to business activities. Although the focus on education and training differs from each other, it is indisputable that educators and educators' creative actions in institutions are of equal importance. Developing creative processes in the field of education and formulating constructive recommendations is possible only if the top management shows that they appreciate the trainers. However, as the management context is in constant flux, the leadership of an education and training organization will typically focus on a particular part of the organization they believe is most important, while minimizing attention to others.

This is done so that they can better adapt to new conditions (Wolfe, 1988). Therefore, the administration has a tendency to reject the creative processes and constructive ideas suggested by teachers, which leads to a decrease in teachers' motivation to innovate. The term "bottom line mindset" refers to this frame of mind held by those in leadership positions (BLM).

We define lead BLM as the stubborn belief that administrators of education and training institutions only pay attention to the organizational interests and personal affairs of administrators, while ignoring the professional development of teachers and trainers working in institutions. This belief is based on the theme of the research. Management's preoccupation with achieving ultimate goals in companies has resulted in a series of business scandals around the world.

In a dynamic educational environment, activating positive aspects and reducing negative variables that affect individual creativity is conducive to the sustainable growth of the educational organization as a whole (Papa et al., 2018). Therefore, theoretical work on creative behavior should not only analyze variables that encourage innovative behavior, but also examine variables that discourage innovative activity. People are always trying to strike a healthy balance of resource exchange with each other, as the idea of social exchange suggests. When educators are given the impression of being appreciated by an organization, they develop a sense of commitment to the organization in the form of a desire to compensate, and they become more willing to apply new



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methods. On the other hand, a workplace culture that conflicts with the concept of people-oriented management often causes trainers to lose confidence in the organization, which reduces their readiness to innovate. Leaders with a high level of BLM give high importance to certain indicators, while at the same time giving the impression that "only end results" matter, and at the same time ensure that their end goals are achieved. Teachers are met by giving various rewards and punishments (Greenbaum et al. 2012). The head of the Black Lives Matter organization is more concerned with the profit of the organization, but in the eyes of the teachers, the leader of the Black Lives Matter organization is like abusing his authority for his own purposes. As a result, educators are likely to have a greater sense of relative deprivation, which lowers their level of psychological safety and ultimately inhibits teachers' creative behavior.

### 5. Psychological Qualities, Individual Motivations, and Individual Actions

According to the psychodynamic hypothesis, it is the link that can be drawn between psychological qualities, individual motivations and individual actions (Woodworth, 1918). In conclusion, the findings of this study led the researchers to conclude that leaders' BLM and bottom-line behaviors affect educators' psychological state, which in turn has an impact on educators' creative behavior. In this research, which is based on social exchange theory, relative deprivation and psychological security are considered as factors that connect cause and effect, and the inferred mechanism of action is investigated. Scholars have been unable to reach a consensus on the impact of relative deprivation on people; For example, Zoogah (2010) rated such an effect as good, while Cole (2012) found it to have a negative effect. In addition, since personal values dominate thought and behavior (Hemingway & Maclagan, 2004), it is necessary to investigate whether the inferred mechanism of influence is affected by the extent to which individuals' values coincide with the values of their organizations. This is because personal values dominate thought and behavior. Accordingly, person-organization values harmony (P-OVF) was added as a moderator to the effect mechanism.

### 6. The Power of Leader Behavioral Leadership Models



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The latest study is a breakthrough as it shows that the power of leadership behavioral leadership models can extend to positive outcomes for both people and businesses. For example, research explores whether a leader's behavior, known as BLM, hinders or encourages a group's creative output. Based on social exchange theory, Babalola et al. (2020) states that behaviorally guided management (BLM) of senior managers can affect employees' sense of responsibility down to the bottom line, which in turn can affect employee task performance and unethical pro-organizational behavior. However, Quade et al. (2020) points out that supervisors with BLM will have a harmful social exchange relationship with employees and will have a negative impact on employee engagement performance, which will in fact have a negative impact on the profitability of the organization. These two factors will have a negative impact on the bottom line of the organization. In addition, Greenbaum and colleagues (2020) argue that strong BLM procedures in teams increase the goal-keeping effect of BLM teams, which will have more negative effects on the psychological stability of the team and therefore reduce team creativity. According to the previously discussed studies, the different effects of lead BLM, including unethical behavior, disengagement tendencies of subordinates, and harsh monitoring have been the subject of current research. Although quantitative as well as qualitative studies have shown that the behavioral leadership mode (BLM) has a negative impact on individuals and organizations, few studies have discussed the impact of leading BLM on the constructive behavior of individuals, and the vast majority of studies focus on a single perspective (i.e., ethics). ) was carried out. Also, BLM is a global phenomenon; however, there are only a few studies conducted on BLM leaders in the context of Chinese governance, something that scholars who advocate leadership decentralization have pointed out (Chen and Fahr, 2001).

It is interesting that BLM is also emerging among managers of the education business. BLM is at the forefront of research, but the education sector has yet to do any research on the subject. In conclusion, the aim of the present study is to fill a gap in the existing literature on lead BLM by determining the impact of lead BLM on innovative teacher behavior based on social exchange theory.



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### 7. Conclusion and Recommendations

A certain moral norm is followed in social exchange links and it is understood that equality and reciprocity are the basic principles that support such partnerships. When this system of checks and balances fails, the behavioral responses of both parties become unbalanced or perhaps even stop altogether. All of the studies on corporate social responsibility (CSR), employee behavior and performance output have made extensive use of social exchange theory. According to the research reviewed, lead BLM refers to the situation that occurs when leaders focus their attention on aspects of the company, they deem important, while ignoring the importance of other aspects in achieving their bottom-line goals. This kind of one-dimensional thinking highlights a leader's values rather than his leadership style; The leader behavioral leadership mode (BLM) is typically latent and has been shown to have significant effects on individuals' actions. According to the idea of academic innovation behavior, the process by which teachers put their thoughts into practice and use their creativity in their organizations to handle a challenging situation they are in is known as teacher innovation behavior (Janssen et al . 2010; Zhu & Zhang, 2019). The innovative behavior of educators is essential for maintaining competitive advantage and achieving sustainable development for schools, especially in the context of education in a highly competitive market.

### 8. Resources

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