

**TEACHERS' LEADERSHIP TRAITS AND TEACHERS'
COMMUNICATION STYLES IN PREVENTING
MALDIVES STUDENTS' MISBEHAVIOUR**

BY

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ABSTRACT

Misbehaviour among pupils is a growing concern in Maldivian lower secondary schools. Despite the increasing worries of teachers, parents, and educational leaders, limited research has explored how teachers' leadership traits and communication styles influence student behaviour. This study addresses this gap by examining the correlation between these factors in preventing misbehaviour. Due to a scarcity of literature in the Maldivian context, this research provides crucial insights into student misbehaviour and its prevention. The study focuses on teachers' leadership traits (extraversion, openness, agreeableness, neuroticism, and conscientiousness) and communication styles (assertiveness and responsiveness). It also explores whether these traits vary by demographic factors such as gender, educational qualification, and teaching experience and whether these factors moderate their effect on student misbehaviour. The study utilized a quantitative cross-sectional survey methodology, with 339 government schoolteachers participating in the research. A proportional stratified random sampling method was used, involving 149 male and 190 female teachers. The data was collected via an online questionnaire and was analysed using Pearson's r correlation coefficient, Independent Samples t -tests, ANOVA, and Multiple Linear Regression with moderation analysis. This study reveals a significant correlation between teachers' leadership traits and communication style with misbehaviour prevention, highlighting communication style as the most influential predictor of effective classroom management. Teachers with 5-10 years of experience are more conscientious, while those with 0-5 years exhibit more neurotic behaviour. Notably, teachers' gender, qualifications, and experience do not moderate the relationship between teachers' leadership traits, communication styles and misbehaviour prevention. This study contributes to educational planning and management strategies to reduce student misbehaviour in Maldivian schools. Future research should employ mixed-method approaches, conduct longitudinal studies, include private schools, integrate student perspectives, and expand to all educational levels. These findings provide valuable guidance for educators and policymakers in improving classroom management and discipline strategies.

Keywords Student Misbehaviour, Teacher Leadership Traits, Communication Styles, Preventing Student Misbehaviour, Secondary School.

ملخص البحث

تُعد ظاهرة "سوء السلوك" بين التلاميذ مصدر قلق متزايد في المدارس الإعدادية (الثانوية الدنيا) في المالديف. ورغم تزايد مخاوف المعلمين وأولياء الأمور والقادة التربويين، إلا أن أبحاثاً محدودة قد أُجريت لاستكشاف كيفية تأثير كل من سمات القيادة، وأساليب التواصل لدى المعلمين، على سلوك الطلاب. تتناول هذه الدراسة هذه الفجوة من خلال بحث تأثير العلاقة بين تلك العوامل، في منع سوء السلوك. ونظراً لندرة الدراسات ذات الصلة في السياق المالديفي، يُقدم هذا البحث رؤى جوهرية حول سوء سلوك الطلاب وكيفية الوقاية منه. تُركز الدراسة على سمات القيادة لدى المعلمين مثل (الانبساط، والانفتاح، والوفاق، والعُصابية، والضَّمير الحي)، وأساليب التواصل مثل (الحزم، والاستجابة). كما تستكشف الدراسة ما إذا كانت هذه السمات تختلف باختلاف العوامل الديموغرافية، مثل الجنس، والمؤهل التعليمي، والخبرة التدريسية، وما إذا كانت هذه العوامل الديموغرافية تُخفف من تأثير تلك السمات على سوء سلوك الطلاب. استخدمت الدراسة منهجية المسح الكمي المقطعي. وقد شارك فيها 339 معلماً من المدارس الحكومية. تم استخدام أسلوب العينة العشوائية الطبقية المناسبة، والتي شملت 149 معلماً، و190 معلمة، وتم جمع البيانات من خلال استبانة سُلمت عبر الإنترنت. تم تحليل البيانات باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية (SPSS). كما شملت أساليب التحليل معامل ارتباط بيرسون (r)، واختبار (t) للعينات المستقلة (t)، وتحليل التباين، والانحدار الخطي المتعدد مع تحليل الاعتدال. وقد كشفت هذه الدراسة عن وجود علاقة مهمة بين سمات القيادة لدى المعلمين وأسلوب التواصل لديهم من ناحية، والوقاية من سوء السلوك من ناحية أخرى، مما يسلط الضوء على أسلوب التواصل باعتباره المؤشر الأكثر تأثيراً على الإدارة الصفية الفعالة. علاوة على ذلك، فإن المعلمين الذين تتراوح خبرتهم بين 5 و10 سنوات يكونون أكثر وعياً، بينما يُظهر أولئك الذين تتراوح خبرتهم بين صفر و5 سنوات، سلوكاً أكثر عُصابية. وجدير بالذكر أن جنس المعلم ومؤهلاته وخبرته لا تتوسط العلاقة بين سمات القيادة لدى المعلمين وأساليب التواصل لديهم، والوقاية من سوء السلوك. تُسهّم هذه الدراسة في إستراتيجيات التخطيط والإدارة التعليمية، للحد من

سوء سلوك الطلاب في المدارس المالديفية. كما توصي بضرورة أن تستخدم الأبحاث المستقبلية مناهج مختلطة، وأن تُجرى دراسات طولية، وأن تشمل المدارس الخاصة، وأن تدمج وجهات نظر الطلاب، وأن تتوسع لتشمل جميع المستويات التعليمية. توفر هذه النتائج إرشادات قيّمة للمعلمين وصانعي السياسات في سبيل تحسين إدارة الفصل الدراسي وإستراتيجيات الانضباط.

الكلمات المفتاحية: سوء سلوك الطلاب، سمات القيادة لدى المعلمين، أساليب التواصل، منع سوء سلوك الطلاب، المرحلة الثانوية.



APPROVAL PAGE

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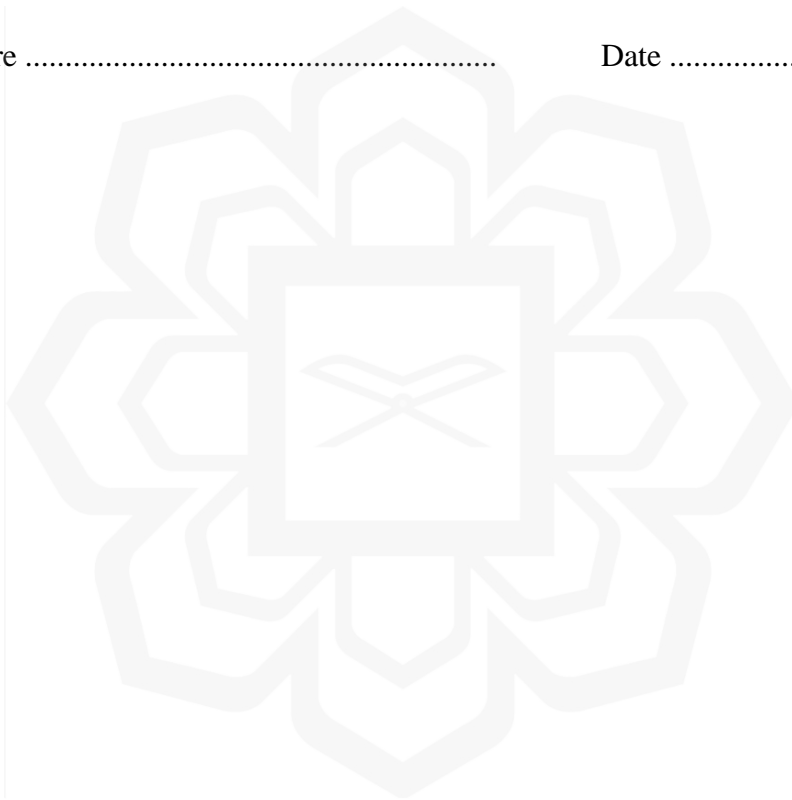
DECLARATION

I hereby declare that this thesis is the result of my own investigations, except where otherwise stated. I also declare that it has not been previously or concurrently submitted as a whole for any other degrees at IIUM or other institutions.

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*This thesis is dedicated to my beloved late parents,
my father, Ahmed Mohamed, and my mother Aishath Mohamed.*

To my loving wife

Asifa Abdulla.

To the light of my eyes, my children

Mohamed Nuhaik Nasrulla, Ahmed Naaik Nasrulla.

*I am grateful to you for enlightening me about the genuine significance of love,
warmth, and affection. Your actions motivate me to actively participate in enhancing
our school system.*

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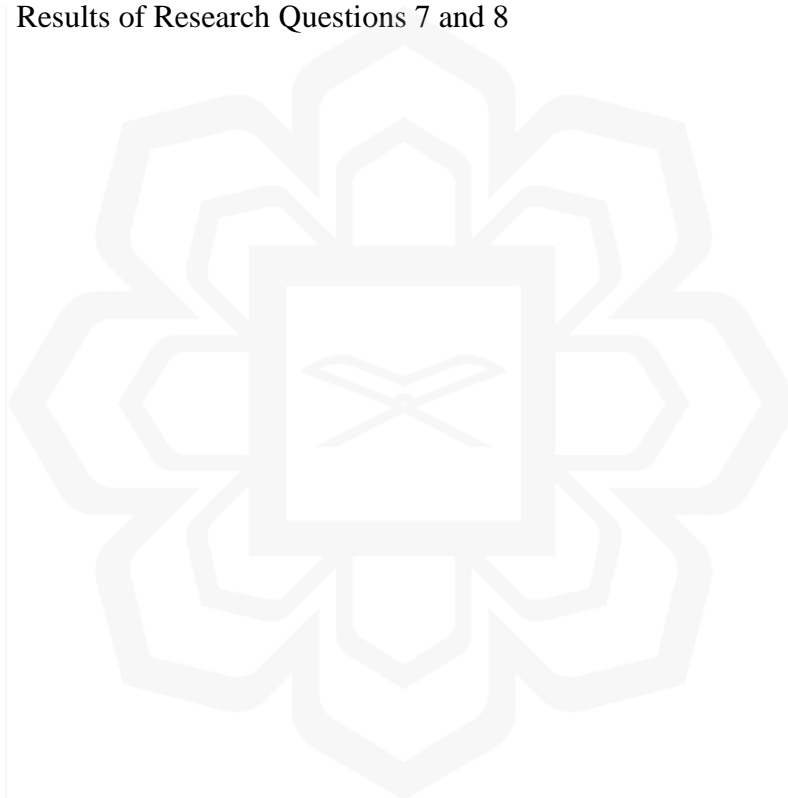
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CHAPTER ONE

INTRODUCTION

Student misbehaviour refers to actions that disrupt the teaching process, posing a widespread issue in schools globally, as it hinders students' learning and prevents teachers from effectively delivering planned lessons (Vidić, 2022). Students' misbehaviour is a common issue (Mero, 2020). It is one of the most serious challenges teachers face in the classroom (Yonas et al., 2023; Zein, 2018a) and one of the major obstacles that is difficult for schools to prevent and resolve (Korpershoek et al., 2016; Zagkos & Ladas, 2025). In addition, pupils' misbehaviour has a negative effect on the environment of the school, which is a concern for teachers (Back et al., 2016; Okigbo & Okoli, 2016).

Creating productive teaching and learning experiences for both teachers and pupils involves the ability to handle the classroom is critical (Sueb et al., 2020). Students' misbehaviour is the most common cause of teacher burnout and a focus point for discussion (Wang et al., 2015). Previous studies on the topic suggest that this type of student behaviour negatively impacts both student achievement and teachers' job satisfaction and work performance (Vidić, 2022). Teachers often worry if they have chosen the best management techniques to regulate misbehaviour. However, when a technique is not effective, some teachers use multiple management techniques (Pilu et al., 2019). One of the best and most productive ways to change the behaviour of students is to offer verbal praise, smile and nodding or a soft hug or touch on their shoulder (Maag, 2020).

Misbehaviour in Maldivian schools is one of the foremost pressing social issues faced in the country. Stakeholders including teachers, parents and administrators, continuously raise their concerns about increased misbehaviour. As indicated by Asima (2016), teachers complain that the misbehaviour occurs because of their parents, while the parents claim that it happens because of teachers. Some of the teachers in the Maldives leave the teaching profession due to the increased student misbehaviour.

Misbehaviour in school refers to actions that break classroom rules, disrespect others, or violate the legal or social norms of society (Charles, 2014). It encompasses various behaviours, such as disruptions or inappropriate conduct in the classroom. Disruptive behaviour, as defined by Zein (2018), involves any actions by students or teachers that interfere with teaching and learning. Inappropriate behaviour violates social norms and institutional expectations particularly, in educational environments (Oparaduru & Ukwueze, 2022). These kinds of disruptions in lessons can be classified in various ways, but they generally require teacher intervention to restore order (Onyekwelu, 2025). Hence, classroom management, which includes all the aspects of activity within the classroom and classroom discipline specifically targets managing student's behaviour, is important. These terms, though distinct, are often used interchangeably (Zoubir, 2020).

The previous studies have not detailed the level of misbehaviour noticed in different grades (Lopes et al., 2017b). Misbehaviours can occur both inside and outside of the classroom and have several definitions, with teachers more likely to encounter them within the classroom setting (Aydın, 2023). Misbehaviour is considered a normal and daily issue in each classroom, and teachers are confronting it on a regular basis. As a teacher, one can foresee that misbehaviour must be confronted frequently when dealing with students of diverse backgrounds, abilities, races and so forth. Thus, misbehaviours can also stem from students' past learning experiences, skills, interests, values, attitudes, beliefs, and personality traits (Aydın, 2023).

Studies indicate that teaching activity influences student achievement in the classrooms and that teaching activities need supervision in classes (Pilu et al., 2019). Researchers and educationalists found that teachers are in a state of influence to manage the classroom and that they are in a position to lay out the outcome of such misbehaviour (Alkurdi & Alghazo, 2021; Sueb et al., 2020). Student misbehaviour disrupts learning, and it is the teacher's responsibility to address it and maintain a positive classroom environment (Chang & Taxer, 2020).

Teachers who consider themselves more proactive in monitoring student behaviour encounter less misbehaviour in the classroom (Lopes et al., 2017a). This suggests that students' comprehension, enthusiasm, and ability to learn are largely influenced by how effectively teachers manage students and classroom dynamics (Sueb et al., 2020). Furthermore, in their efforts, teachers aim to encourage positive student behaviour while discouraging undesirable actions (Erdem & Kocyigit, 2019). Undesired behaviour, in this context, is often classified as misbehaviour or misconduct. However, despite these efforts, there are several myths among teachers regarding student misbehaviour and how best to control it (Maag, 2020).

One of the most significant challenges faced by teachers is responding to and preventing student misbehaviour in the classroom. According to Maag (2020), controlling student misbehaviour is not an intrinsic teacher attribute. Therefore, teachers should focus on activities that are most likely to maximize the time available for teaching while minimizing time and energy lost due to student misbehaviour (Lopes et al., 2017b). Misbehaviour often occurs because certain tools for behavioural regulation are used ineffectively in schools Maag (2020). Additionally, several traits influence teachers' ability to handle both positive and negative issues efficiently Maag (2020). Thus, teachers' personal traits and communication styles play a major role in preventing misbehaviour in the classroom.

This study examined the role of teachers' leadership traits and communication styles in preventing student misbehaviour. It also discussed the relationship and importance of teachers' leadership traits and teachers' effective communication styles. The findings of this study affirmed the relevance of teachers' leadership traits and communication styles to student behaviour. In line with these broader objectives, this first chapter will provide an overview of the study including the background of the study, statement of the problem, objectives of the study, research questions, hypotheses, significance of the study, scope of the study, definitions and terminology and finally the organisation of the dissertation.

1.1 BACKGROUND OF THE STUDY

This study was based on the behavioural challenges observed in the Maldivian schools. The Republic of Maldives, a multi-island country situated in the Indian Ocean, extending across the equator, is known for its natural beauty. The nation extends 823 km north to south and 130 km east to west. The approximate population of the Maldives is 400,000. Maldivians are dispersed in 196 of the approximately 1190 islands. The capital of Maldives is Male', which is considered to be the most densely populated piece of land on Earth. The population of most of the islands is less than 700 people. As a result, it is challenging to provide equal services to all, including the provision of education. The country is a 100 percent Muslim nation. It has been a Muslim state for about 900 years. The main language in Maldives is Dhivehi which utilises a script known as Thaana, which is written and read from right to left. The English language is broadly utilised and the prime medium of instruction in schools is the English language. According to Shiuna and Sodiq (2013), the basic literacy level in Maldives is a noteworthy 96%, as the nation stands in the world ranking 29th place out of 121 countries in this respect.

Maldives has experienced significant progress in providing access to education in recent decades. Shaefu (2024), Minister of Education, stated that quality education can only be achieved when creative, high-quality teachers are in the field, and a major challenge in the education system is the shortage of such teachers. Indeed, misbehaviour prevention response measures are of particular concern as weakening disciplinary values in schools have been observed across the Maldives. Thus, effectively managing such behaviour is the highest priority for all schools. Additionally, effective teaching is more than managing and controlling student behaviour (Erdem & Kocyigit, 2019). Student misbehaviour becomes a major concern for all teachers and administrators. According to Kay and Kibble (2016), the task of the teacher is to control the environment, design behavioural measures or triggers, and determine the necessary incentive mechanisms to enhance desirable behaviour and reduce undesirable behaviour or responses.

There are 212 schools in the Maldives and the total number of teachers in the lower secondary level is 2853 (Education, 2019). The total number of students at the lower secondary level is 16167, which includes 5673 students from the capital city and 10494 students from the rest of the country (Education, 2019). The Civil Service Commission and the Ministry of Education are the two authoritative bodies that regulate teachers' code of conduct and school administration in Maldives. According to Ngang et al. (2010) sustaining students' discipline, organising all learning activities, creating an effective learning environment, conducting examinations, and organising co-curricular activities are the major duties of Maldivian teachers.

Formal education starts at the age of three. Maldivian children will complete their lower secondary grade at the age of 17. However, the introduction of the new curriculum in the year 2015 brought huge changes to the existing education system of Maldives. In the new curriculum, entire school years are categorized into four phases that are composed of six key stages: the four phases being pre-primary, primary, secondary and higher secondary education. In each stage, the interaction of the teachers with the students and the mode of delivery is different as they focus on developing a holistic individual. However, it did not lead to good results.

On the other hand, there is a firm belief that worldwide, student indiscipline has reached an alarming level. As evidence, Azufaan (2023) a teacher from a northern island school who wished to remain anonymous, marked a significant decline in student behaviour over the past six years. Initially, when he began teaching secondary grades, students exhibited positive behaviour. But over time, their conduct progressively deteriorated, with some displaying highly disruptive tendencies. This is consistent with Asima's (2022) research, which marked a range of behaviour issues, including minor infractions to more severe concerns such as drug use and gang involvement. This has escalated where some students have formed gangs that openly challenge school authorities, resorting to threats and intimidation. Despite these escalating concerns, school administrators acknowledge that they lack effective measures to address or mitigate such behaviour, besides complicated challenges in maintaining a positive and productive learning environment. It was mentioned on prominent news channels (Asima, 2016) in the Maldives, and has been a daily news item in the media. Groups of children are engaged in various forms of violence both in

school and outside. The number of students implicated in such crimes has risen over the years. Most stakeholders agree that this will deeply affect future generations of the Maldives (Asima, 2016).

Much research has been conducted globally to understand student misbehaviour and teachers' responses to prevent students' misbehaviour. The findings also highlighted that the behavioural problems could worsen if teachers have less confidence to manage misbehaviour and less professional training to guide and establish well behavioural management systems (Sun, 2015). Interestingly, the most effective teachers are able to control their emotional responses to student's misbehaviour, enabling them to maintain positive behaviour management techniques (Chang & Taxer, 2020).

Menikdiwela (2020) stated that the personality traits of the teachers, the communication styles of the teachers with students, and teaching strategies have a significant influence on the behaviour of students. Traits describe a person's way of thinking, their feelings and their response towards the social situation. Teachers who engage with the classroom environment need to decide when and how to deal with students in accordance with learning goals (Harun et al., 2020). While research on the perceptions of teachers regarding student behaviour is widely documented in existing research, relatively few studies have investigated the attitudes of teachers as a specific factor in understanding students' behaviour (Malak et al., 2018). Thus, this study would include findings that can be used to determine which teachers' leadership traits and communication styles are important in preventing misbehaviour among students. Indeed, at all levels of a student's learning, teachers' leadership traits play a vital role in preventing misbehaviour.

One of the main discoveries made during the 20th century was understanding the difficulty of communication (Stamatis & Stavropoulou, 2013). The process of learning is a means of communication between students and teachers. Most teachers have diverse communication styles and teachers may communicate with students in multiple ways (Putri & Elmiati, 2017). Teachers with good communication styles and personalities would potentially create a healthier teaching and learning environment for students (Olufemi & Opeoluwa, 2020). Several experiments have shown the styles

of communication are constantly changing and enriching the concept of communication (Putri & Elmiati, 2017). Thus, teachers need to be able to communicate efficiently and respectfully with students because communication styles are used to influence the way students perceive (Olufemi & Opeoluwa, 2020). Communication skills are also a critical factor in classroom management and knowledge of this would allow teachers to solve classroom problems (Kavrayici, 2020).

This study would address which teachers' leadership traits (extraversion, openness, agreeableness, neuroticism and conscientiousness) and teacher communication styles (assertiveness and responsiveness) have a significant influence on student misbehaviour. Analysis of teacher characteristics and teacher behavioural style would give an empirical foundation for the development of teacher training programs on teachers' leadership traits and communication styles that influence student behaviour. In particular, this investigation attempted to determine if the teachers' leadership traits and communication styles could significantly influence in prevention of misbehaviour of students at lower secondary schools in the Maldives.

The present study extends the existing literature by exploring how the traits of extraversion, openness, agreeableness, conscientiousness and neuroticism of teachers vary in their abilities to prevent misbehaviour in classrooms. This study also attempted to establish if certain demographic factors moderate the relationship between those teachers' leadership traits and student misbehaviour. The study research further extended the current literature by exploring how the communication styles of assertiveness and responsiveness vary in the capacity to avoid student misbehaviour in classrooms. Furthermore, the study also investigated if certain demographic factors moderate the relationship between communication styles and students' misbehaviour.

1.2 STATEMENT OF THE PROBLEM

1.2.1 Lack of Studies in the Maldivian Context

Misbehaviour among students is becoming a widespread social problem in the schools of Maldives, especially at lower secondary levels. According to Azufaan (2023), the alarming misbehaviour of student behaviour both inside and outside the classroom has become a pressing challenge for the Maldivian education sector. Furthermore, Naseer's (2023) research found that many schoolchildren in the Maldives remain associated with gangs and drug dealers, while others bring pointed objects to school, and get into physical fights, with some cases ending tragically in fatalities. This issue is reflected in the community after school hours as well. According to Asima (2016), misbehaviour among students is increasing in the Maldives and students on a large scale are involved in gangs, crimes, bullying, and other extremism. Additionally, Asima (2016) highlighted that student behaviour is not up to the mark to the point where they do not even show any due respect to their teachers. Furthermore, a report from the Ministry of Education stated that bullying is the most common misbehaviour in schools in Maldives (Ministry Of Education | Official Website, n.d.). There is a public concern in the Maldives that this situation could ruin the entire country and its future (Asima, 2016).

According to the national newspapers, the usage and selling of drugs, speaking inappropriately, disrupting others, threatening teachers and other students, involvement in crime, and bullying have become common in the classrooms of Maldives (Maldives Times, 2018). Furthermore, it was reported that every individual knows that gangs are rising in schools and children between grades 6 and 7 even take part in the violence. The reality is that even the school atmosphere has become a miserable place despite the tireless efforts of the teachers, principals, and management to teach honestly in the schools. According to the analysis of teachers and police data, violence has become regular in schools in the Maldives. Gangs developed in schools and would later become criminal organisations.

There is no research or documentation done on teachers' leadership traits and communication styles to prevent students' misbehaviour in the Maldives. There is no statistical data in the Maldives for understanding the behaviour predictor in schools (Education, 2019). This study was limited to the South Asian context. A search using global databases (e.g. ERIC, Scopus, Wiley Library, and Google/Google Scholar) yielded only our experiments that analysed student behaviour in the learning environment within this context (Malak et al., 2018).

1.2.2 Lack of Studies Measuring the students' misbehaviour at secondary level

Research has been conducted on teachers' understanding of student behaviour and teachers' response to prevent students' misbehaviour; with a focus on many dimensions including attitudes, trends of improper behaviour, and frequency and severity of such behaviour (Malak, 2019). In addition, researchers have also included the attributions of teachers and intervention methods in managing students' misbehaviour (Mensah et al., 2020), teachers' approaches in handling misbehaviour of students (Sueb et al., 2020), misbehaviour of students (Menikdiwela, 2020a) teachers' responses to student misbehaviour (Glock & Kleen, 2019), teacher viewpoints on misbehaving pupils (Malak, 2019), indiscipline by students in schools (Mares, 2018) successful classroom misbehaviour prevention techniques (Sun, 2015) expectations of teachers to control behaviour (Egeberg et al., 2020; Ellis, 2018) and so on. The beliefs of teachers on the causes of misbehaviour and their faith in handling actions in their classrooms may have a substantial effect on their behavioural responses (Malak et al., 2018). Teachers often used methods that were not necessarily considered the most effective but because they were easy and saved them some time (Mensah et al., 2020).

The study highlights a gap in the overall understanding of the factors that lead to misbehaviour in students (Zoubir, 2020). Further research could examine the relationship between these factors to provide a more complete perspective on the influences affecting student behaviour (Onasanya, 2021). In addition, they did not investigate the correlations between teachers and control of behaviour (Egeberg et al., 2020; Ellis, 2018). Therefore, recognizing the nature of the most common misbehaviours and their associations will also provide hints on the existing trends of

the youth problem (Menikdiwela, 2020a). According to Malak et al. (2018), there are several reasons why students misbehave in classrooms, and it is important to understand these reasons. He further stated that it is important to investigate effective strategies, why students misbehave, and how teachers view their behaviour and react..

1.2.3 Lack of a model which explains the relationship between teachers' leadership traits in preventing students' misbehaviour

Past research has not sufficiently discussed the role of teachers' leadership traits in preventing misbehaviour among students and did not consider the myriad factors associated with it. It has, however, discovered many dimensions of teachers' leadership traits. For example, motivation of teachers is focused on personality and self-effectiveness (Harun et al., 2020), teacher personality, work engagement, job satisfaction, and self-efficacy (Perera et al., 2018), persevere teachers' personality (Wiens & Ruday, 2014), classroom management and teacher's personality and (Andabai & Basuo, 2013), factors and roles of personality (Prather-Jones, 2011), teachers' personality, academic and cognitive abilities (Roloff et al., 2020), teacher personality and burnout (Kim et al., 2019), traits of successful teachers (Polk, 2006), teachers' leadership traits in classroom activities (Neupane, 2019), and so on. Broeckelman-Post et al. (2016) discovered that there is relationship between negative traits of teachers and student behaviour. Hsu (2014) surmised that the negative traits of teachers legitimately influence student readiness towards communication. Researchers also found that teachers' personalities and the communication between teachers and students play an integral part in academic achievement (Sinsabaugh, 2015). Harun et al. (2020) noted that teachers with positive personalities will continue to have successful relationships with pupils, and innovative teachers will be eager to experiment with different learning methods that fit students' situations and requirements so that learning goals can be accomplished. When a problem is presented, personality appears. Little research has been done on the relationship between the personalities of teachers and their teaching performance (Wiens & Ruday, 2014).

1.2.4 Lack of theoretical relationship support which explains the role of communication in preventing students' misbehaviour

The communication styles of teachers have been researched from multiple perspectives by many researchers. For example, classroom management and communication (Kavrayici, 2020), the communication capabilities of a teacher and the academic achievement of students (Khan et al., 2015), the communication styles of teachers (Stamatis & Stavropoulou, 2013), style of communication and successful teaching (Levrints, 2019), communication Styles (Rustici & Rustici, 2019), teachers' communication, credibility for teachers, students motivation and academic success (Fernandes, 2019), communication style and problem-solving (Lopez, 2014a), perceived styles of communication and self-efficacy (Carbonaro, 2016b), and so on. For a teacher, good communication is extremely important and so is classroom management and communication with students in the classroom (Khan et al., 2015). Communication is the key to classroom management and knowledge on communication styles will allow teachers to solve classroom problems effectively (Kavrayici, 2020). Few studies have uncovered research on different aspects of communication styles (de Vries et al., 2010), while very few studies were done regarding teachers' communication styles and managing classroom learning. It is often used as isolated components and this must be appropriately addressed (Hoon et al., 2017). As specified by Hannah (2023), future investigations must explore teachers' attitudes and beliefs about student cooperation and support, as well as the gap between planned and actual communication behaviours to establish a predictable trajectory of teachers' communication.

While research has examined the impact of teachers' demographic factors, such as gender, qualifications, and experience, on student misbehaviour, there is a gap in understanding how these factors interact with teachers' leadership traits and communication styles in responding to misbehaviour, especially in the Maldivian context. Few studies address how these variables influence teachers' responses to misbehaviour and classroom environments. For instance, gender is a possible factor in classroom management (Duan et al., 2024). Moreover, although teacher qualifications are important for classroom management, additional research is needed to determine whether special qualifications or professional development programs enhance

teachers' self-confidence in dealing with misbehaviour (Duan et al., 2024). More importantly, the interaction among demographic characteristics, personality, and situational factors in the management of student behaviour has not been adequately investigated, particularly regarding the effect of teaching experience in shaping disciplinary styles (Ganji & Sejzehie, 2022; Jewell, 2017). Hence, there is a need for research that investigates how teachers' demographic factors, leadership styles, and communication techniques collectively influence student behaviour management in diverse educational settings.

This study attempted to recognise the significance of teachers' assertive communication style, responsive communication styles; and teachers' leadership traits of extraversion, openness, agreeableness, conscientiousness and neuroticism to prevent student misbehaviour. Thus, this study aimed to enhance the understanding of the significant modification to the traits of teachers and communication styles to prevent student misbehaviour at lower secondary schools in Maldives. Knowing these facts would lead to the building of an effective learning atmosphere and the ability to handle misbehaviour. The earlier mentioned studies further indicated a need to investigate the degree to which teachers' leadership traits and communication styles play a role in preventing students' misbehaviour in the classroom. Exploring these aspects will help build a stronger learning culture.

Therefore, researching the attributes of teachers and their style of communication will offer evidence that can control future misbehaviour and improve the number of individuals who will pursue a profession in the education sector. The findings of the current investigation would be useful for the teachers, the Ministry of Education - Maldives, private and government education institutions, educators, and academics. In addition to fostering better learning environments in schools, both the students and the parents as well would benefit from the findings.

1.3 OBJECTIVES OF THE STUDY

The objective of this quantitative study was to investigate the relationship between teachers' leadership traits and teachers' communication styles for preventing students' misbehaviour among students of lower secondary grades in Maldives. In particular, this analysis aimed to provide information to recognise various variables of teachers' leadership traits (extraversion, openness, agreeableness, neuroticism and conscientiousness) and teachers' communication styles (assertiveness, and responsiveness). The study also identified the difference in teachers' leadership traits and communication styles based on teachers' gender and other potential demographic variables and analysed whether those factors could moderate the relationship between teachers' leadership traits, communication styles and students' misbehaviour.

1.4 RESEARCH QUESTIONS

This correlational quantitative analysis aimed to investigate the relationship between teachers' leadership traits, and communication styles to prevent students' misbehaviour at lower secondary grades in schools in Maldives. This data could help teachers reduce students' misbehaviour and learn how personal traits and communication styles influence student behaviour. The following questions and the research hypotheses were used to guide the current study:

1. Is there any relationship between teachers' leadership traits and teachers' responses to prevent students' misbehaviour?
2. Is there any relationship between teachers' communication styles and teachers' responses to prevent students' misbehaviour?
3. Is there any significant difference in teachers' leadership traits based on teachers' gender, educational qualification and teaching experience?
4. Is there any significant difference in teachers' communication styles based on teachers' gender, educational qualification and teaching experience?

5. Is there any significant difference in teachers' response to prevent students' misbehaviour based on teachers' gender, educational qualification and teaching experience?
6. Does the model comprised of teachers' communication style and teachers' leadership traits predict the variations in teachers' responses to student misbehaviour?
7. Do teachers' gender, educational qualification and teaching experience moderate the relationship between teachers' leadership traits and teachers' responses to prevent student misbehaviour?
8. Do teachers' gender, educational qualification and teaching experience moderate the relationship between teachers' communication styles and teachers' responses to prevent student misbehaviour?

1.5 HYPOTHESES

The following hypotheses were tested to answer the above research questions:

Ho1: There is no significant relationship between teacher's traits and teachers' responses to prevent student misbehaviour.

Ho2: There is no significant relationship between teachers' communication styles and teachers' responses to prevent student misbehaviour.

Ho3: There are no significant differences in teachers' leadership traits based on teachers' gender, educational qualification and teaching experience.

Ho4: There are no significant differences in teachers' communication styles based on teachers' gender, educational qualification and teaching experience.

Ho5: There is no significant difference in teachers' response to prevent students' misbehaviour based on teachers' gender, educational qualification and teaching experience.

Ho6: The model comprised of teachers' communication style (CS) and teachers' leadership traits (TT) does not predict the variations in teachers' response to students' misbehaviour (TRSM).

Ho7: Teachers' gender, educational qualification and teaching experience do not moderate the relationship between teachers' leadership traits and teachers' responses to prevent student misbehaviour.

Ho8: Teachers' gender, educational qualification and teaching experience do not moderate the relationship between teachers' communication styles and teachers' response to prevent student misbehaviour.

1.6 THEORETICAL FRAMEWORK

The theoretical framework of a study is essential as it directs every aspect of the investigation. A theoretical framework is defined by Imenda (2014) as the process of providing a justification for an incident, highlighting certain phenomena, or directing an issue in research by employing a theory or a collection of designs taken from a distinct theory. In this study, Skinner's reinforcement theory, Glasser's Choice theory, and Bandura's Teacher Self-efficacy theory have been used as the foundation for the theoretical framework. These theories in general discuss how a behaviour is learned and how it can be prevented with recommendations. Thus, these theories will enable a better understanding of the causes behind students' misbehaviour in the classroom.

Research in communication styles first evolved from personality research (Carbonaro, 2016b). Teacher leadership traits and communication styles are the foundational constructs of the current study. Norton (1983) found that individual communication styles reflect personal trait differences. Jung's study served as the foundation for most of the work performed in the field of communication styles (McCroskey & Richmond, 1996). Potter and Emanuel (1990) indicated that individuals with different characters use various styles of communication, for example, an individual with quiet dispositions may be unwilling to participate in a lot of discussion, while another individual may participate in an annoying discussion.

These traits are rooted in the communicator's personality (McCroskey & Richmond, 1996). Identifying communication styles can help people achieve an understanding of their level of communication effectiveness (McCroskey & Richmond, 1996). Exploring the relationship between the two constructs of teachers' leadership traits and communication styles will provide an opportunity to continue to prevent or control misbehaviour in the school environment (Edgar, Roberts, 2009). Hence Badura's self-efficacy will be one of the theories that may provide an idea for preventing students' misbehaviour at schools.

1.6.1 B. F. Skinner: Reinforcement Theory

Burrhus Frederick Skinner focused his experiments on behavioural concepts and theories and contributed greatly to the awareness of human behaviour. In other words, Skinner's Behaviour modification principles are based on behavioural consequences. Skinner (1974) mentioned that behaviourism is not the science of human behaviour but the ideology of psychology. Skinner agreed that behaviour is affected by the outcomes that influence the acts of a person (Sowell, 2013). It is important to obtain desirable behaviour outcomes by rewards and undesirable behaviour by punishment, to change the behaviour of a person (Skinner, 1950).

Respondent behaviour and operant behaviour are two distinctive forms of behaviour (Skinner, 1950). Respondent behaviour requires a reaction or is caused by a given stimulus, is unlearned, and happens naturally and unintentionally. More respondent activity that is established through learning, or conditioning, requires exchanging one stimulus with another. Respondent behaviour relies on encouragement and is specifically related to physical stimulus. Skinner's study on reinforcement schedules offers an important tool for controlling, modifying, and influencing behaviour (Schultz & Schultz, 2016)

Operant actions are not originally triggered by any stimulus (Skinner, 1950). Skinner (1986) rightly assumed that by doing something alone, a person does not gain knowledge but learns based on the outcomes that accompany the results. Skinner claimed that operational conditioning influenced and changed most human and animal behaviour by variables outside of the individual (Schultz & Schultz, 2016). According to Omomia and Omomia (2014) operative conditioning values have affected the curriculum, greater emphasis is on the administration of the classroom, and operational conditioning concepts have influenced teachers and have a larger impact on classroom management.

Extraversion, conscientiousness, and agreeableness personality dimensions are key leadership traits among teachers to foster reinforcement approaches in the learning environment. Successful teaching, according to Kipuru et al. (2024), requires proactiveness, organizational capacity, and diligence in following through with steady reinforcement, which enables students to grasp the intended behaviours and the associated rewards for good behaviour. This consistency in reinforcing desirable behaviour helps students develop self-regulation and reduces the likelihood of misbehaviour. Extraverted teachers effectively use social reinforcement, such as praise and recognition, to encourage positive behaviour. Their ability to create an engaging and dynamic classroom atmosphere can make reinforcement strategies more impactful by linking positive behaviours to an emotional connection and motivation (Riden et al., 2019). On the other hand, teachers having the traits of agreeableness identify the most effective reinforcement techniques for their students, promoting positive behaviour and preventing misbehaviour in the classroom (Sowell, 2013). Their ability to connect with students emotionally allows them to apply reinforcement in a way that is both meaningful and motivating, promoting positive behaviours and discouraging negative ones (Sowell, 2013).

Skinner's Reinforcement Theory emphasizes that reinforcement is most effective when it is communicated clearly and immediately after the desired behaviour occurs. Teachers who are assertive in their communication are more likely to set clear expectations and boundaries, providing immediate feedback that reinforces positive behaviours. By clearly articulating what behaviours are desirable and offering reinforcement promptly, teachers can effectively encourage students to repeat them

(Schultz & Schultz, 2016). Additionally, teachers who are responsive can adjust their reinforcement strategies based on students' needs and behaviours. This responsiveness ensures that reinforcement is applied in a timely and appropriate manner, which maximizes its effectiveness in promoting positive behaviour. Teachers who are not overly rigid in their methods and instead are flexible in adapting to students' emotional and behavioural states can create an environment where reinforcement is more meaningful and impactful (Schultz & Schultz, 2016).

Skinner (1953) also emphasized the power of positive reinforcement in encouraging desirable behaviour. Teachers who consistently apply positive reinforcement, whether through verbal praise, rewards, or recognition, can shape students' behaviour over time. For example, a teacher who praises a student immediately after they demonstrate cooperative behaviour is reinforcing that behaviour, making it more likely to occur again. On the flip side, negative reinforcement removing an aversive stimulus when a positive behaviour occurs can also be effective. For instance, a teacher might reduce a student's homework load if they consistently follow classroom rules, thereby encouraging rule-following behaviour. Thus, Skinner's Reinforcement Theory highlights the importance of consistent and timely reinforcement in shaping student behaviour. Leadership traits like conscientiousness, extraversion, and agreeableness, as well as communication styles like assertiveness and responsiveness, are very important for teachers to be able to use reinforcement to stop bad behaviour and promote good behaviour (Schultz & Schultz, 2016; Tauber, 2007).

1.6.2 Choice Theory

The Choice Theory is based on the behaviour of students and discipline (Mafumbate, 2019). There is a significant need to consider the behaviour of students and the causes behind the students' misbehaviour (Bechuke & Debeila, 2012). Teachers can only successfully deal with or manage behaviour if they recognize what drives it (Glasser, 1998). In Choice Theory, pupils or students depend on their interests in relation to what they know and experience (Bechuke & Debeila, 2012).

In 1998, Glasser presented the Choice Theory, which provides a psychological basis for therapy of the truth. The human mind functions according to the Choice Theory. Like a thermostat as a negative input, it controls the system corrects actions and initiates behavioural change when it considers that it is not headed towards its goal (Glasser, 1998). This theory seeks to find new ways of understanding and explaining how teachers can help students demonstrate positive attitudes (Mafumbate, 2019).

The Choice Theory entails raising students' awareness of their duty to make their own choices regarding their learning and behaviour in the school environment (Glasser, 2009). The term Choice Theory suggests that behaviour is fundamental to our lives and is driven by five genetically modified needs (Mafumbate, 2019). According to this theory, the immediate needs and desires of a person are the deciding factors in human behaviour, not external stimuli (Glasser, 1998). Choice theory improves a discipline through which students are taught to consider the implications of their behaviour (Bechuke & Debeila, 2012).

Glasser (1998) describes five essential needs that everyone seeks to fulfil. The theory suggests that humans are driven to select present behaviour, which is derived from the five genetic needs: survival, belonging, power, freedom, and fun that bring a person in closer proximity to real wishes or visions relevant to each need (Glasser,1998). The Choice Theory assumes that behaviour is the key to our very existence, and it is motivated by the five inherited basic needs. Everything humans do is behaviour, and behaviour is chosen based on an individual's genes to fulfil one's basic needs (Mafumbate, 2019).

Survival needs are vital physiological needs, and our survival needs include food, water, air, safety, shelter, warmth, health, and sex. Survival also refers to security requirements and revenue that are adequate to satisfy fundamental needs (Frey & Wilhite, 2005). Survival will play a major role for students in classrooms, beginning with a regular assessment of their food, sleep, clothing and health needs. According to Frey and Wilhite (2005), school staff need to be conscious of how the living situation meets protection needs, not just from their parental desires and involvement, but also in their community and home security. Mokhele (2006)

suggests that disciplinary management requires teachers to make students feel emotionally secure and physically healthy so that students can cultivate self-discipline and responsibility in their actions.

Belonging is an emotional need to love and care about others. In family relationships, friendships, working relationships, and acquaintanceships there is a sense of belonging that enables one to realize that he/she is loved and cared about (Frey & Wilhite, 2005). The teacher must make sure the students are cared for and loved (Glasser, 1998). In classrooms, students need to be embraced by peers and adults. They got to realize that they make a meaningful contribution and think that their participation is important for the people in this environment. Students who believe that they may not satisfy their needs may have problems with their behaviour, learning, and schooling (Frey & Wilhite, 2005).

Power in schools can be characterized by the opportunity for students to select and contribute to their learning equally. Students want to engage in activities, have relevance and expertise, and take pride in those activities (Frey & Wilhite, 2005). Power here is not characterized by the practice or abuse of our superiority over another human, but by the need to be competent (Frey & Wilhite, 2005). It is an inner sense of success, achievement, dignity, meaning, and self-esteem, and an outward sense of being heard and valued, and feeling competent and identifiable (Frey & Wilhite, 2005).

To accomplish this, in both physical and psychological ways, learners need independence, opportunities, decisions, autonomy, and equality. Freedom in school environments can be as simple as needing a drink when one is thirsty. Students who persistently perceive themselves as trapped physically or imaginatively, consider themselves out of place, leading to non-productive and futile behaviours (Frey & Wilhite, 2005).

Fun is an emotional need for recreation enjoying humour, feeling excited, loving the job one is employed with, involving oneself in a hobby, having laughter and so on. Learning with fun is exciting for students and it could bring better results through the learning process as well; it also boosts the relationship between teachers and students and promotes positive behaviour in the students (Frey & Wilhite, 2005).

Glasser (2009) says that teachers should have two goals when coping with behavioural issues: firstly, to end the unwelcomed misbehaviour and secondly to show students how to control themselves or manage their behaviour. In general, most students simply strive to fulfil their fundamental human requirements in a way that is familiar to them (Frey & Wilhite, 2005). The challenging behaviour of the pupils propels teachers with an alternate way of looking at the behaviour (Frey & Wilhite, 2005). Choice Theory shows that even without using punishments and unnecessary rewards, learner actions can be controlled (Bechuke, 2015).

This theory emphasizes the need to inspire school students by including them in decision-making on discipline-related topics, and the theory promotes essential leading intervention strategies to help them develop self-discipline (Mafumbate, 2019).

To strengthen communication and to address actual classroom challenges, Glasser also believed in the vitality of classroom meetings (Glasser, 1998). In the classroom, the application of Choice Theory shifts the dynamics of communication between pupil and teacher and Glasser noted that core human needs are good social relationships (Glasser, 2003). Teacher helps the students to share their values and allow them to choose their preferences through constructive discipline methods in the classrooms (Mafumbate, 2019). Preventing or controlling misbehaviour means addressing disciplinary issues in a way that minimizes existing implications and offers methods for preventing further occurrences (Martel & Cavanaugh, 2016).

Conscientiousness and agreeableness are essential traits of teacher leadership, which play a significant role in implementing Choice Theory. Conscientious teachers are proactive in identifying and meeting students' needs, creating a structured and supportive environment that helps minimize misbehaviour (Schultz & Schultz, 2016). Teachers with agreeableness traits are more empathetic and attuned to students' emotional and relational needs, making it easier for them to adjust to a classroom environment where students feel safe and connected, thus preventing disruptive behaviour (Karakose et al., 2023a).

Teachers who are open to change can adapt their methods to help students feel understood, ensuring their fundamental needs are met in positive ways. According to Glasser (1986) when students' needs are fulfilled, they are more likely to make positive behavioural choices. Teachers with openness and extraversion create a dynamic classroom atmosphere that fulfils students' need for fun and freedom, reducing misbehaviour (Schultz & Schultz, 2016).

Assertiveness in communication is also highlighted in the Choice theory, which has placed significant importance. According to this theory, teachers who set clear, firm boundaries and communicate their expectations assertively help students understand what is expected of them. As Glasser (1998) suggests, when teachers communicate clearly, students are more likely to make positive choices, and this will help to minimize disruptive behaviour in the classroom.

Furthermore, according to this theory, responsiveness is critical in changing students' emotional and behavioural management. Responsive teachers can adjust their strategies based on the specific needs of individual students, ensuring that their actions address the underlying causes of misbehaviour before they escalate (Schultz & Schultz, 2016). Therefore, this theory highlights the integration of both communication styles assertiveness and responsiveness to effectively address and manage student misbehaviour.

Thus, Glasser's Choice Theory emphasizes the critical role of teachers' leadership traits (such as agreeableness, openness, and conscientiousness) and communication styles (such as assertiveness and responsiveness) in creating a classroom environment where students' basic needs are met, empowering them to make positive choices and avoid misbehaviour (Schultz & Schultz, 2016).

Hence Glasser's choice theory is a valuable framework for teachers to understand how to control students' misbehaviour at school. This theory includes some components of the teachers' leadership traits and teacher communication role as well as managing students' misbehaviour. Choice theory emphasises the need for teachers to understand and constantly monitor aspects of the school environment that affect and determine the way, the learners behave (Glasser, 2003). Thus, the philosophy of Glasser theory is important for helping teachers prevent or control misbehaviour at

school. This theory contains several components of the teacher's traits and the role of the teacher's communication styles in preventing students' misbehaviour

1.6.3 Teachers Self-Efficacy Theory

Bandura was born in 1925 in Alberta, Canada, and his theory is widely used in research in social-cognitive psychology, or the psychology division that deals with people learning and communicating with others. One of Bandura's most famous theories is self-efficacy theory. Self-efficacy is a part of a larger social cognitive theory (Bandura, 2012). Self-efficacy simply implies a person's conviction that his or her decisions are successful or that they make a difference. The self-efficacy of teachers in classroom management is seen as a crucial aspect of a teacher's professional competence (Goroshit & Hen, 2014). According to Bandura (1997), self-efficacy is useful for solving problems within the school.

Bandura's (1997) self-efficacy theory includes four sources (mastery experiences, vicarious experiences, verbal and social persuasion, and physiological and emotional states) which offer valuable perceptions related to the work of teachers. It also proposes detailed descriptive principles to follow in teaching and a systematic analysis of its relevance to teaching. According to Bandura (1997, 2012), these sources will successfully reduce students' negative feelings and behavioural issues.

The first source is mastery experience, which is the most powerful source of efficacy, and the theory states that self-efficacy is obtained from previously established human experience and individual goals (Bandura, 1997). The second source is vicarious experience, which means self-efficacy comes from our observation of people around us, particularly people whom we view as role models (Bandura,1997). Verbal and social persuasion is the third type of self-efficacy, which refers to receiving verbal encouragement or positive feedback from others. (Bandura, 1997). The last source of self-efficacy is physiological and emotional states, which means a person's psychological, physical and emotional well-being, can affect the individual's ability in a given circumstance (Bandura, 1997).

One of the topics related to teachers' self-efficacy is classroom management (Karakose et al., 2023b). Teachers with high self-efficacy would reduce the incidence of behavioural problems in the classroom and degrade students' negative learning feelings (Lawson, 2020). High levels of self-efficacy are also strongly associated with teachers' coordination, planning and readiness to collaborate with students who are facing challenges (Karakose et al., 2023b).

The theory of self-efficacy has been generally and internationally recognized as a paradigm for understanding human behaviour, and it includes individual's confidence in their skills to deal with challenges in different situations, control circumstances, and bring about significant progress (Benitez, 2020). According to Bandura (1997), self-efficacy is not a real degree of individual capacity, but it is the impression of individual capacity. Teacher self-efficacy is very important because it is related to effective teaching (Malinen et al., 2013). Teachers' sense of efficacy is truly linked to teaching behaviour in the school environment (Ghaith & Yaghi, 1997) and their philosophy of student control (Woolfolk & Hoy, 1990). This study was related to teachers' leadership traits and communication styles to prevent student misbehaviour; hence Bandura's self-efficacy theory can apply to both variables in relation to preventing students' misbehaviour.

According to Bandura's Self-Efficacy Theory, an individual's belief in their abilities has a significant influence on their behaviour, motivation, and how they manage challenges or issues (Bandura, 2023). It is visible that there is a direct and indirect idiosyncratic relationship between teacher leadership traits (extraversion, openness, agreeableness, neuroticism, and conscientiousness) and plays a crucial role in shaping their self-efficacy including in managing classrooms and handling student behaviour.

Extraverted traits are characterized by socially active, energetic, and enthusiastic teachers who tend to be more self-efficacious. This belief assists them in motivating themselves and demonstrates further improvement in managing students' behaviour (Karakose et al., 2023b). Consequently, more confident teachers can captivate students' attention and foster a healthy classroom climate (Bandura, 2023). Likewise, teachers who are open to other ideas and experiences are more capable of

dealing with difficulties as it increases their self-efficacy. Their willingness enables them to adopt new teaching methods that transform them and the classroom (Bandura, 2023; Karakose et al., 2023b). These self-efficacy beliefs are essential and useful for teachers to cope with difficult student behaviour and support learning in the classroom (Karakose et al., 2023b).

The teachers, supported by this context, will therefore stand a better chance of positively influencing the behaviour of students (Bandura, 2023). On the other hand, teachers who are highly neurotic, emotionally unstable, and anxious, tend to have less self-efficacy. According to (Karakose et al., 2023b) much of this instability tends to interfere with their capacity to aptly deal with classroom interruptions. In comparison, teachers who are goal-oriented, remain organized and proceed cautiously generally tend to have an increased level of self-efficacy. Their systematic plans of action and structured methodology provide good classroom behaviour management that prevents disruptive behaviour and attainment of their instructional goals (Bandura, 2023; Karakose et al., 2023b).

Highly agreeable teachers provide a positive environment that dissuades misconduct and enhances student involvement (Karakose et al., 2023b). This positive environment elevates students' self-efficacy and perceived ability, thereby positively affecting their behaviour (Bandura, 2023). Teachers with high neuroticism, expressed through nervousness and moodiness, are likely to exhibit lower levels of self-efficacy. Their high emotional instability undermines their capacity to effectively cope with classroom disruption (Karakose et al., 2023b). Conscientious teachers, by contrast, are characterized by organizational capability, goal direction, and meticulous planning that is typically accompanied by high self-efficacy. Their diligent preparation in concert with systematic instructional planning enhances classroom management, thus diminishing episodes of misbehaviour as well as increasing the achievement of academic goals (Bandura, 2023; Karakose et al., 2023b).

Effective communication styles, such as assertiveness and responsiveness, enhance teachers' self-efficacy and classroom management. Assertive teachers confidently express their expectations, managing interactions and addressing misbehaviour (Bandura, 2023). This assertiveness contributes to a positive classroom environment, improving teacher-student interactions and boosting teachers' confidence in managing behaviour (Karakose et al., 2023b). Similarly, responsive teachers build stronger relationships with students, reducing misbehaviour and promoting a conducive learning environment and this can reduce misbehaviour and promote a more conducive learning environment (Bandura, 2023; Mireles-Rios et al., 2019). By engaging in effective communication, teachers not only create a supportive and safe classroom but also reduce aggression and increase rule compliance, which further strengthens their self-efficacy in managing the classroom (Mitchell, 2019).

Teachers with high self-efficacy implement effective classroom management strategies, leading to better student behaviour and engagement (Mireles-Rios et al., 2019). Self-efficacy empowers teachers to address behavioural issues, reducing disruptions and creating a productive learning environment (Lawson, 2020). Teachers with high self-efficacy are adept at managing misbehaviour, planning, and collaborating with students (Vidić et al., 2021). Additionally, these teachers are more capable of planning, coordinating, and collaborating with students who may be struggling, which contributes to better classroom management (Kunnari et al., 2018).

Self-efficacy also supports teachers in preparing for and responding to classroom behaviour. As teachers feel more confident in their abilities, they are better equipped to manage misbehaviour (Sahirah Zahr, 2022). Self-efficacy is strongly linked to how teachers assess their ability to influence positive learning outcomes and manage student behaviour, emphasizing its critical role in preventing and addressing misbehaviour (Mitchell, 2019). Furthermore, teachers with higher qualifications tend to possess more advanced strategies for classroom management (Mitchell, 2019). This trait plays a critical role in preventing and addressing misbehaviour, emphasizing the importance of effective classroom management (Kunnari et al., 2018; Lawson, 2020).

1.7 CONCEPTUAL FRAMEWORK

A conceptual framework is the effect of incorporating numerous connected concepts to clarify or forecast a certain occurrence or offer a more ample comprehension of the phenomena of attraction or effectively, of an investigation topic (Imenda, 2014). This study proposed a new conceptual framework by reflecting on the literature that was investigated in addition to the theoretical framework that was employed in the research. The conceptual framework of this study comprised two independent variables: teachers' leadership traits, classified into sub-scales of openness extraversion, agreeableness, neuroticism, and conscientiousness; and communication styles, sub-constructed as responsiveness and assertiveness. The dependent variable is students' misbehaviour. Additionally, the study included three demographic moderators: gender, qualification, and experience.

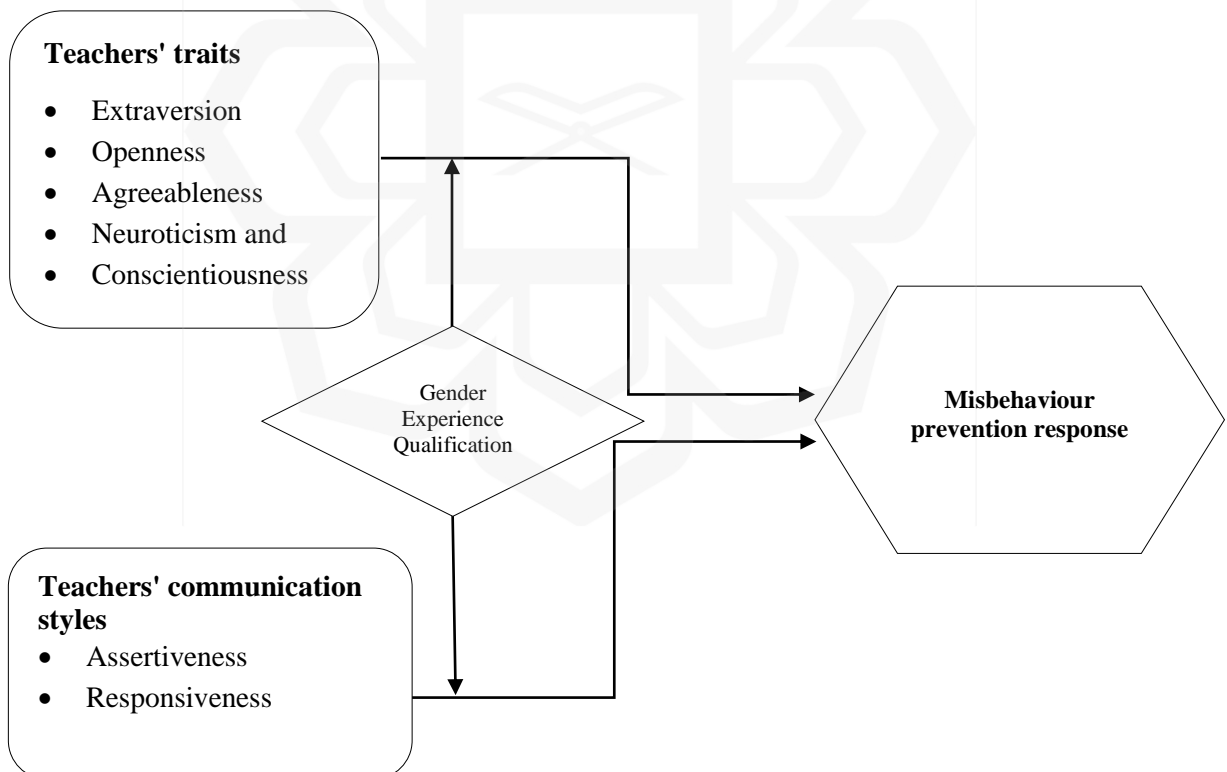


Figure 1.1 The proposed model of the Conceptual Framework for this Study

1.8 SIGNIFICANCE OF THE STUDY

This study contributes both theoretically and practically. Theoretically, this study attempted to enrich the study of student misbehaviour prevention by proposing a new conceptual framework and adding two crucial factors (namely, teachers' leadership traits and teachers' communication style) that might influence students' misbehaviour to yield a new model of students' misbehaviour prevention. Specifically, the study aimed to formulate a significant relationship between teachers' leadership traits and communication style to prevent students' misbehaviour at lower secondary grades in schools in Maldives. This would add to the current theories and models related to teachers' leadership traits communication styles and techniques to prevent misbehaviour of the students.

This study could be practically significant to teachers, the Ministry of Education of Maldives, private and government educational institutions in Maldives, students, and researchers engaged in understanding students' behaviour or improving students' behaviour in the school environment. The study could provide valuable findings and ideas about teachers' leadership traits and teachers' communication styles in preventing students' misbehaviour at lower secondary levels. In Maldives, the most authoritative body to govern the education system is the Ministry of Education and the Ministry of Higher Education. To understand the educational issues, the authorities have already done some research in the fields related to the education system in Maldives. However, no previous studies in the context of Maldives have investigated teachers' leadership traits and communication styles to prevent students' misbehaviour in schools rather than in the classroom. Hence, this was the first of such studies in the Maldives. Therefore, it mainly contributes to the Maldivian education process, primarily to the stakeholders of the school system.

Teachers could benefit from this analysis as they will consider their styles and have an alternative approach to managing classroom discipline, provide further flexibility for teaching, create a healthy and conducive classroom atmosphere, and be able to make better decisions in managing student behaviour.

Ministry of Education Maldives and other governmental and private educational institutions could benefit from this study because the study will help to explain a better view of existing trends and constraints to build a healthy and acceptable learning atmosphere.

This study could support the academic community; it will further deepen the current expertise on the management of school discipline. In addition, a new platform can be created to manage students' discipline, avoid punishments, and apply appropriate reinforcement tools in the classroom.

Finally, the students and society could benefit from this study by having a fair and ethical community. In brief, the analysis will point out the areas of weaknesses in preventing students' misbehaviour in the Maldives schools and notify the respective stakeholders regarding the steps that should be adopted to resolve those weak areas.

The findings might affect teaching or the educational system by directing the establishment of educational programs, approaches to teaching, and the extension of future professionals and researchers. In addition, it could facilitate the creation of innovative insights, the deployment of established understandings, the expansion of thoughts, the improvement of educational guidelines and procedures, and even the establishment of educational communities.

In conclusion, the study would provide suggestions for preventing student bad behaviour in schools in the Maldives. The study aimed to ascertain the underlying issues that influence the problem, and the interrelation of these factors will inform the actions that the appropriate agencies should take to undertake these problems.

The conclusions of this study could contribute to existing understanding by displaying a lack of reasonable consistency and thoroughness of existing standards and new frameworks. In summary, the anticipated study outcomes encompass the study's aims and objectives, as well as its potential influence on understanding, and fostering policy, implementation, and society.

1.9 DELIMITATIONS OF THE STUDY

This quantitative correlational study examined the relationship between teachers' leadership traits and teachers' communication styles to prevent students' misbehaviour at lower secondary grades in schools in Maldives.

With respect to design, the instrumentation, validation data processing and interpretation were purely quantitative in approach. Using quantitative methods and strategies fits the research goals and questions raised in this study. A quantitative technique is used to evaluate to what extent a relationship occurs within a population between two or more variables (Apuke, 2017). Moreover, a correlational study aims to measure if a relationship is formed using a correlational analysis between two or more variables (Creswell, 2009). Correlations are an easy and fast way to decide whether an association between two variables is worth examining (Tillbrook, 2014). This study provided the quantitative correlation structure as analyses accompanied with theories that include frameworks, and methodologies to study topics to prevent misbehaviour among students. The Creswell (2009) research review governs the logic of hypothesis analysis of quantitative methodology. A relationship between the predictor variables and the criterion variable in the current analysis was assumed to take place. Since the study aimed to evaluate the influence of teachers' leadership traits and communication styles on the prevention of student misbehaviour, a correlational design was suitable for this study. Employing three different instruments, quantitative data was obtained. This quantitative correlational study involved a survey of current teachers in lower secondary public schools in Maldives.

To measure the teachers' leadership traits, the instrument created by Oliver and Srivastava (1999) was used, along with the Socio-Communicative Style Orientation instrument developed by McCroskey and Richmond (1996) for measuring teachers' communication styles. Additionally, to measure teachers' strategies to prevent misbehaviour, the instrument developed by Díaz et al. (2018) was used.

Regarding the theories, the dominant theories that support the hypothesised relationships are Skinner's Reinforcement Theory, Glasser's Choice Theory and Bandura's Teacher Self-efficacy Theory, all of which formed the theoretical framework of the study.

The target population was teachers from lower secondary level schools in Maldives. The target population for this study was (N = 339). The data was obtained during the first quarter of 2021. The sampling method was the stratified random sampling technique.

As for the geographic region, this study took place in the public schools in Maldives, specifically at the lower secondary level.

1.10 OPERATIONAL DEFINITION OF TERMS

In the context of this study, the following terms are defined for a better understanding of this study.

Student misbehaviour

Misbehaviour is defined as behaviours or activities of students that are inappropriate or unsuitable for the situation or circumstances under which it occurs (adapted from Charles, 2008). In this study, misbehaviour is defined as inappropriate and disruptive behaviour exhibited by students within the learning environment, which interferes with the educational process and creates disturbances in the classroom.

Misbehaviour prevention response

This dimension of teachers' strategies refers to the most widely used reactive or proactive strategy of teachers to prevent misconduct of students and to set standards, procedures and friendly relationships between teachers and students (adapted Korpershoek et al., 2016). In this study, misbehaviour prevention response is defined as the strategies used by teachers to manage student behaviour, prevent disruptions in the classroom, establish clear standards and procedures, and foster positive and respectful relationships between teachers and students. It was measured on a 5-point Likert scale using items reflective of these strategies, with the scale including the

following ratings: R = Rarely, S = Sometimes, O = Often, and U = Usually. The dimension is measured using the instrument developed by Díaz et al. (2018), comprising 13 items.

Teacher leadership traits

This dimension of teacher leadership traits is defined as personality traits or patterns of characteristic behaviour, emotions and thinking processes that may characterise the behaviour of an individual in each circumstance (McCrae & Costa, 1989b). This includes the traits of extraversion, openness, agreeableness, neuroticism and conscientiousness (McCrae & Costa, 1989). In this study, teacher leadership traits are defined as the patterns of characteristic behaviour, emotions, and thinking processes, including extraversion, openness, agreeableness, neuroticism, and conscientiousness. The adopted instrument developed by Oliver and Srivastava (1999) was used to measure this independent variable. The tool comprises 44 items with Likert scale ratings from 1 to 5, where 1 = Disagree strongly, 2 = Disagree a little, 3 = Neither agree nor disagree, 4 = Agree a little and 5 = Agree strongly.

Teacher communication style

This dimension of communication style is defined as a characteristic shown voluntarily or involuntarily by teachers while communicating either verbally or non-verbally during teaching (adapted from De Vries et al., 2009). In this study, teacher communication style is defined as characteristics shown by the teachers verbally or non-verbally during teaching or the interaction of teachers in teaching. This includes responsiveness and assertive communication styles. The adopted instrument developed by (McCroskey & Richmond, 1996) was used to measure this independent variable. This tool includes 20 items with Likert scale ratings from 1 to 5, where 1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly agree.

Responsiveness

This dimension of responsiveness is defined as, the willingness to be open to another person when communicating with each other (Richmond, Wrench & McCroskey, 2013). Responsive people are strong listeners who can easily communicate with others (McCroskey & Richmond, 1996). In this study, responsiveness is defined as the ability to listen actively and communicate openly and effectively with others. This trait was measured by (11) items reflecting being helpful, responsive to others, sympathetic, compassionate, sensitive to the needs of others, sincere, gentle, warm, tender, friendly and aggressive as developed by (McCroskey & Richmond, 1996).

Assertiveness

This dimension refers to the capacity to defend one's own beliefs, even when he/she is verbally challenged. This is described as assertiveness (McCroskey & Richmond, 1996). An assertive person who can express his thoughts without being rude or hostile and being strongly assertive stops others from taking advantage of it (McCroskey & Richmond, 1996). In this study, assertiveness is defined as the ability to confidently express and defend one's beliefs, demonstrate independence, and maintain a strong personality, while also being considerate, respectful, cooperative, polite, and able to communicate effectively with others. This trait was measured by (9) items reflecting to defends own beliefs, being independent, forceful, having a strong personality, assertive, dominant, willing to take a stand, acting as a leader and being competitive – as developed by (McCroskey & Richmond, 1996).

Socio-Communicative Style Scale

Socio-communication refers to other people's understanding of the assertive and responsive behaviour of a communicator and this instrument is intended to evaluate the expectations of teachers' social-communicative behaviour (McCroskey & Richmond, 1996).

Extraversion

This dimension of extraversion refers to a sociable, engaging, enthusiastic personality. It is a general term for extraversion, and extroverted people are more outgoing, social, friendly, calm, and serious (Sriprom et al., 2019). Individuals with a poor extraversion component have introverted, withdrawing and relaxed personality traits (Costa et al., 1986). In this study, extraversion is defined as the tendency to be sociable, energetic, and enthusiastic in social interactions. This trait was measured by (6) items, reflecting sociable, forceful, energetic, adventurous, enthusiastic and outgoing – as developed by (Oliver & Srivastava, 1999).

Openness

This dimension of openness relates to the degree to which an individual is interested in taking up new challenges and is adventurous (Sriprom et al., 2019). Individuals who score high on openness to experience are interested in new ventures; they are artistic, imaginative, creative, and highly curious. Individuals with a low score in openness to experience tend to stick to the existing practices, do not like change, and are old-fashioned and conventional (Sriprom et al., 2019). In this study, openness is defined as the inclination to seek new experiences, be imaginative, and embrace creativity. This trait was measured by (6) items, reflecting curiosity, being imaginative, artistic, wide interests, excitable and unconventional, as developed by (Oliver & Srivastava, 1999).

Agreeableness

This dimension refers to the trait of being polite, compassionate, cooperative and tolerant. This is agreeability (Sriprom et al., 2019). Individuals with high agreeableness are very social; while individuals with low agreeableness are more aggressive, cynical and isolated (Sriprom et al., 2019). In this study, agreeableness is defined as the tendency to be trusting, warm, cooperative, and considerate, with a strong focus on social harmony. This trait was measured by (6) items, reflecting trust,

straightforwardness, warmth, unstubborn, modesty and sympathy – as developed by (Oliver & Srivastava, 1999).

Conscientiousness

This dimension of conscientiousness requires hard work, perseverance, ambition, organising, efficiency and timeliness (Costa et al., 1986). Individuals with high awareness tend to be efficient, coordinated, and focused (Sriprom et al., 2019). Careless, irresponsible, purposeless, and inefficient individuals are people with poor conscientiousness (Bozgeyikli, 2017). In this study, conscientiousness is defined as the tendency to be diligent, organized, goal-oriented, and efficient. This trait was measured by (6) items, reflecting efficiency, being organized, not careless, achievement striving, not lazy and deliberation developed (Oliver & Srivastava, 1999).

Neuroticism

This dimension of neuroticism (also known as "emotional stability" in reverse) refers to an individual who is emotionally firm but is prone to negative emotions. Such individuals are high in neuroticism (in other words –weak emotional stability) and are vulnerable to fear, anxiety, depression, and a feeling of insecurity. On the other hand, people with low values in neuroticism (which means high in emotional stability) are more relaxed, cool and composed, and feel confident (Sriprom et al., 2019). In this study, neuroticism is defined as the tendency to experience emotional instability, distress, and heightened anxiety. This was measured by (6) items, reflecting anxiety, irritability, depression, shyness, moodiness, and low self-confidence – as developed by (Oliver & Srivastava, 1999).

Lower secondary level

The lower secondary level refers to students from grades 8 to 10.

1.11 CHAPTER SUMMARY AND ORGANIZATION OF THE STUDY

Previous studies have not adequately addressed teachers' leadership traits and communication styles to prevent the misbehaviour of students. To increase the academic performance of students, teachers must define what a good style of class management is, which reduces misbehaviour and encourages a healthy learning atmosphere. The purpose of this non-experimental correlation quantitative study was, therefore, to investigate the relationship between teachers' leadership traits, communication styles, and students' misbehaviour. In particular, the study aimed to investigate the relationship between teachers' leadership traits (extraversion, openness, agreeableness, neuroticism and conscientiousness), and teachers' communication styles (assertiveness, and responsiveness), to prevent student misbehaviour in lower secondary schools in the Maldives.

Eight research questions were posed to investigate the relationship between teachers' leadership traits, their communication styles, and their responses to prevent students' misbehaviour at lower secondary grades in schools in Maldives. The results of the study would be useful for many stakeholders in the Maldives, including the Maldives Ministry of Education and in all institutions where there is a teacher-student relationship. This study will also add great value to the teachers' training programs. Chapter One included an introduction to the study, background of the study, problem statement, objectives of the study, research questions, hypothesis, significance of the study, scope of the study and definitions and terminologies. Further chapters of the thesis were organised as follows.

Chapter 2 abridges the review of research and literature. This includes reviews related to the study. It additionally incorporates the factors that show up in the theoretical and conceptual framework.

Chapter 3 describes the research methodology, investigating questions, subjects of the investigation, sample size, instrumentation, strategy for study, and technique for investigation.

Chapter 4 incorporates the result of the study, analysis of information gathered, the nature of the investigation, the study questions, and the result of the study.

Chapter 5 presents and discusses the result of the investigation in light of the literature and makes recommendations for future research. This chapter also concludes the research aims that were laid out in Chapter One.



CHAPTER TWO

REVIEW OF LITERATURE

2.1 INTRODUCTION

The purpose and aim of this quantitative study were to investigate and provide information to recognize various variables in the relationship between teachers' leadership traits and teachers' communication styles with the prevention of students' misbehaviour in lower secondary grades in schools in the Maldives.

The key objective of this chapter is to focus on prior research to express the need to investigate the relationship between teachers' leadership traits and teacher communication styles with the prevention of students' misbehaviour. To include the most recent literature analysis, a search was carried out using phrases frequently used in existing works on the subject. The keywords and phrases used included communication style, communication types, communication skills, teachers' leadership traits, misbehaviour, misconduct, behaviour, classroom management, personality, teachers' attitudes, teachers' characteristics, classroom problems, school ethics, and problem-solving. All materials including papers, chapters and books were gathered, described and reduced to citations. The ProQuest, Google Scholar, and library databases were searched electronically and manually using these keywords, and the phrases listed were used to collect the literature.

The chapter is divided into seven sections exploring these factors (i) an introduction to the chapter; (ii) a concept of teachers' leadership traits; (iii) a concept of teachers' communication styles; (iv) a concept of misbehaviour; (v) a theoretical framework; (vi) conceptual framework; and (vii) review of the previous studies. Finally, a summary of all the principles and observations from the relevant literature concludes the chapter.

2.2 CONCEPT OF TEACHER'S LEADERSHIP TRAITS

The term "personality" originates from the Latin word "persona", which is described as the actor's mask to portray various roles (Banerjee & Ghoshal, 2021). The study of personality psychology prospered in the early 19th century, having a profound impact on the developments in the field (Norouzi & Hassanpour, 2022). Afterwards, Galton's attempts to classify personality traits began in the 1900s, followed by different classifications. The five-dimensional clarification of personality traits began in the 1960s and gained traction in the 1980s and 1990s. The five-factor personality model is used in contemporary studies to define individual traits as a universal model (John et al., 2008). A widely endorsed framework, The Big Five Personality Model, categorizes personality traits into five primary components which include extraversion, agreeableness, conscientiousness, openness to experience, and neuroticism (Jabeen & Nasreen, 2024; Malki, 2020).

Many studies have stated their definition of personality traits. According to Eysenck (2009), personality traits are defined as a set style of character that portrays and clarifies individual differences. Mayer (2007) defined traits as an arrangement of parts that are composed, created, and communicated in an individual's behaviour, including feelings, intentions, segments, mental models, and being oneself. In a similar vein, personality was described by Bergner (2020) as a consistent set of traits and behaviours that encompasses an individual's inherent tendencies and distinctiveness from the typical person in their society. Hence, the perspective emphasizes that personality traits that are defined by societal norms and deviations are relative to the personality attributes that are assigned based on relative, rather than absolute norms, frequency (Bergner, 2020). The concept of personality traits varies across the literature (Carlos Barrera, 2021). The personality traits represent dimensions of individual variation that reflect consistent patterns of behaviour, feelings, and thoughts, which influence how individuals act, feel, and think over time (Malki, 2020). Further, teacher traits as internal characteristics seen through teachers' behaviour, convictions, conduct, and way of thinking and the research emphasized traits such as being inventive, well-disposed, able to manage conflicts, maintaining close relations, being artistic, perceptive, creative in teaching, minimizing misbehaviour, and being loving and fascinating Hamza and Griffith (2006). In

addition to that, personality is also characterized as the unique combination of characteristics that shape a teacher's behaviour in their professional responsibilities or role (Norouzi & Hassanpour, 2022).

The literature on the trait dispositional approach reveals several influential theories over the years that have significantly contributed to the field of personality psychology over the years (Malki, 2020). To explain personality traits, various models and theories have been proposed that include humanistic, social cognition, cultural, and economic approaches (Barrera, 2021). The NEO Personality Inventory (NEO-PI) introduced by Costa and McCrae (1992) assesses neuroticism, extraversion, and openness to experience. Furthermore, this was later expanded to include agreeableness and conscientiousness in the revised version called the NEO Personality Inventory Revised (NEO-PI-R) (McCrae & Costa, 2008). Also, multiple personality frameworks have been developed by other researchers, each with distinct levels of reliability and validity to understand the construct of personality (Kim et al., 2019).

Apart from this, personality can be understood through various approaches, including the psychoanalytic approach, neo-psychoanalytic approach, life-span approach, genetics approach, humanistic approach, cognitive approach, behavioural approach, social-learning approach, and limited-domain approach (Schultz, D. P., & Schultz, 2016). Recognizing personality types enables teachers to customize their teaching methods to meet the needs of their students (Badamas, 2021). The Big Five traits have been extensively applied to evaluate and investigate how individuals' personalities relate to their behaviours in areas that include education, economy, leadership, life satisfaction, and academic performance (Malki, 2020). The framework has proven to be an essential tool for researchers seeking to understand and identify individual personality characteristics differences (Harmainen, 2019; Malki, 2020).

Teachers play a fundamental role in managing students' misbehaviour as they spend more time with the students and directly deal with managing their behaviour ((Nooruddin & Baig, 2014). Teachers' personality traits have a profound impact on student's behaviour and learning outcomes (Badamas, 2021a). Therefore, teacher leadership traits are crucial for managing students' behaviour in the school environment at all education levels of learning. Numerous studies have been done to

exhibit teachers' leadership traits (DuwinitiaNingsih & Putra, 2020; Minn & Than 2020).

2.3 CONCEPT OF COMMUNICATION STYLES

One of the old ideas in human instinct is communication. Communication styles have a history of over five decades, and the concept of communication styles emerged from personality research (Carbonaro, 2016b). In the late 1970s, the emergence and knowledge of communication styles were developed in various fields including management communication (Baker & Ganster, 1985), health communication (Kettunen et al., 2000), intellectual communication (Park & Kim, 2008), and educational communication (Inglis, 1993). Timothy Leary developed the idea of human attitudes and behaviour that became the origin of communicator types (Brimhall, 2010).

As indicated by George and Jones (2012), communication is defined as the precision and transparency of exchanging information. As mentioned by Richmond and McCroskey (2000), verbal and nonverbal are the two modes of closeness that may occur between teachers and students. Furthermore, they stated that the nonverbal mode is more significant or influential in the classroom. According to Hartman and McCambridge (2011), the two-way interactive process is called communication. Norton (1978) was the first person who introduce the term communicator style as “a verbal or para-verbal interaction to signal how literal meaning should be taken, interpreted, filtered, or understood” (Norton, 1978, p. 99). According to Norton (1978), the idea of communication style is based on various subconstructs including dominant, dramatic, animated, open, contentious, relaxed, friendly, attentive, impression-leaving, and precise. Furthermore, he stated that the communicative image and all the subconstructs are related to broader dimensions of teachers' communication styles (Norton, 1978).

Additionally, Richmond and McCroskey (1979) also created the Communication Style Scale (CSS) which includes four dimensions Sell, Tell, Consult, and Join. Another contribution to the field of communication was the Relational Communication Scale (RCS) which was developed by (Burgoon & Hale, 1987). The CSS contains eight dimensions i.e., Inferring Meaning, Interpersonal Sensitivity, Indirect Communication, Dramatic Communication, use of Feelings, Preciseness, Openness, and Positive Perception of Silence. The communication style construct was first studied effectively by Robert Norton (Webster, 2009). Duran (1983, 1992) developed a Communicative Adaptability Scale-Self related to (CAS-SR) containing six factors i.e., social experience, social composure, social confirmation, articulation, appropriate disclosure and wit. Reece and Brandt (1993) built a scale on communication styles mentioning a degree from low to high ranging and together divided into supportive, emotive, reflective, and director communication styles.

Further from Norton's (1978) research, Hansford and Hattie proceeded with an investigation of five communication styles including dominant, attentive, animated, relaxed, and impression-leaving (Waldherr & Muck, 2011). Likewise, Sidelinger and McCroskey (1997) built a socio-communicative style construct that explained responsiveness and assertiveness in communication styles.

McCroskey and Richmond (1996) created a Socio-Communicative Style Orientation scale used to evaluate one's mode of communication shaped by assertiveness and responsiveness. Assertiveness and responsiveness were the two major visible components included in most of the communication style models (Waldherr & Muck, 2011). McCroskey and Richmond (1996) also created a Socio-Communicative Style Scale to measure a person's experience of another person's style focused on two elements - assertiveness and responsiveness. According to Webster (2009), the three dimensions of socio-communicative styles are responsiveness, assertiveness, and versatility. Versatility may be the third aspect. Later, Richmond and McCroskey (2013) proposed to use of the Cognitive Resilience Scale to measure versatility independently. Along with this suggestion, two elements were included, such as assertiveness and responsiveness in the conceptual framework. The results of Socio-Communicative Style and teacher immediacy behaviour need to be investigated in several environments (Thomas et al., 1994). This recommendation was discussed in

the present studies since there was no evidence of the Socio-Communicative Type Scale being applied in the teaching context. Many researchers also questioned the rationality of dimensions in CSM (Gharaveis et al., 2018) and criticized the rationality of CSM developed by Norton. Further Chaganti and Bikkina (2011) mentioned the rationality of CSM is still not so clear.

2.4 CONCEPT OF MISBEHAVIOUR

To understand misbehaviour, it is realistic to first understand the behaviour since this study is specifically aimed at examining teachers' leadership traits and teacher communication styles to prevent student misbehaviour at lower secondary levels. Student misbehaviour has been a longstanding challenge in educational settings, impacting both the teaching process and the emotional well-being of educators (Benaissi, 2021; DuwinitiaNingsih & Putra, 2020). To effectively address this issue, it is crucial to grasp the intricacies surrounding student behaviour and misbehaviour behind them, which require understanding the triggers, definitions, and theoretical framework (Glock & Kleen, 2021; Orejudo et al., 2020).

In an educational setting, misbehaviour refers to any action that disrupts the regular flow of the teaching and learning process. As emphasized by (A. L. Bechuke, 2015) teachers must initially comprehend the dynamics of behaviour, encompassing its various types, causes, and intensity, addressing misbehaviour. Behavioural theories, rooted in the work of John B. Watson and further expanded by Skinner, highlight the reinforcement of external stimuli and reinforcement in modifying behaviour (Peter Harzem, 2004; Watson, 1913).

Furthermore, many of the student behaviours are influenced by the context-dependent. According to Bechuke (2015), the social and physical environment significantly impacts shaping an individual's actions. To effectively address misbehaviour, teachers must identify the situational events that trigger such behaviour and adjust their approaches accordingly. Additionally, from teachers' unintentional or intentional actions, some misbehaviour can often result such as unfair treatment or

harsh reprimands, which may lead to students feeling humiliated or embarrassed (Benaissi, 2021).

The concept of "student misbehaviour" encompasses a range of actions that violate classroom rules or societal expectations, resulting in disruptions to the learning environment (Orejudo et al., 2020). As a result, misbehaviour such as emotional triggers, peer influences, and external factors such as family dynamics or community stressors can stem from various sources. According to Glock and Kleen (2021), an individual's behaviour is highly adaptable, often shifting based on the surrounding environment and the situation at hand. Consequently, misbehaviour cannot be seen as a static trait, but as a dynamic response to the classroom atmosphere and broader social context.

Theories on misbehaviour have evolved significant development, with various educational theorists proposing distinct frameworks to tackle the issue. Behavioural theories emphasize external control mechanisms to change student behaviour, highlighting the importance of adult guidance and reinforcement in shaping desired actions. In contrast to the transactional theories, it promotes an advocate for a cooperative relationship between teacher and student and aims to reduce misbehaviour by working together to solve underlying issues. This method encourages mutual collaboration, with the teacher and student addressing misbehaviour as a joint effort. In the end, relationship-based theories underscore the importance of establishing a positive teacher-student relationship before effective teaching can occur. According to these theories, a lack of meaningful connections between students and educators causes much misbehaviour (Glock & Kleen, 2021)

Student misbehaviour is a persistent challenge for teachers across diverse educational settings, substantially impeding the teaching-learning process and generating frustration among educators (Benaissi, 2021). Beyond disrupting classrooms, misbehaviour can lead to emotional exhaustion, culminating in teacher burnout and decreased job satisfaction (Chang & Taxer, 2021). To address these issues, it is crucial to investigate the underlying causes of misbehaviour, which often include environmental influences, individual traits, classroom dynamics, and societal influences (DuwinitiaNingsih & Putra, 2020).

The unpredictable and diverse nature of student misbehaviour makes it difficult for teachers to develop a one-size-fits-all solution. According to DuwinitiaNingsih and Putra (2020), misbehaviour may result from a complex interplay of factors such as the student's background, the classroom environment, and societal pressures. This complexity necessitates tailored interventions that account for these varied influences. To manage student misbehaviour effectively, teachers must possess a nuanced understanding of the student's needs and behaviour, as well as the teacher's ability to manage the emotional responses to these challenges.

One vital component aspect of managing student misbehaviour is recognising how teachers manage their emotional responses. Chang and Taxer (2021) emphasized that emotional regulation plays an essential role in preventing teacher burnout and enhancing classroom management. Teachers who effectively regulate their emotions in response to misbehaviour are more likely to maintain a calm, productive learning environment. Furthermore, understanding the impact of teachers' emotional responses to their interactions with students can offer valuable insights into preventing and addressing misbehaviour. Research has demonstrated that misbehaviour can persist and even grow over time, especially as children mature and face new social and academic challenges. A study by Shamnadh and Anzari (2019) revealed that misbehaviour can be a consistent trait, emerging in early childhood and continuing into adolescence and adulthood. This stability highlights the importance of early interventions that equip students with positive behaviour and coping strategies, thereby preventing misbehaviour from becoming deeply ingrained.

2.5 CONCEPTUALIZING THE FRAMEWORK OF THE STUDY

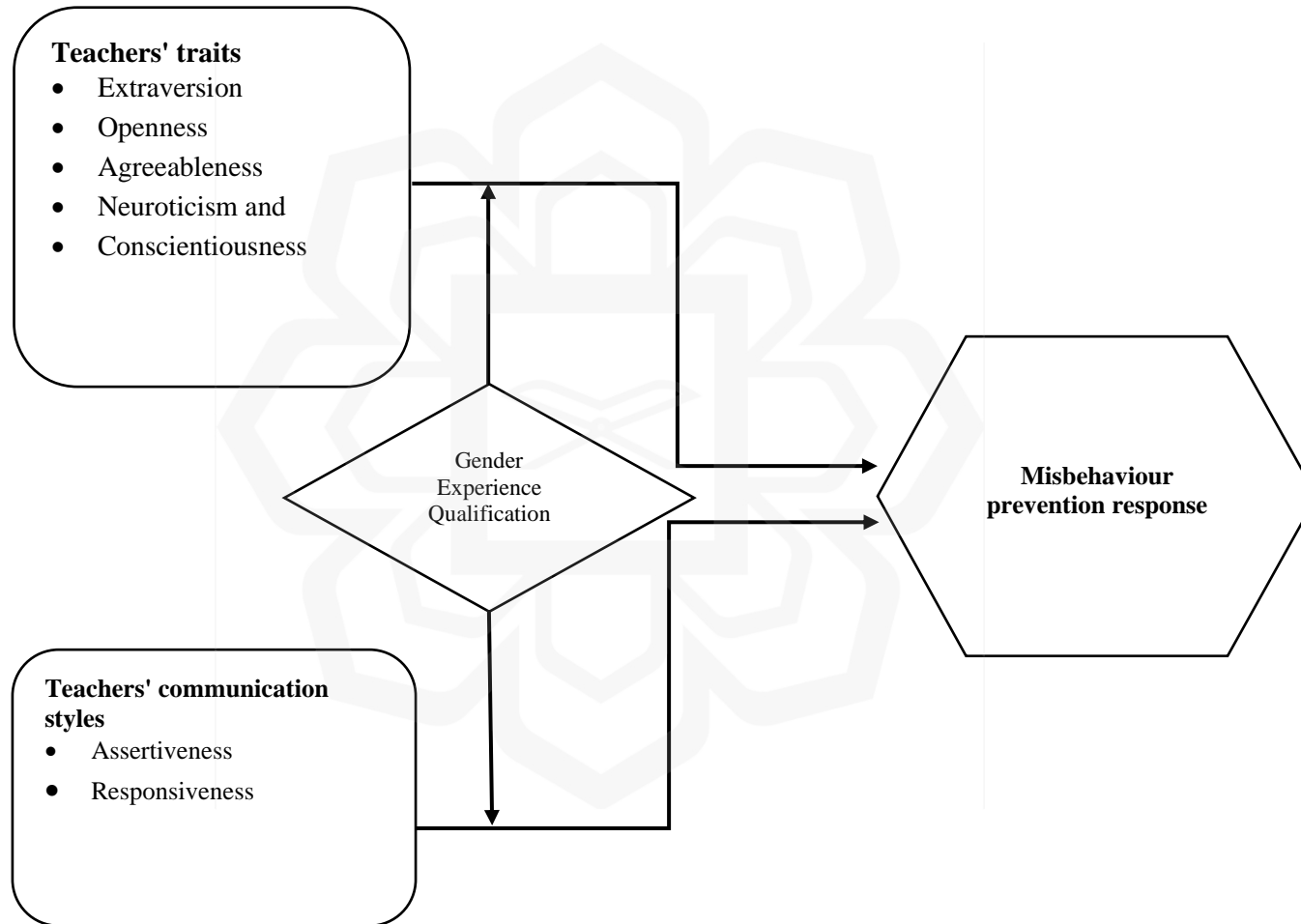


Figure 2.1 The Model of the Conceptual Framework for this Study

The conceptual framework of this study is based on Skinner's Reinforcement Theory, Glasser's Choice Theory and Bandura's Teacher's Self-Efficacy. The conceptual framework includes two independent variables, which include teachers' leadership traits with sub-scales of extraversion, openness, agreeableness, neuroticism and conscientiousness, and communication styles with the construct of responsiveness and assertiveness. The dependent variable is students' misbehaviour. The study also includes three demographic moderators namely gender, qualification, and experience.

The fundamental concept of Skinner's theory is that behaviour can be regulated by its effects and Skinner's theory is an important monitoring method for changing and shaping the behaviour (Schultz & Schultz, 2016). Skinner's theory has a larger impact on managing the classroom and also influences teachers' work (Omomia & Omomia, 2014). Hence Skinner's theory will help understand how to prevent students' misbehaviour occurrence in the classroom (Evertson & Weinstein, 2013). The conceptual framework is briefly described below.

2.6 TEACHERS' LEADERSHIP TRAITS

The subconstructs of teachers' leadership traits and styles are described below.

2.6.1 Extraversion

Extraversion refers to an individual's comfort level with social relationships, with those scoring high in extraversion exhibiting a greater ease in forming and maintaining connections (Banerjee & Ghoshal, 2021). Moreover, the research mentioned that highly extroverted individuals tend to have many relationships and devote more time to nurturing these relationships, whereas low extroversion involves fewer relationships, and invests less time spent on them. Further, extraversion passes traits that include friendliness, dominance, ambition, confidence, and boldness, which collectively enhance an individual's ability to navigate social interactions with ease (Jabeen & Nasreen, 2024).

Strong extraversion is distinguished by a greater number of relationships and a greater proportion of time spent in them, and extraversion is characterized by a lesser number of relationships and less time spent in these relations (Costa & McCrae, 1992). Extraverts tend to be avid, assertive, sociable and talkative whereas introverted individuals are characterized by their autonomous, relaxed, consistent and alone (Barakat & Othman, 2015). Extraverts are avid, assertive, free, social and talkative (Banerjee & Ghoshal, 2021).

Additionally, high extraversion is distinguished by a larger social network and a greater proportion of time spent in it, and extraversion is characterized by fewer relationships and less time devoted to social interactions (Costa & McCrae, 1992; Barakat & Othman, 2015). Correspondingly, extraversion is linked to sociability and assertiveness, where highly extroverted individuals are often outgoing and confident in social situations (Norouzi & Hassanpour, 2022). Similarly, extroverts tend to be enthusiastic, assertive, sociable, and communicative, making them well-suited for dynamic environments that require engagement and interaction (Barakat & Othman, 2015).

In addition to this, extraversion is a personality trait characterized by positive emotions and thoughts, as well as the drive to foster and maintain healthy relationships with others (Mangi et al., 2020). According to this context, it is significant to acknowledge the personality of the teachers who play a vital role in shaping their styles of classroom management (Mansouri et al., 2021). Moreover, individuals who exhibit conscientiousness, often display traits of extraversion and tend to be goal-focused and dedicated to their work, which enhances their professional effectiveness and overall performance (Norouzi & Hassanpour, 2022).

Overall, extraversion is an essential personality trait that influences social interactions, communication styles, and professional interactions. Its importance in educational contexts, especially in shaping teacher-student relationships and classroom environments, highlights the necessity of exploring its effects on effective teaching and learning.

2.6.2 Openness

Openness refers to the range of interests a person has and how deeply they engage with them, with high openness indicating many interests but less depth, and low openness suggesting fewer interests but greater depth (Banerjee & Ghoshal, 2021). Curious, perceptive, broad-minded, innovative, inventive, intellectual, responsive, and cultivated qualities of this element are typical features (Barakat & Othman, 2015). Furthermore, Openness to Experience is a personality trait that characterizes people who prefer to pursue new thoughts analytically and discover new experiences (Barakat & Othman, 2015). People high in openness appear to pursue opportunities and have a wide variety of academic preferences (Schultz & Schultz, 2016). At this point, John and Srivastava (1999) characterized individuals with openness as innovative thinkers who drive changes and challenge the status norms.

Furthermore, openness to action refers to a person's drive to engage in new and complex experiences, whereas openness to ideas represents cognitive and intellectual curiosity about learning new things. In conclusion, openness is a significant personality trait that influences intellectual curiosity, creativity, and openness to new experiences. Its importance across various contexts, particularly in driving innovation and adaptability, underscores the need to understand its impact on personal growth, social interactions, and professional environments. Individuals can contribute more effective communication, learning, and problem-solving in diverse settings by acknowledging the impact of openness. (Malki, 2020).

High openness describes an individual with comparatively more interests and thus less interest depth, thus low openness relates to an individual with comparatively fewer interests and a relatively greater depth in each one (Costa & McCrae, 1992). Furthermore, openness is linked to a desire for diversity, intellectual curiosity, and sensitivity to artistic and creative experiences (Norouzi & Hassanpour, 2022). According to this study, individuals high on the O scale tend to be less conservative and more open to new ideas and experiences. As a result, they are typically open-minded with an active imagination. Moreover, people who are open to experience welcome new experiences and tend to be more intelligent, creative, and enthusiastic (Jabeen & Nasreen, 2024).

2.6.3 Agreeableness

The literature highlights that agreeableness refers to an individual's overall interpersonal orientation to interpersonal relationships, with high agreeableness characterised by a person who warmly responds to others and by being flexible can avoid conflicts (Banerjee & Ghoshal, 2021). A wide range of sources includes a spouse, religious leader, acquaintance, boss, or pop culture idol to be obtained by a highly agreeable person. Low agreeableness defines someone who only practices one's inner voice in the extreme (Costa & McCrae, 1992). This aspect reflects how you communicate with others, and how you are open to other people's emotions and emotional patterns and perceptions (Barakat & Othman, 2015). Agreeable people are altruistic, gentle, caring, friendly and warm. Agreeable teachers can create strong and positive relations with students and are generally perceived as altruistic and compassionate by others (Saadullah & Bailey, 2014).

Additionally, low agreeableness describes a person who, in the extreme, follows their inner voice without regard for how it might hurt others (Banerjee & Ghoshal, 2021). Moreover, agreeableness is associated with respect for others' beliefs and interpersonal trust, and individuals high on the A scale are generally altruistic and enjoy helping others (Norouzi & Hassanpour, 2022). In line with this, people who score high in agreeableness are generally friendly, cooperative, compassionate, warm, eager to please, and good-natured, focusing on fostering harmony and unity within groups and having a positive view of others (Malki, 2020). In essence, an individual's tendency to trust others, cooperate, show kindness, be considerate, gentle, and generous is a personality trait that is defined as agreeableness (Mangi et al., 2020).

Substantially, agreeableness is a crucial personality trait which regulates interpersonal interactions and determines the quality of relationships. Its impacts on fostering collaborative and harmonious social environments highlight its significance in various settings, including education, profession, and personal life.

2.6.4 Conscientiousness

Conscientiousness reveals the degree, determination, hard labour and motivation of the person in the achievement of the goal and is a measure of the goal-oriented action and scope of the regulation of pulses (Barakat & Othman, 2015). Strong conscientiousness refers to a person who has a strong desire to complete objectives and demonstrates self-discipline correlated with such concentration. While low conscientiousness reflects a person who pursues a greater range of goals and demonstrates less self-discipline (Costa & McCrae, 1992). The more conscientious the individual is, the more professional, accountable, tidy, respectful and detailed he/she will be (Costa & McCrae, 1992).

On top of that, recent research suggests that conscientiousness refers to goal-oriented behaviour, with high conscientiousness marked by strong focus and self-discipline toward goals, whereas low conscientiousness suggests disorganization and distractibility (Banerjee & Ghoshal, 2021). Moreover, a tendency toward persistence, responsibility, and trustworthiness; individuals high on the C scale are typically purposeful, cautious, and strong-willed connected to conscientiousness (Norouzi & Hassanpour, 2022). Additionally, traits such as self-discipline, determination, organization, efficiency, and a strong drive to achieve are called conscientious individuals (Malki, 2020). Furthermore, conscientiousness is also described as a personality trait that encompasses an individual's dedication and persistence in pursuing goals, even in difficult circumstances, while demonstrating a meticulous and responsible mindset (Mangi et al., 2020). Remarkably, it also involves strategic planning, such as setting pre-task plans and establishing personal and interpersonal rules, and guidelines to facilitate goal attainment (John and Srivastava, 1999).

Substantially, goal-directed behaviour, organization, and achievement fuel that conscientiousness is a fundamental personality trait. Its function is to promote persistence, and responsibility is critical for success in academic, professional, and personal pursuits.

2.6.5 Neuroticism

The fifth dimension is neuroticism from the five-factor model. It is referred to as negativity of mental wellbeing is neuroticism. These neuroticism numbers will be extremely anxious, irritable, violent, scary, gross and depressed (Saadullah & Bailey, 2014). Individuals with high levels of neuroticism are insensitive and more easily distracted by their surroundings and sometimes become unstable, concerned, caring and sad (Barakat & Othman, 2015). Individuals with an average neuropsychic are often exposed to anxiety, hostility, depression, self-awareness, momentum and vulnerability and are more likely to experience it (Costa & McCrae, 1992).

Additionally, recent studies have further elaborated on neuroticism. Neuroticism is the tendency to experience negative emotions and display emotional instability (Sarwar et al., 2023). On top of that, emotional instability, including the inability to control impulses, a tendency toward unrealistic ideas, and difficulty in coping with stress were linked to neuroticism (Norouzi & Hassanpour, 2022). As an additional support, neuroticism involves a propensity for negative emotions and anxiety, whereas individuals with high emotional stability tend to be more resilient and less prone to negative reactions experience (Banerjee & Ghoshal, 2021).

Furthermore, individuals who are more reactive (low on emotional stability) are more likely to have negative reactions (Banerjee & Ghoshal, 2021). An individual who identifies themselves as highly neurotic are vulnerable to more unpleasant emotions, bodily signs, and life events are also declared in the investigation (Jabeen & Nasreen, 2024). Essentially, individuals who are with high neuroticism tend to avoid situations that threaten their sense of self, easily upset or embarrassed, have difficulty controlling their impulses, struggle with stress, and tend to worry (Malki, 2020).

In essence, neuroticism is a significant personality trait that influences emotional stability and stress management. Identifying its implications is vital for creating targeted coping strategies and fostering mental stability in educational, professional, and personal domains.

2.7 TEACHERS' COMMUNICATION STYLES

The philosophy of Choice Theory relies on the behaviour and discipline of students (Mafumbate, 2019). The implementation of Choice Theory affects the communication dynamics between students and teachers, and effective communication is essential in the classroom (Glasser, 2009). The teacher supports students in expressing their beliefs and encourages them to select their interests through the positive classroom discipline approach (Mafumbate, 2019). This means that teacher's behaviour and communication styles can affect the behaviour of students. This view can be further extended by evolving McCroskey and Richmond's (1996) socio-communication models. The two main visible elements in the communication model are assertiveness and responsiveness (Waldherr & Muck, 2011). In addition, Assertiveness and Responsiveness styles of communication have been investigated in various literature reviews in the educational setting. For example, the style of communication and conflict resolution (Lopez, 2014), educational interpersonal communication (Jackson & Jackson, 2019), the effect of gender disparities between teachers on communication styles (Kinyua, 2016), communication students' expectations (Anthony & Weide, 2015), communication leadership styles and effects of work (Kuria, 2019), competency in communication (Allen, 2017), efficient teaching and communication style (Levrins, 2019), communication styles of teachers and academic success (Fernandes, 2019), and perception of students on communication behaviour (Punyanunt-Carter & Carter, 2015). The sub-constructs of teachers' communication styles are described below:

2.7.1 Assertiveness

A critical skill for fostering effective classroom management, especially in diverse environments, is assertiveness in teaching. It involves setting expectations, clear communication, and understanding cultural dynamics to develop atmospheric inclusivity. Assertiveness is characterized as the capacity to defend one's beliefs, even when under verbal assault (McCroskey & Richmond, 1996). Being strongly assertive stops others from taking advantage of oneself and one is willing to communicate one's thoughts without being disrespectful or hostile. This characterizes an assertive

individual (McCroskey & Richmond, 1996). Assertive communication styles interpret themselves in an active position. Forcefulness or aggression and assertive styles of communication are exceptionally related to the dominating communicator style (Levrints, 2019).

Furthermore, Teachers whose students see themselves as assertive use several advanced techniques and incorporate pro-social behavioural modification techniques (Wanzer & McCroskey, 1998). According to the report by Bekiari (2017), teachers' assertive style of communication played a significant part in preventing students' misbehaviour. Kay and Kibble (2016) identified that physical bullying adversely impacts students' performance and also has a negative effect on the teacher-student relationship when teachers practice an assertive style of communication.

Furthermore, teachers who assertively present information and handle classroom situations manage culturally responsive classrooms ensuring that expectations are clearly stated. Not only to create an environment where students understand the rules and feel supported are the approaches that help the teachers (Redmond, 2019). Assertiveness also involves a wide variety of communication and behavioural skills that allow individuals to articulate their feelings, thoughts, and needs clearly and respectfully while maintaining consideration of the boundaries of others and their rights (Johnson & Johnson, 2024).

In contrast, leaders with low assertiveness tend to communicate passively, often hesitating to express their ideas and hesitating to express their opinions in difficult discussions. Assertiveness is a significant tool that facilitates a clear and unwavering vision. It enables leaders to establish and encourage innovation and high standards by confidently articulating their teams toward a shared objective. Leaders with moderate assertiveness strike a balance between passive and aggressive communication. Although they can express their thoughts, they may not always do so assertively (Johnson & Johnson, 2024).

In addition to that leaders with moderate assertiveness excel in resolving conflicts constructively by striving for mutually beneficial solutions and adopting a problem-solving mindset that considers the emotions and needs of everyone (Johnson & Johnson, 2024). From the perspective of early childhood, assertiveness is defined as a child's capacity to communicate their needs confidently and opinions whereas demonstrating respect for others plays a crucial role in social interactions among peers (Taylor et al., 2023).

Ultimately, for effective classroom management, especially in culturally diverse settings, assertiveness in teaching is the fundamental tool. Promoting clear communication, cultural awareness and consistent expectations, all of these contribute to fostering an inclusive learning environment (Redmond, 2019). Integrating assertiveness into their teaching practices enhances classroom engagement and minimizes misbehaviour. It fosters especially support for culturally diverse classrooms, where it promotes a supportive learning environment that encourages the overall development of all students.

2.7.2 Responsive Style of Communication

In this study, responsiveness refers to one's ability to be receptive to the communication of others during social communication. Responsive people are effective listeners and might make others happy in contact environments. Responsive people are characterized to be empathic, helpful, polite, and friendly (McCroskey & Richmond, 1996). According to Levrins (2019), responsive communication styles incorporate interpersonal affectability, and respect for others' needs, emotions or sentiments. Responsiveness is known as one of the primary components of communication skills (McCroskey et al., 1986). A person identified as responsive to others is truthful in communication and uses caring communication habits (Thomas et al, 1994). Caring teachers have been found to improve instructor-student communication, thereby promoting student-like education, endorsing classroom rules, encouraging students to behave appropriately, and eventually reducing classroom misbehaviour and disturbance (Sun, 2015).

The teacher must become conscious of his/her behaviour and his/her students' reaction to this action in school, which is a Communication Process by itself, to develop a healthy interaction with his/her students (Sozer, 2019). To foster an effective, positive and trusting learning environment, the responsive and assertive communication styles of teachers are more inventive (Levrints, 2019).

Moreover, Sidelinger and McCroskey (1997) stated that teachers who were viewed as assertive and responsive were also viewed as simple. Wooten and McCroskey (1996) found that they had greater emotional trust in certain teachers while students viewed their teachers as being strong in assertiveness and responsiveness. It was observed that assertiveness and responsiveness are favourably correlated with teacher immediacy. Additionally, McCroskey (1994) observed that teacher immediacy exhibits are positively correlated with assertiveness and responsiveness. In spite of the extensive research on classroom management and cultural responsiveness, further investigations are necessary to determine whether teachers, recognized as effective classroom managers in diverse schools, are implementing the strategies identified in applied research (Redmond, 2019).

Responsive interactions are a crucial element that should be central to all learning and teaching experiences (Battal & Akman, 2022). Responsive teaching practices, which involve educators being attentive to children's needs and behaviours, have been shown to positively impact assertiveness. Classrooms that emphasize responsive teaching methods tend to promote increased peer assertiveness and sociability among children (Taylor et al., 2023). The study further revealed that responsive teaching encourages prosocial behaviours that include cooperation, during peer interactions. Responsive communication is an essential key to establishing supportive, inclusive environments that promote engagement and cooperation. By incorporating responsive strategies, teachers can have responsive techniques not only positively influence student behaviour but also create more harmonious classroom dynamics and stronger relationships.

2.8 MISBEHAVIOUR PREVENTION RESPONSE

Teachers must address misbehaviour appropriately to build a healthy learning atmosphere for students (Menikdiwela, 2020a). It is important to consider the perceptions of teachers on misbehaviour of students, to make this possible (Koutrouba, 2013). Teachers also have to teach healthy behaviour to students, and teachers need to be aware of it (Malak et al., 2018). To establish healthy learning experiences in classrooms, it is crucial that teachers recognize the misbehavioural attitudes, and then more cross-cultural analysis is worked out to evaluate their views on students' misbehaviour (Menikdiwela, 2020a).

Misbehaviour prevention response in the school atmosphere - it is clear that there is a significant need to make certain changes to the modern school system (Menikdiwela, 2020a). The amount of encouragement teachers get from their schools for handling misbehaviour will also impact the teachers' reactions towards student misbehaviour (Malak et al., 2018). Therefore, it is important to replace existing overloaded education curricula and conventional assessment methods that significantly facilitate rote memorization and competitiveness (Menikdiwela, 2020a).

In this study, misbehaviour prevention response is defined as a strategy used by teachers to prevent students' misbehaviour in schools in Maldives. These responses might be direct or indirect to maintain a healthy learning atmosphere. If anyone tries to solve a problem, it is necessary to find the problem's origin (Menikdiwela, 2020a). Perceptions of teachers can affect their reactions to student behaviour (Malak et al., 2018). The misbehaviour of the student is a subjective phenomenon and understanding the right or wrong behaviour in the classroom ranges greatly from one social background to the next (Bear et al., 2016).

2.9 DEMOGRAPHIC FACTORS

The relationship between gender and students' misbehaviour has been the subject of various studies, with researchers examining whether the gender of a teacher influences classroom management and student behaviour. While some findings suggest gender plays a role in shaping disciplinary approaches, others show that its impact may be minimal. This body of literature highlights contrasting perspectives on the influence of teacher gender in managing student misbehaviour. Previous literature indicates that teacher's demographic factors can predict different classroom management beliefs (Kwok, 2017). The demographic factors of teacher gender, teacher qualification and teacher experience are described below:

2.9.1 Gender and students' misbehaviour

The relationship between gender and students' misbehaviour has been the subject of various studies, with researchers examining whether the gender of a teacher influences classroom management and student behaviour. While some findings suggest gender plays a role in shaping disciplinary approaches, others show that its impact may be minimal. This body of literature highlights contrasting perspectives on the influence of teacher gender in managing student misbehaviour.

Research on gender has produced mixed results (Kwok, 2017). It has been suggested that the gender of the teacher plays a role in determining the classroom's behaviour. Gender is often considered a significant variable in controlling students' behaviour in a classroom. In this context, factors such as gender, teacher's qualification, and teacher's experience are considered. However, Tunaz's (2017) findings revealed that gender has little impact on managing students' misbehaviour. Moreover, it was stated that female teachers seemed to understand that their actions had a significant effect on students' behaviour, while male teachers also recognized that their behaviour could cause misbehaviour among students. Similarly, Ozdas and Akpinar (2016) pointed out that female teachers face more behavioural problems from students compared to male teachers.

Additionally, the role of a teacher's gender in student misconduct has not been investigated in many studies (Dalgıç & Bayhan, 2014). It is generally understood that views of misbehaviour will vary according to the individual teacher's perceptions of the classroom and the management techniques they employ. This variation in perspectives is especially noticeable when comparing male and female teachers and furthermore, the difference in the management of classes and misbehaviour can also be attributed to these differing views between male and female teachers (Tunaz, 2017).

Consistent with these findings, recent research has also investigated the role of gender in classroom management. For example, Mansouri et al. (2021) concluded that gender has no significant impact on classroom management styles, suggesting that both male and female teachers may adopt similar strategies regardless of their gender. Although the study revealed no substantial gender differences in management styles, the authors suggest that future research could examine how gender interacts with personality traits, potentially shaping teaching methods and student interactions (Mansouri et al., 2021).

Moreover, as suggested by Badamas (2021), gender may influence teaching effectiveness and classroom management strategies. Notably, the findings from this study suggested that gender significantly influences how personality traits predict effective classroom management. This indicates that both a teacher's personality and gender play crucial roles in determining the success of classroom management. Furthermore, studies have shown that teachers' perceptions of disruptive behaviour can vary based on their gender, as observed by (Martínez-Fernández et al., 2021).

Similarly, a study by Celalettin (2019) reported that both male and female teachers commonly encounter misbehaviours such as "talking out of turn," "disrespecting the teacher," and "lack of attention." However, female teachers reported fewer challenges, particularly with issues like "lateness" and "disobeying classroom rules," whereas male teachers faced more issues such as "not listening" and "not completing homework." Consequently, these findings suggest that female teachers tend to experience fewer misbehaviours than their male counterparts.

In addition to that Murad and Anwar (2024) revealed that there were no significant differences in perceptions of teacher effectiveness between male and female students. Both male and female students shared similar views on the importance of interpersonal relationships and teaching strategies, indicating that qualities of effective teaching are universally appreciated. Consequently, gender does not appear to significantly affect the choice of management strategies among teachers, as suggested by (Owusu et al., 2020) However, other studies, such as those by (Bernard Diwa et al., 2023) emphasize that gender influences teaching effectiveness, particularly in classroom management and teaching methods. These studies imply that male and female teachers employ distinct approaches, ultimately affecting their overall effectiveness in managing student misbehaviour.

The existing research presents a mixed picture, with some studies emphasizing the significant impact of gender on classroom management, while others suggest its influence is negligible. Although female teachers are often reported to encounter less misbehaviour in certain areas, both male and female teachers experience similar challenges, such as student disrespect and lack of attention. Furthermore, the findings indicate that effective classroom management strategies are not exclusively dependent on gender but are influenced by a combination of factors, including teacher experience, personality traits, and teaching styles. As a result, gender's influence on managing student misbehaviour remains an area for continued exploration and research.

2.9.2 Teacher qualifications and students' misbehaviour

Effective classroom management is a vital component of teaching, as it has a profound impact on both student behaviour and the overall quality of the learning environment. Research has highlighted teacher qualifications as a key factor in how teachers manage student misbehaviour and create a positive classroom atmosphere.

For students, successful classroom management is essential; however, it's challenging for teachers because it requires both expertise and the ability to respond promptly and correctly in sensitive circumstances (Seiz et al., 2015). Moreover, effective classroom management is particularly difficult for new teachers, who are still not well-trained to face these challenges (Lee & Lee, 2020). The findings of Lee and Lee (2020) suggested that the probability of students being taught by more highly qualified teachers is greater. Thus, teacher qualifications remain an important part of teaching. Similarly, Ladd and Sorensen (2017) have reported that professional teachers significantly enhance the behaviour of students.

Misbehaviour is a ubiquitous challenge encountered by both parents and teachers in guiding children to understand societal values and norms. Addressing misbehaviour involves a spectrum of disciplinary practices, such as preventive, supportive, and corrective strategies. Successfully managing misbehaviour, therefore, requires teachers to have strong emotional and social intelligence. Importantly, qualified teachers are vital in delivering quality education, as their certification ensures they can effectively manage misbehaviour while promoting positive behaviour in the classroom (Saadu, 2024).

In addition, studies indicate that professional qualifications serve as a significant demographic indicator, which influences the intent of teachers to educate students who misbehave in the classroom (Malak et al., 2018). This may be because qualified individuals tend to be more motivated to learn, more positive, and better able to teach effectively (Mitchell, 2019). Consequently, teacher qualification is essential for managing a classroom environment, as it is necessary to build a secure atmosphere that facilitates education, personal growth, and psychological development (Mehmet, 2015). However, many teachers are not adequately trained to handle challenging class behaviours (Stough et al., 2015). In fact, according to Scott (2017), new teachers express concerns about their training to manage students' misbehaviour.

Furthermore, Saadu (2024) found that teachers had limited knowledge of various disciplinary measures to manage antisocial behaviours among students, indicating an insufficient understanding of effective strategies to address such behaviours. To address these findings, the research recommends providing teachers with targeted training programs and professional development opportunities focused on behaviour management. Additionally, educational institutions should prioritize ongoing training and encourage experienced teachers to mentor their less experienced colleagues. Moreover, the findings suggest revising teacher qualification standards to incorporate behaviour management competencies.

Similarly, Malak (2019) found that teachers with advanced professional degrees tend to be more likely to exhibit a higher level of intended behaviour compared to those with fewer or no such qualifications. Consistent with this, Saadu (2024) discovered that teachers' qualifications have a significant impact on their knowledge to manage students' antisocial behaviour.

Furthermore, Murad and Anwar (2024) suggested that professional development programs prioritize improving teachers' interpersonal skills, including communication, enthusiasm, and approachability. Teachers with positive personality traits can foster a more engaging and supportive learning environment. Therefore, recruiting highly qualified teachers with crucial classroom management strategies is necessary for educational progress (Mensah et al., 2020).

Thus, teacher qualifications have a profound impact on managing student misbehaviour. Well-trained and qualified teachers are better equipped to handle challenging classroom behaviours, thereby fostering a positive learning environment. Moreover, ongoing professional development and the incorporation of behaviour management strategies into teacher qualification standards are essential for improving classroom management and addressing misbehaviour effectively.

2.9.3 Teaching experience and students' misbehaviour

Teaching experience plays a significant role in how educators address student misbehaviour and cultivate productive classroom dynamics. Over time, experienced teachers establish more effective and supportive strategies for handling disciplinary issues and create a more structured and positive learning environment.

Jewell (2017) found that the style of classroom management and years of teaching experience are two important factors that affect how a teacher applies discipline in the classroom. However, the changing aspects of teaching experience and student disciplinary behaviour have not yet been discussed in depth by researchers. In addition, teachers with more instructional experience tend to embrace an interventionist teaching style, where they take a more active role in managing classroom behaviour. The research also highlighted that teachers often exert more influence in the classroom environment, utilizing strategies that are more directive and controlling.

In contrast to experienced teachers, pre-service teachers often prioritize control over behaviour, instruction, and student interactions, whereas experienced teachers emphasize collaboration. Pre-service teachers tend to emphasize two key ideas when discussing behaviour in classroom management: establishing behavioural structures and maintaining control. Additionally, the participants were from a post-baccalaureate teacher credential program, with an average age of 27 years and over a year of experience working with children, revealing a demographic breakdown that included 58% female and a diverse ethnic representation, which may also shape their classroom management beliefs (Kwok, 2020).

Earlier research shows that pre-service teachers tend to favour stricter discipline, whereas in-service teachers opt for more gentle approaches, attributed to their accumulated experience and refined classroom management techniques. They recommend examining the effects of teacher training on behaviour management that could provide how different approaches influence teachers' responses to misbehaviour and their relationship-building strategies, ultimately leading to more effective classroom behaviour (Glock & Kleen, 2021).

Furthermore, research has highlighted the impact of teacher race and gender in school discipline, yet it has largely overlooked how other noticeable traits, such as experience and qualifications, influence teachers' reactions to perceived student misbehaviour (Hughes et al., 2024). This oversight underscores the need for ongoing professional development to shape teachers' responses to misbehaviour. Indeed, Murad and Anwar (2024) emphasized the importance of continuous professional development for teachers to stay current with effective teaching strategies and classroom management techniques, which can be achieved through workshops and training sessions that provide the tools needed to enhance their effectiveness.

Similarly, Owusu et al. (2020) suggested that teacher training institutions prioritize equipping student teachers with classroom management skills to enhance their practical skills in effectively managing classrooms. Consistent with this, the literature emphasizes the importance of continuous professional development for teachers through workshops and seminars, which ultimately refine teaching methods and classroom management skills, leading to improved student outcomes (Bernard Diwa et al., 2023). Moreover, studies have shown that teachers who receive formal training in classroom management demonstrate greater knowledge and expertise, highlighting the critical role of professional development in equipping educators with essentials (Taş & Minaz, 2021).

Hence, teaching experience and professional development profoundly influence how teachers respond to student misbehaviour. Notably, pre-service teachers prioritize control and structure, whereas experienced teachers leverage collaboration and refined techniques to manage classroom behaviour more effectively. Ongoing professional development plays a vital role in enhancing teachers' classroom management skills and enabling them to stay current with best practices and strategies for addressing student misbehaviour effectively.

2.10 REVIEW OF PREVIOUS STUDIES

2.10.1 Importance of misbehaviour prevention response

Teaching can be emotionally draining, not just physically. Ineffective classroom management and inadequate understanding of disciplinary approaches can exacerbate this issue, contributing to increased burnout among school staff, stakeholders, and teachers. Furthermore, the ongoing debate surrounding the most effective discipline methods continues, with experts from various fields across multiple disciplines offering diverse perspectives on the matter (Mancini, 2017).

To foster a positive learning environment, students' involvement is often seen as a proactive strategy by teachers to prevent misbehaviour in the learning environment. To achieve this, teachers must implement effective approaches and procedures right from the outset of the academic year (Mahvar et al., 2018). Conversely, ineffective classroom management leads to lost instructional time, which negatively impacts student learning (Mancini, 2017). Although extensive research has been written about teachers' perceptions of student behaviour, fewer studies have investigated the role of teachers' attitudes in understanding misbehaviour (Malak et al., 2018).

Moreover, numerous studies have extensively explored the connection between teachers' personality traits and their classroom management strategies (Norouzi & Hassanpour, 2022). Teachers' behaviour in the classroom significantly impacts students' engagement with course material and their overall learning experience (Malak, 2019). In addition, the study stated that many factors associated with challenging student behaviour are connected to teacher characteristics, although student and school-related factors also contribute to teachers' responses. Furthermore, the researcher mentioned that the quality of the student-teacher relationship is also a crucial factor in determining how teachers address inappropriate classroom behaviour.

In addition, the classroom environment itself, encompassing the teacher's characteristics and classroom management strategies, significantly influences student behaviour. The manner in which teachers approach managing misbehaviour can either exacerbate or mitigate disruptive behaviour (Benaissi, 2021). Meanwhile, teachers

face the complex task of addressing diverse student needs while aiming to improve academic performance, reduce behavioural problems, and navigate the increasing demands of reporting and assessments, collectively contributing to a substantial workload (Glock & Kleen, 2021).

Consequently, a teacher's response to misbehaviour significantly impacts the overall classroom atmosphere. Using positive reinforcement and appropriate interventions fosters a safe, supportive environment that motivates students to engage with the learning process (Sueb et al., 2020). For instance, strategies such as nonverbal cues and gentle reminders of classroom rules are essential in managing minor disruptions without disrupting the lesson flow, while also emphasizing the importance of maintaining order (Glock & Kleen, 2019). Effective misbehaviour management enables teachers to encourage more positive behaviours, ultimately guiding students towards making better choices in the future (Benaissi, 2021).

Classroom management encompasses more than just controlling student behaviour it involves the skill of preparing, presenting, and overseeing class activities. Notably, relying too heavily on authoritarian measures to control student behaviour can exacerbate conflicts and disruptions (Norouzi & Hassanpour, 2022). Nurturing respectful, supportive teacher-student relationships is vital in managing misbehaviour. Teachers who take the time to understand their students' unique needs and backgrounds cultivate an environment that promotes learning and personal growth (Glock & Kleen, 2021). Effective responses to misbehaviour are critical in maintaining a well-managed classroom. If misbehaviour is addressed appropriately, the classroom transforms into a more conducive environment for learning which allows students to focus on their academic goals (DuwinitiaNingsih & Putra, 2020).

Student misbehaviour ultimately undermines the learning process by disrupting instructional time. Consequently, teachers are responsible for responding to misbehaviour in a professional and timely manner, ensuring that learning resumes promptly while maintaining a positive classroom environment (Chang & Taxer, 2021). Indeed, misbehaviour can divert students' attention, compromising the overall quality and effectiveness of the teaching and learning experience (Shamnadh & Anzari, 2019).

2.10.2 Teacher Leadership Traits and Misbehaviour Prevention Response

Studies on student misbehaviour have identified various factors contributing to disruptive behaviour and the role of teachers in managing such conduct. Menikdiwela (2020) conducted a qualitative study in Sri Lankan secondary schools and revealed a significant link between student misconduct and teachers' personalities, communication styles, and teaching approaches. Similarly, Hidayat (2021) found that teachers' behaviour, marked by patience, kindness, and humour, positively affects student conduct. However, Adebayo (2023) noted a lack of adequate approaches to focus on educator misbehaviour, emphasizing that coping styles influence instructors' use of classroom management techniques. Tran (2015) showed that passive-avoidant coping strategies lead to aggressive and punitive classroom management methods. Moreover, Sueb et al. (2020) stated that successful educators establish a supportive classroom environment and incorporate engaging activities to manage student misconduct effectively. Mensah et al. (2020) highlighted that supportive strategies are particularly effective in controlling misbehaviour, with teachers attributing misbehaviour to students' intentions and personal responsibility.

The misbehaviour of students is a subjective phenomenon and understanding what constitutes right or wrong behaviour in the classroom varies greatly from one social background to another (Bear et al., 2016). In student-teacher interactions, there are various problems that lead teachers to respond differently to students' misbehaviour (Malak et al., 2018). Many studies analyse the meanings, range of student misbehaviour, and explanations in various cultural settings, with a focus on teachers' perceptions (Menikdiwela, 2020). This highlights how the perception of misbehaviour is not universal but is influenced by different cultural and social contexts.

To prevent or reduce students' misbehaviour in the school environment, there is a clear need for changes to the modern school system. It is important to replace overloaded educational curricula and conventional assessment methods, which facilitate rote memorization and competitiveness, with systems that engage students more effectively (Menikdiwela, 2020). Additionally, personality traits of teachers, such as being approachable and enthusiastic, play a vital role in effective teaching.

Students tend to appreciate teachers who show passion for their subjects and a genuine interest in their learning progress (Murad & Anwar, 2024).

One study has shown that poor learning patterns were the most common source of misbehaviour among students, and the second main cause of student misconduct is family background (Mensah et al., 2020). Studies on pupils' misbehaviour in schools have a long history, offering multiple explanations for inappropriate behaviour in schools (Crawshaw, 2015).

Menikdiwela (2020) found that secondary school pupils currently do not value teachers. They exhibit self-centred attitudes and engage in unethical practices that are harmful to themselves and others. This is not how the students behaved 10 to 15 years ago. The study indicated that present high school students lack moral values. It also identified that suitable facilities should be provided to teachers to teach the subjects using practical and modern learning methods.

For classroom management, teachers need to consider that the misbehaviour of learners could be related to environmental conditions, physical issues, and mental issues (Mahvar et al., 2018). Teachers' perceptions of teaching, learning, and academic activities are central topics and key factors in creating a successful classroom environment. Students and teachers should have a good understanding and cooperate for a positive classroom atmosphere (Egeberg et al., 2020). Therefore, teachers must put themselves in the shoes of students and exhaust all other measures before applying punishment methods (Mahvar et al., 2018). Teachers agree that a democratic approach considers social skills and collaboration, as well as sharing influence with students when making decisions (Egeberg et al., 2020).

Crawshaw (2015) investigated the views of secondary teachers on students' misbehaviour. The study, which was carried out between 1983 and 2013 with 20 studies, showed that teachers' perceptions of the seriousness of misconduct across countries were generally consistent. Teachers regularly viewed theft, burglary, and vandalism as significant misconduct and reported no further aggressive or potentially violent behaviour. The study raised the issue of a lack of common research methodology in the reviewed materials.

Teachers must handle misbehaviour successfully to build a healthy learning atmosphere for students (Menikdiwela, 2020). Teachers also need to teach healthy behaviour to students and be aware of it (Malak et al., 2018). To establish healthy learning experiences in classrooms, it is crucial that teachers recognize students' misbehaviour, and more cross-cultural analysis is needed to evaluate their views on misbehaviour (Menikdiwela, 2020).

Egeberg et al. (2020) analysed the perspectives of teachers on the successful control of classrooms and surveyed 50 secondary school teachers to gather their thoughts on classroom experiences. The findings showed that good classroom management involves consistent student reports, student involvement in learning, developing meaningful relationships with students, and maintaining strong limits and high standards.

Research on students' misbehaviour reports diverse findings. Some of these studies encompass successful classroom misbehaviour prevention techniques (Sun, 2015). The re-cultivation of good behaviour among students as well as assisting students with increasing positive behaviour will be one of the frontier priorities in the education system (Özer & Tınaztepe, 2014). Golea (2018) claimed that student misbehaviour can cause adverse effects on learning, fear of instability in learning environments, and even damage to school belongings.

Kim et al.'s (2019) findings confirmed that the personality of extraversion, neuroticism, openness and conscientiousness were positively connected with teacher's performance, particularly in teaching assessments. In comparison, cognitive health, extraversion, and conscientiousness of the instructor were adversely correlated with burnout. Teachers' sense of self-efficacy in handling classes, engaging pupils, and utilizing successful teaching techniques can vary across personality traits, with higher levels of traits marked by comparatively low neuroticism and strong extraversion, conscientiousness, openness, and agreeableness (Perera et al., 2018). In addition, Neupane (2019) implied that these trait roles and the current pedagogical trends and practices should be known to teachers. It was also found that teachers played a vital role in fostering the education system because they are in the execution of educational actions, laws and regulations.

The study revealed that conscientiousness is the sole personality trait significantly correlated with effective classroom management. In contrast, extraversion, agreeableness, openness, and neuroticism showed no significant relationships, implying that teacher training programs should emphasize the importance of personality traits in classroom management strategies (Norouzi & Hassanpour, 2022).

Future research could explore the development of targeted intervention programs aimed to enhance specific personality traits, such as extraversion and openness, to investigate whether these changes positively lead to classroom management styles and student outcomes (Mansouri et al., 2021). Suggestions for enhancing classroom management include cultivating conscientiousness, adopting reflective practices, leveraging teacher training programs, fostering collaboration among educators, and tailoring management strategies to accommodate individual personality types (Norouzi & Hassanpour, 2022).

According to teachers, classroom management involves establishing control and maintaining order and teachers also noted that some content areas naturally capture student's attention more easily, and that student interest and behaviour when interest wanes, misbehaviour tends to increase (Kwok, 2020). Teachers play a crucial role in advancing the educational system, as they are responsible for implementing educational policies, laws, and regulations at the ground level (Neupane, 2019). Disciplinary problems in schools have increased due to varied student experiences (Sueb et al., 2020).

Teacher responses to student misbehaviour play an essential role in maintaining an organized classroom. Reacting effectively and consistently reinforcing clear rules can reduce disruptions and foster a better conducive learning environment (Glock & Kleen, 2019). How teachers respond to misbehaviour is key to fostering a positive learning environment, promoting accountability, and encouraging long-term behavioural growth (Sueb et al., 2020). Classroom behaviour issues have far-reaching consequences, raise stress levels for both teachers and students, disrupt the smooth progression of lessons, and ultimately clash with learning goals and the learning process (Benaissi, 2021).

While some teachers advocate for a strict authoritarian approach, prioritizing control over learning can foster resentment among students. To help students, a constructive approach and understand the reasons behind rules. Research findings emphasize the significance of building respectful relationships for effectively managing student behaviour. Teachers with positive relationships with their parents during their upbringing often recognise these relationships as crucial when working with challenging students (Glock & Kleen, 2021).

Dealing with student misbehaviour poses a significant challenge for educators, requiring personalized responses for each student. Inappropriate reactions can exacerbate the problem, ultimately disrupting the teaching and hindering the learning process (Shamnadh & Anzari, 2019).

Although research has increasingly explored the connections between teacher leadership traits, communication styles, and student misbehaviour, several gaps remain for further attention in the literature. A key area for exploration is the impact of personality traits on human behaviour, as addressing this gap is crucial for the advancement of the field. According to Bergner (2020), addressing this gap will improve our understanding of teacher behaviour, student interaction, and classroom management. This highlights the need for more in-depth studies examining how personality traits influence classroom dynamics and student behaviour.

Moreover, Malki (2020) identified a significant gap in the literature regarding the impact of the Big Five personality traits on research practices, specifically among novice researchers in educational settings and language sciences. This gap underscores a broader necessity to investigate how personality traits shape teaching practices and classroom management, particularly as novice teachers refine their approaches to managing student behaviour, highlighting a crucial area for further exploration.

Despite a substantial body of research that has been conducted on the relationship between teachers' personality types and classroom management, Norouzi and Hassanpour (2022) contended that the relationship between teacher personality and their management style remains unclear. While knowledge in this area continues to grow, there is still uncertainty about whether a teacher's personality traits can predict their management approach, indicating a need for more focused research to elucidate this connection.

Furthermore, there is a scarcity of research exploring the long-term effects of teacher behaviour and communication styles on student misbehaviour. Studies like those by Tran (2015) highlight the importance of teacher coping mechanisms in managing classroom behaviour, but they neglect to address the long-term impact of these strategies on preventing student misconduct. Further research should investigate how teacher behaviours adapt over time and how they influence student outcomes and classroom behaviour in the long term.

Additionally, there is a notable lack of research on how teachers attribute causes to student misconduct or how different teachers manage misbehaviour across diverse cultural backgrounds (Mensah et al., 2020). While existing studies focus on classroom management practices within specific geographical settings, a more cross-cultural understanding of teacher behaviour and its effects on student misbehaviour is necessary to address this knowledge gap.

Moreover, research by Sueb et al. (2020) emphasizes the need to explore positive teacher behaviour and its role in minimizing student misbehaviour. Although numerous studies examined research on the detrimental effects of teacher stress, hostility, and poor communication on student behaviour, the long-term effects of positive teacher behaviour remain a relatively underexplored area.

Finally, the impact of gender differences in communication styles on student behaviour and their effect have not been thoroughly under-investigated. While research, such as Akhmetova (2017) suggests that gender may influence a role in teacher efficacy, there has been a scarcity of studies research on how gender-specific communication styles influence student outcomes, particularly in the context of preventing misbehaviour.

In summary, although current research sheds light on the various factors influencing student misbehaviour, significant gaps remain in understanding the intricate relationship between teacher personality traits, communication styles, and their impact on student behaviour. Addressing these gaps will be crucial for enhancing and refining classroom management strategies and fostering a more conducive learning environment.

2.10.3 Teacher Communication Styles and Misbehaviour Prevention Response

Teacher communication styles play a significant role in shaping student behaviour and preventing misbehaviour in classrooms. Effective teacher communication fosters a positive learning environment, promotes student engagement, and reduces discipline-related challenges. This review examines the influence of different teacher communication styles on student outcomes and strategies of classroom management. Notably, teacher communication styles play a vital role in preventing student misbehaviour at all the educational stages of learning. Effective teacher communication can have a beneficial impact on student achievements, as students perceive the teacher as knowledgeable and productive within the school environment (Yildirim et al., 2016). Similarly, research by Moosa (2018) and Namee (2018) reveals a direct correlation between teacher-student communication and student behaviour, suggesting that effective communication enables teachers to manage classroom dynamics more efficiently, thereby minimizing disciplinary issues.

Research by Bekiari (2017) reveals that teachers' verbal aggressiveness negatively impacts students and influences performance against the curriculum and other attitudes. Similarly, Mazar and Stowe (2016) highlight the significant impact of teacher communication styles may have a significant effect on student performance. Therefore, teachers must strike a balance in their communication approach, as they can either positively or negatively influence student learning outcomes. Furthermore, Lopez (2014) suggests that a constructive communicative style can help to remove the fear of student contact ultimately enhancing them with more opportunities to express their learning challenges and needs.

Research has extensively examined the impact of communication styles on teaching effectiveness and classroom management. According to Dhillon and Kaur (2023), a quantitative study with 250 educators found that communication style plays a mediating role in the influence of personality traits on teaching efficacy. Additionally, research has highlighted that various teacher traits predict conflict management strategies (Vallone et al., 2022) and that factors such as gender influence teaching efficacy and styles (Akhmetova, 2017). While Ylikoski, and Niinistö-Sivuranta (2016) demonstrated that teacher communication impacts students' social and cognitive development. Muriithi (2019) indicated that school categories affect instructors' communication styles in disciplining students. Furthermore, Al-Madani (2015) found that significant communication styles positively correlate with students' academic achievement. These findings collectively underscore the vital importance of communication styles in creating positive learning environments and managing student behaviour.

According to Levrins's (2019) study on the connection between communication styles and effective teaching, successful educators tend to exhibit strong assertiveness, versatility, and responsiveness. Specifically, assertive teachers prioritize teaching excellence, fostering a growth mindset, enhancing learning, and being proactive, and self-confident. In contrast, responsive teachers cultivate positive relationships with students and involve interpersonal empathy and understanding of students' emotions and beliefs.

Furthermore, Lopez (2014) investigated the impact of teacher communication on dispute resolution in the Catholic education system. With a sample size of around 215 teachers and a quantitative approach, the study found that teachers employing a responsive communication style were more effective in resolving conflicts. Similarly, Stamatis and Stavropoulou (2017) analysed the communication styles of 50 primary school teachers, finding that assertive communication characterized by self-confidence, openness, and flexibility, was the dominant style in primary education. These findings are complemented by Kuria (2019) who stated that teachers with a responsive communication style were more effective in providing clear explanations, leading to smoother and more comprehensible leadership, compared to those using assertive approaches. Additionally, Bekiari (2017) found statistically significant

variations in teachers' responsiveness, verbal aggressiveness, and assertiveness. Conversely, students reported experiencing exploitative behaviour, power struggles, and mistrust between genders.

Furthermore, Putri and Elmiati (2017) investigated students' views on teacher motivation and communication style. Their findings revealed that assertive teachers consistently motivated students to complete tasks, even in difficult situations. Furthermore, assertive teachers experienced fewer disruptions and frustrations when managing classroom issues, as they could communicate their opinions and emotions in a clear and thoughtful manner. Fernandes (2019) similarly emphasized that teachers can foster student motivation by adopting a favourable approach and encouraging effective communication strategies in classrooms. This is reinforced by Bolkan and Goodboy (2015) who explored the role of humour in teacher communication, concluding that humour, can enhance student motivation, minimize misbehaviour, and simplify classroom management.

A study by Leoanak and Amalo (2018) showed that a teacher underscored the significance of teachers in motivating students through effective classroom communication, which significantly improves student performance. Likewise, Mazer and Stowe (2016) highlighted that effective teacher communication styles foster a strong teacher-student bond, bridging psychological distance and promoting engagement. Similarly, teachers who employ effective communication styles demonstrate respect for students' interests, cultivating more positive and supportive relationships (Venneman et al., 2015).

Kay and Kibble (2016) further emphasized that effective teacher communication styles promote appreciation, collaboration, and behavioural improvements among students. Building on this, Sueb et al. (2020) noted that well-designed teaching strategies combined with effective communication styles play a crucial role in preventing misbehaviour in the classroom. Sun, (2015) also found that proactive strategies, including enhanced educational practices and increasing student participation, complement behavioural modification techniques to promote healthy attitudes and academic success while preventing misbehaviour.

Al-Madani (2015) investigated the link between effective teacher communication and student academic performance through a quantitative analysis. The study, which involved 100 respondents and employed the t-test method, revealed that a friendly teacher approach improved student achievement, highlighting the role of positive communication in fostering healthy teacher-student relationships. Similarly, Bolkan (2017) stressed the importance of teachers' consistency in communication, demonstrating that positive teacher relationships facilitate clearer student communication and lead to improved academic outcomes.

Additionally, Carbonaro (2016) pointed out that while numerous methods assess communication styles, few tools effectively evaluate social communication styles. Moreover, Kavrayici (2020) emphasized the vital role of communication skills in both societal and professional settings, particularly in teacher education, where pre-service teachers' communication abilities directly influence their classroom management skills. Consequently, the existing literature indicates a need for further investigation into teacher leadership traits and communication styles in preventing student misbehaviour.

In conclusion, employing effective strategies to prevent and respond to misbehaviour is essential for fostering a positive and productive classroom environment. The research underscores the significant role of teachers' personalities, communication styles, and leadership traits in shaping their responses to student misbehaviour. Furthermore, it is clear that this variable's relationship to students' misbehaviour has received little research. Teachers who demonstrate patience, empathy, and proactive engagement with students tend to create classrooms where misbehaviour is less prevalent, and students feel more supported. To enhance classroom management, teacher training programs should continue to emphasize the development of both pedagogical and personal skills, as these traits directly impact student success. Furthermore, future research should further explore the interplay between teacher characteristics, classroom environment, and student behaviour, considering cultural and social contexts to refine discipline strategies and optimize the learning experience.

2.11 CHAPTER SUMMARY

In this chapter, the literature supported by this study was reviewed. In general, the literature reviewed offers a wide variety of teachers' leadership traits and communication styles to prevent misbehaviour among students. The maintenance of discipline is an art that allows teachers to consider their students' needs, school policy and their respective styles of discipline.

In earlier studies, the need for and support of teachers' personality traits was discovered. In the later analyses, the teacher's personality was reinforced, and it may have a strong influence on students' perception and success. The literature review commonly highlighted the need for investigation into personal traits using scientific methods. Understanding the traits of teachers is significant, but very little study has been done to date. The teachers' leadership traits are viewed in the current study as one of the main independent variables with sub-scales of extraversion, openness, agreeableness, neuroticism and conscientiousness. The instrument produced by Oliver and Srivastava was used to measure this variable.

McCroskey's and Richmond's communication relationship styles model acted as a framework in the present study for communication styles and it includes three styles (assertiveness, responsiveness, and versatility). However, Richmond and McCroskey (2000) proposed to assess versatility separately by using the Cognitive Flexibility Scale. Hence, the study analysed two communication styles, assertiveness and responsiveness, based on the authors' suggestions. There are several methods for assessing interpersonal communication styles, although fewer instruments have been built to measure teachers' communication styles. None of the earlier studies distinguished the teachers' style of communication and dispute resolution skills. The communication styles of teachers are considered in the present study to be one of the main independent variables with the sub-scales of assertiveness and responsive communication styles. The instrument produced by McCroskey and Richmond (1996) was used to calculate this independent variable.

This quantitative study of correlation contributes to the body of research as it seeks to explain how the present and past styles of teacher characteristics and communication styles are used to prevent/control students' misbehaviour in schools. An analysis of the link between the traits and the communication style of teachers would offer an analytical input in the development of professional teaching programs. To address the research questions of the current review, the next chapter will outline the research methods and data collection techniques.



CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

The purpose of this quantitative correlational study is to investigate the teachers' leadership traits and communication styles to prevent students' misbehaviour in the schools of Maldives. This analysis aimed to provide information to recognize various variables of teachers' leadership traits (extraversion, openness, agreeableness, neuroticism, and conscientiousness) and teacher communication styles (assertiveness, and responsiveness) which may prevent students' misbehaviour at lower secondary schools in Maldives.

The methods and procedures employed in the analysis to achieve methodologically justified conclusions and to answer research questions will be discussed in this section. It explains in detail an introduction, research questions, the hypothesis statements, research design, sampling design, a description of the instrumentation, data collection procedure, pilot testing, data analysis procedure, limitations of methodology, ethical issues, internal validity, external validity, expected findings, and end with a summary of the whole chapter.

3.2 RESEARCH DESIGN

To produce responses from research participants through data collection, evaluation and interpretation, this study used a quantitative, correlational, cross-sectional research design.

A quantitative approach can be used to describe the hypothesized correlations between variables in questions. To conclude the traits of teachers or the styles of communication to prevent students' misbehaviour, data was collected, evaluated, and quantitatively examined. Quantitative study emphasizes numerical data, measurement of factors, and statistical analysis to discern patterns and correlations, prioritizing

objectivity, dependability, and generalizability using established methodologies such as surveys and experiments (Surtini, 2022). Collected and evaluated number-based evidence suggests that a quantitative approach is better suited for empirical measurement of truth. This analysis was based on quantitative research methodology which allows findings to be generalized for the broader population based on certain numerical values. Quantitative analysis is a social research that describes events by using statistical techniques to collect numerical data to analyse them (Sukamolson, 2007). Hence, the collection of numerical data accompanied by statistical analysis implies that the quantitative approach is better suited (Sukamolson, 2007). The methods that were used to collect quantifiable data were statistically analysed to determine teachers' leadership traits and teachers' communication styles to prevent students' misbehaviour. The data was evaluated to assess if differences between the teacher's characteristics and communication styles exist that can prevent misbehaviour among students.

The quantitative approach of correlation design was ideally suited for the present research in the exploration of the principles of quantitative methodology. Many quantitative studies on the subject of teachers have been conducted (Sinsabaugh, 2015). If it is generalizable, research with efficient teaching is more valuable, such that educational systems as a whole can profit from the global outcomes of such studies (Sinsabaugh, 2015). A qualitative or mixed approach has been scarcely used in the study of the traits of the teachers (Sinsabaugh, 2015).

This study adopted a non-experimental correlational, research design. The non-experimental method demonstrates that the analysis has no comparison or group control. The research design for this study is non-experimental and the data was obtained using a survey. Correlational research aims at recognizing the intensity of the connections between variables, in particular, participant classes, rather than trying to establish causal relationships (Sinsabaugh, 2015). The goal of a correlation study is to decide if there is a relationship between two or more variables through a correlation analysis (Creswell, 2009). Correlational analysis is non-experimental (Creswell, 2013). A correlation design represents the intensity of the relationship between different variables (Salkind & Shaw, 2019). Several predictor variables and one criterion variable are included in this analysis. The predictor variables are teachers'

leadership traits (extraversion, openness, agreeableness, neuroticism and conscientiousness). The criterion variable, misbehaviour prevention response survey scores was used to measure the relationship with the predictor variables. A correlational design is the most appropriate design for exploring the relationship between variables (Atkins et al., 2018). Hence this provides support for selecting the correlational design for this study.

The current research employed a cross-sectional one-shot survey as an approach to gathering quantitative data to represent conclusions about secondary teachers in Maldivian public schools. The data were acquired from the participants employing a Likert questionnaire, which is one's reporting tool covering several standardized questions with a 5-point response scale. In a cross-sectional survey, data is gathered over one specific period and results in the cross-sectional survey are measured or observed simultaneously in a population. A researcher investigates the relation between the exposure and the effect in this design, but cannot conclude cause and effect (Rosell et al., 2004). Cross-sectional analysis is ideally suited to this type of study because data will be gathered at one point at a time, which will define the prevention measures that teachers can use to prevent students' misbehaviour. The respondents filled out self-administered online questionnaires themselves and sent the survey forms to the researcher's e-mail once the survey was finished. This procedure would not require the researcher to be present. Without the researcher wasting any time on it, the survey could be carried out for a large group.

The data collected from the respondents was used to examine the relationships among the constructs of teachers' leadership traits and teachers' communication styles in preventing students' misbehaviour. The construct of teachers' leadership traits includes extraversion, openness, agreeableness, conscientiousness, and neuroticism. The communication styles were divided into two dimensions: teachers' assertive communication styles and responsive communication styles.

3.3 POPULATION OF THE STUDY

In the Maldives, there are only a few private schools, and they are primarily concentrated in urban areas such as Malé and Addu City. Most islands in the Maldives do not have private schools, making government schools the primary providers of education across the country. As a result, private schools were excluded from this study because they generally have lower rates of disciplinary issues and are not as widely found across the islands (Asima, 2018). The study included all lower secondary teachers employed in public schools across the Maldives, as well as local and expatriate educators. The research also included subject-specialization teachers. As noted by Asima (2018), behavioural issues predominantly arise at the lower secondary level within Maldivian schools, with government schools exhibiting higher incidences compared to private institutions.

The population is a group of individuals who have the same characteristics (Creswell, 2010). In this study, the population is defined as all the teachers who are teaching in the schools of Maldives at the lower secondary level. The most recent data given by the Ministry of Education of Maldives pertaining to the total number of teachers at the lower secondary level was 2853 (Education, 2019), comprising 1,257 male teachers and 1,596 female teachers. These teachers instruct a wide range of subjects, including core disciplines such as mathematics, science, English, and social studies. Hence, this allows for a broader and more representative understanding of how different subject teachers manage student misbehaviour.

3.4 DETERMINATION OF SAMPLE SIZE

Deciding on the appropriate sample size is a crucial part of research when trying to make valid inferences about a population. Since there are reasonable constraints, collecting evidence from every individual cannot always be assured; thus, a sampling approach is commonly required (Adhikari, 2021). More importantly, selecting a sample size is a crucial part of any study approach. Excessively huge numbers of samples are wasteful in terms of finances, resources, and time, while inadequate numbers of samples fail to yield definitive and trustworthy outcomes (Andrade, 2020).

In the opinion of Schmidt et al. (2018), a large number of samples is essential to anticipate great variability, while a small sample size is required for forecasting minimal variability. Furthermore, Mooi et al. (2018) recommended researchers estimate the percentage of respondents who will make contact, the percentage who are available to respond, and the percentage who will finish the survey appropriately. A bigger number of participants proves more accurate due to the quantitative nature of the study.

The sample size of this study was calculated using a sample size calculator which revealed that the appropriate sample size for the analysis was 339. This was calculated with a 5% error margin and 95% confidence interval (Sample Size Calculator by Raosoft, Inc., n.d.). For the current study, the total sample size was 339 teachers, with the total number of male teachers is 149 ($1257/2853 \times 339 = 149$) and the total number of female teachers is 190 ($1596/2853 \times 339 = 190$). SPSS was used to generate the random numbers, and the sample was chosen from the public schools in Maldives. The sampling frame was the list of teachers which was obtained from the Ministry of Education of Maldives.

Table 3.1 Number of Secondary Level Teachers in Public Schools
Teacher students at different levels by provider
(March 2019)

		Government Schools				
		Pre-Primary	Primary	Lower Secondary	Upper secondary	Total
Students	Both sexes	9191	46819	15321	2618	73949
	Male	4754	24256	7924	1181	38115
	Female	4437	22563	7397	1437	35834
Teachers	Both sexes	383	4210	2853	606	8052
	Male	3	1162	1257	315	2737
	Female	380	3048	1596	291	5315

Source: (Ministry of Education / Official Website, n.d.).

3.5 SAMPLING PROCEDURE

The sampling technique was stratified using a random sampling method to enhance the sample's representativeness and reliability. The sampling frame covered all teachers employed in public schools in the Maldives who were active at the lower secondary level, thus this technique ensured that every person had an equal probability of being represented. Wilson (2016) suggested that a random stratified survey is suitable if demographic variables are classified. Stratified sampling is where the population is divided into strata (or subgroups), and a random sample is taken from each subgroup (Taherdoost, 2016). The stratified sampling technique ensures a more representative pool of participants from each subgroup (Nezilli, 2014). Mugenda and Mugenda (1999) noted that the population is divided into two or three groups in stratified sampling and a certain number of cases are then randomly chosen from each subgroup.

The population was divided into two primary strata based on gender: male and female teachers. This ensured that the sample would maintain gender balance and proportional representation. Within each stratum, a random sampling method was used via SPSS to select participants. Each teacher was assigned a number, and a computerized random selection process was conducted to eliminate any selection bias. As a result, achieving a more realistic representation using stratified random sampling was ideal in this study, since it made a fair classification of male and female teachers who at the time worked at the lower secondary level.

3.6 DEMOGRAPHICS

Gender, qualification, and experience of teachers were the demographic considerations. This is important since the data between the two groups was compared to identify the differences between the two groups. The gender variable was grouped into two (2), that is male and female teachers, teachers' qualifications were grouped into four (4) categories, and teachers' experience also was grouped into four (4) categories.

3.7 INSTRUMENT

The study employed a 5-point Likert-type scale. The questionnaire comprised four divisions A, B, C, and D. These subdivisions were intended to gather data on the demographic characteristics of teachers, as well as their characteristics and communication techniques in reducing student misbehaviour at the lower secondary level in government schools in the Maldives. Furthermore, three instruments were used in the collection of data for this quantitative correlation research process. To gather teacher's demographic statistics, a demographic survey was carried out. To measure teachers' leadership traits, an adopted instrument developed by Oliver and Srivastava (1999) was used. An adopted instrument developed by McCroskey and Richmond (1996) was used to measure teachers' communication styles. And finally, to measure misbehaviour prevention response, an adopted instrument developed by Díaz et al. (2018) was used. Three instruments were chosen based on ease of application, validity, and reliability. These tools were best for the present study due to their population and settings. Guidelines for understanding the degree of each dimension were also given.

3.7.1 Teachers' leadership traits

An adapted instrument developed by Oliver and Srivastava (1999) was used to measure teachers' leadership traits. The tool comprises 44 items with Likert scale ratings from 1 to 5 (1 = Disagree strongly, 2 = Disagree a little, 3 = Neither agree nor disagree, 4 = Agree a little and 5 = Agree strongly). The tool includes eight questions aligned with the extraversion dimension, ten questions aligned with the openness dimension, nine questions aligned with the agreeableness dimension, eight questions aligned with the neuroticism dimension and nine questions aligned with the conscientiousness dimension. The rating of extraversion items were 1, 6R, 11, 16, 21R, 26, 31R, 36, agreeableness items were 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42, conscientiousness items were 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R, neuroticism items were 4, 9R, 14, 19, 24R, 29, 34R, 39 and items for openness were 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44. A variety of studies with alpha reliability from 80 to 90 have used this instrument to produce reliable results (Humbyrd, 2010). The BFI has also

shown good construct validity (.68 - .80) in comparison with three other similar personality tests (Humbyrd, 2010). The questionnaire included closed-ended questions. These questions were provided with simple and concise guidance. The five dimensions referred to Oliver and Srivastava's (1999) developed tool, and the items evaluated under the dimensions are stated below. The Big Five Model or the instrument has been extensively tested in many studies (Harmainen, 2019; Hogan et al., 1994; Malki, 2020; Mangi et al., 2020; Norouzi & Hassanpour, 2022; Smith & Williams, 1992). These instruments were used in different disciplines including personal psychology, education, and business. This instrument includes 44 items.

Table 3.2 The Adopted Items for Teacher Leadership Traits

Original Items
<p>Extraversion</p> <ol style="list-style-type: none"> 1. Is talkative. 2. Is reserved. 3. Is full of energy. 4. Generates a lot of enthusiasm. 5. Tends to be quiet. 6. Has an assertive personality. 7. Is sometimes shy, inhibited. 8. Is outgoing, sociable.
<p>Agreeableness</p> <ol style="list-style-type: none"> 1. Tends to find fault with others. 2. Is helpful and unselfish with others. 3. Starts quarrelling with others. 4. Has a forgiving nature. 5. Is generally trusting. 6. Can be cold and aloof. 7. Is considerate and kind to almost everyone. 8. Is sometimes rude to others. 9. Likes to cooperate with others.

Conscientiousness

1. Does a thorough job.
2. Can be somewhat careless.
3. Is a reliable worker.
4. Tends to be disorganized.
5. Tends to be lazy.
6. Perseveres until the task is finished.
7. Does things efficiently.
8. Makes plans and follows through with them.
9. Is easily distracted.

Neuroticism

1. Is depressed, blue.
2. Is relaxed, handles stress well.
3. Can be tense.
4. Worries a lot.
5. Is emotionally stable, not easily upset.
6. Can be moody.
7. Remains calm in tense situations.
8. Gets nervous easily.

Openness

1. Is original, comes up with new ideas.
2. Is curious about many different things.
3. Is ingenious, a deep thinker.
4. Has an active imagination.
5. Is inventive.
6. Values artistic, aesthetic experiences.
7. Prefers work that is routine.
8. Likes to reflect, play with ideas.
9. Has few artistic interests.
10. Is sophisticated in art, music, or literature.

3.7.2 Teachers' Communication Styles

The adopted instrument developed by McCroskey and Richmond (1996) was used to measure teachers' communication styles. This tool includes 20 items with Likert scale ratings from 1 to 5 (1= Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly agree). The tool includes ten questions aligned with the assertiveness dimension and ten questions aligned with the responsiveness dimension. The rating for assertiveness items were 2, 3, 5, 6, 9, 11, 14, 18,19 and 20 and the rating for responsiveness items were items 1, 4, 7, 8, 10, 12, 13, 15, 16, and 17. Studies have discovered various aspects of communication (de Vries et al., 2010). There are many tools for measuring communication and less for measuring communication styles (Carbonaro, 2016b). Socio-communicative instrument is commonly used for differentiating teachers' communication styles in peer-reviewed publications (Lopez, 2014a). In addition, in some recent quantitative experiments, a socio-communicative style scale was used (Carbonaro, 2016b). Cronbach alphas for reliability were 0.82 for assertiveness and 0.85 for responsiveness. This indicated an intrinsic coherence. Such results were consistent with previous research, which had reliability coefficients of .83 to .91 for assertiveness and reliability coefficients of .83 to.91 (Kirk, 2011). Hence, based on this evidence, a socio-communicative instrument was used in this study. Close-ended questions were included in the questionnaire. The questions were provided with direct and clear instructions. The five dimensions as shown in McCroskey and Richmond's (1996) instrument and the items measured under the dimensions are listed below. This instrument does not have any reverse or negative items. It has been widely examined in many studies involving disciplines including psychology, education, and medicine (Alves, 2021; Carbonaro, 2016b; Dai et al., 2016; Hall, 2010; Karimi et al., 2012; Simonton et al., 2021), and includes 20 items.

Table 3.3 The Adopted Items for Communication Styles

Original Items	
Assertiveness	
2	Defends own beliefs
3	Independent
5	Forceful
6	Has strong personality
9	Assertive
11	Dominant
14	Willing to take a stand
18	Acts as a leader
19	Aggressive
20	Competitive
Responsiveness	
1	Helpful
4	Responsive to others
7	Sympathetic
8	Compassionate
10	Sensitive to the needs of others
12	Sincere
13	Gentle
15	Warm
16	Tender
17	Friendly

3.7.3 Misbehaviour Prevention Response

An adopted instrument developed by Díaz et al. (2018) was used for this measurement. The tool comprises 13 items with Likert scale ratings from 1 to 4, 1 = rarely, 2 = sometimes, 3 = often, and 4 = usually. Several recent studies have used this instrument (Gudovskaya & Liniņa, 2021; Nazari et al., 2021; Rad et al., 2023; Waloyo et al., 2023), all within educational contexts. For this dimension, 13 items are used.

This instrument lacks any reverse or negative items. According to Lettink (2020), the constructs used in this questionnaire are based on scientific evidence (Scrivener, 2012). This instrument is considered to be one of the latest, strongest, and most reliable tools, hence this instrument was suitable for this study to measure misbehaviour prevention response. The close-ended questions were provided in the questionnaire and concise and clear instructions were given with the questions. Items mentioned by Díaz et al. (2018) and their descriptions are given below.

Table 3.4 The Adopted Items for Misbehaviour Prevention Response

Original Items	
1	I involve students in establishing rules and procedures.
2	I share with students the reasons behind the disciplinary approach(es) I use.
3	I provide positive reinforcement to students for appropriate behaviour (e.g. special helper, extra computer time, tangible rewards).
4	I make students aware of consequences for misbehaviour (e.g. loss of break time, extra classroom time).
5	I use class time to reflect on appropriate behaviour with students as a group.
6	I redirect inappropriate behaviour on the spot, using a loud voice.
7	I ignore misbehaviour that is non-disruptive to class.
8	I use short verbal cues to stop misbehaviour (e.g. say student's name aloud, use "shh" sound).
9	I use nonverbal signals to stop misbehaviour (e.g. make eye contact, approach and touch disruptive students).
10	I use self-assessment forms for students to evaluate their own behaviour (e.g. checklists).
11	I inform parents about classroom expectations.
12	I send for parents to report inappropriate behaviour.
13	I send for parents to report good behaviour.

3.8 PILOT STUDY

Before conducting the final study, a pilot study was carried out to find out the issues associated with the instrument and the study. As Elmasri (2017) mentioned, it involved a small analysis to ensure that the final study did not have any failures. Pilot testing represents the first phase in the investigation protocol as a whole and is always a smaller study that helps in designing and modification of the primary research and the pilot study is critical for the development of effectiveness and quality of the primary research (Junyong, 2017).

Pilot testing was done in the first semester of 2021 (18th – 25th February) according to the academic calendar published by the Ministry of Education of Maldives. A total of 155 teachers at the lower secondary level in schools of Maldives participated, however after removing missing and disengaged data, 141 respondents remained for the reliability analysis. The respondents were given information about the intention of the pilot study and instructions on the completion of the questionnaire. An online survey questionnaire was used for pilot testing and the respondents were able to complete the questionnaire within 15 minutes. The pilot testing data was evaluated to understand whether the researcher and the respondents had the same meaning on items or questions. If no items were marked as contradictory, the items can no longer be modified.

Table 3.5 Response Rate of Pilot Study

School	Number of Teachers	Number of Responses	Response Percentage
Schools	147	147	100
Total	147	147	100

To ensure the reliability of the questionnaire, the alpha value of Cronbach was determined from the data collected using SPSS to validate their reliability by measuring the internal consistency of tests or questionnaires (Díaz et al., 2018). In the case of correlations between items on a questionnaire, the magnitude of the alpha is increased, and these values vary from 0 to 1, whereby 0 means no reliability and 1 means total reliability (Díaz et al., 2018). The following table shows George and Mallery's (2003) proposed estimates.

Table 3.6 George and Mallery's scale

Alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: George and Mallery (2003, p. 231)

3.8.1 Respondents

The pilot data was drawn from 141 teachers from secondary grades, whose ages ranged from 18 to 55 with a mean age close to 27. 26.2% were males and 73.8% were females. In terms of teaching experience, 3.5% of teachers had 0-1 years of experience, 24.1% of teachers had 2–5 years of experience, 30.5% of teachers had 6–10 years of experience, 20.6% of teachers had 11–15 years of experience, and 21.3% of teachers were experienced 15 years and above. In terms of educational qualification, 0.7% of the teachers were certificate level, 36.9% of the teachers had bachelor's degrees, 61.7% of the teachers had Master's degree, and 0.7% of the teachers had other qualifications.

Table 3.7 Demographic Characteristics of the Respondents (n = 141)

Demographic Characteristics		Frequency	Percentage
Gender	Male	37	26.2
	Female	104	73.8
Age	18 – 24 Years	6	
	25 – 34 Years	58	4.3
	35 – 44 Years	52	45.4
	45 – 54 Years	22	82.3
	55 Years and above	3	97.9
Teaching Experience	0-1 Years	5	3.5
	2 – 5 Years	34	24.1
	6 – 10 Years	43	30.5
	11 – 15 Years	29	20.6
	15 Years and above	30	21.3
Academic Qualification	Certificate Level	1	0.7
	Diploma	-	-
	Bachelor's Degree	52	36.9
	Master's Degree	87	61.7
	Other	1	0.7

3.8.2 Validity Analysis

One way of assessing the instrument's validity was to seek a professional's opinion on whether the items of scale reflect what it is supposed to measure. Initially, all the questionnaire items were formatted according to a specified structure to maintain consistency and clarity. Following this, the questionnaire was sent to eighteen (18) experts for this reason before the pilot study, and seven (7) of them responded. Most of these experts are from the education and psychology fields, providing valuable insights into the clarity and relevance of the items. Notably, most of these experts were affiliated with the Islamic University of Maldives and the International Islamic University of Malaysia, bringing a diverse academic perspective to the evaluation process. There were no items listed as contradictory, so no changes were made. The

expert review process took approximately one month, during which the experts provided their feedback.

The data collected by pilot testing was examined to identify whether the items meant the same to the researcher and the respondents. The responses of observers can be compared to determine if it is the actual way the respondents observe in the given situation/behaviour. For this reason, before the pilot study questionnaire was given to five (5) teachers. There were no items identified as inconsistent; thus, items were not modified any more.

3.8.3 Reliability Analysis

In this study, the reliability of the instrument was established by employing the method of internal consistency to indicate how well the items reflected a common underlying construct. The internal consistency of the instrument was tested using Cronbach's alpha values.

For teachers' communication styles, Cronbach's alpha test generated a .843 reliability coefficient for assertiveness and .951 for responsiveness. This shows internal consistency. These results were consistent with the previous research that was performed: .82 reliability coefficient for assertiveness and .85 for responsiveness (Carbonaro, 2016b), with .83 for assertiveness and .83 for responsiveness (Swanson, 2015).

For teacher personality traits, Cronbach's alphas were .728 for extraversion, .835 for agreeableness, .843 for conscientiousness, .723 for neuroticism and .926 for openness. This shows internal consistency. Again, the previous study found similar results, .687 for openness to experience, .846 for extraversion, .690 for agreeableness, .787 for conscientiousness, and .816 for neuroticism (Wibowo et al., 2017).

In the dimension of teaching traits, there was a modest agreement or a significant agreement between raters in each item except for a few items. Items of poor values (extraversion – item 2, 5, agreeableness – item 6, neuroticism – item 7, and openness – Item 9,7) were excluded. Deleting these items showed a large improvement in the alpha coefficient. This does not, however, suggest that certain items should be excluded. All the values are in the acceptable range (i.e. above 0.7).

Table 3.8 Cronbach Alpha Internal Consistency for the Instruments

Variable	Source Adopted	Sub variables	No. of Items Original	α value Original Instrument	Pilot Study Initial α	No. of Items Final	Pilot Study Final α
Teachers' leadership traits		Extraversion	8	>.90	.649	6	.728
		Agreeableness	9	>.90	.798	8	.835
		Conscientiousness	9	>.90	.820	9	.843
		Neuroticism	8	.88	.706	7	.723
		Openness	10	.83	.751	8	.926
Communication Style		Assertiveness	9	>0.8	.853	9	.853
		Responsiveness	11	>0.8	.951	11	.951
Misbehaviour Prevention Response			13	0.811	.702	13	.702

3.8.4 Data Collection Procedure

This study carefully followed the procedures and ethics for performing research. Primarily, two (2) forms of research procedures were carried out. Firstly, approval letters from IIUM and the Ministry of Education of Maldives were obtained and secondly, from the focal points in the schools and teachers teaching at the lower secondary schools.

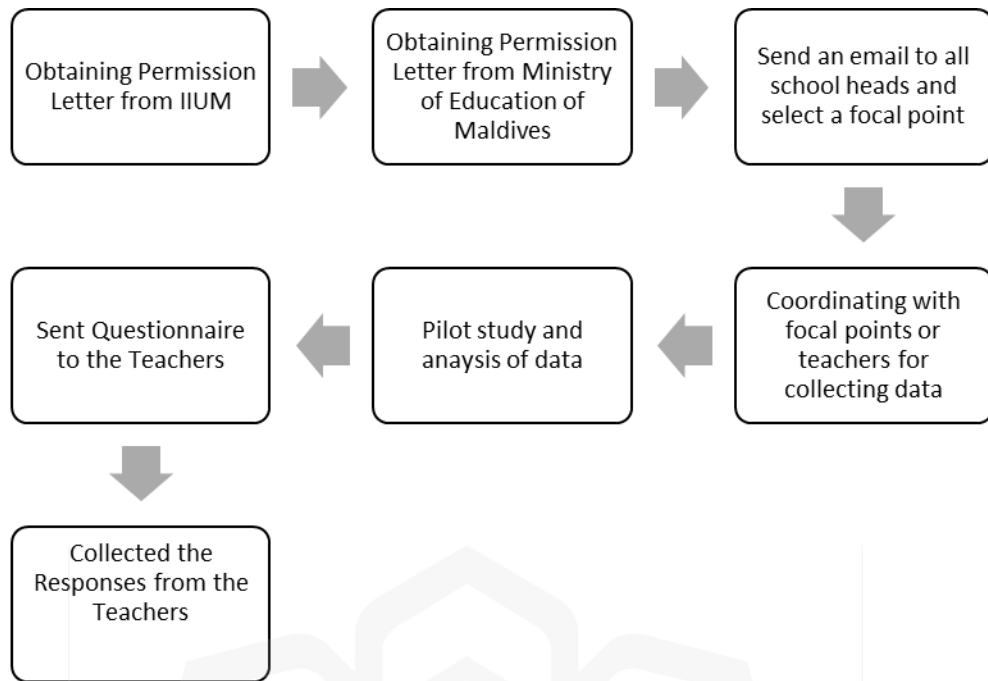


Figure 3.1 Data Collection Procedure

3.8.5 Obtaining permission letter from IIUM

First, the letter was sent to the Kulliyah of Education, IIUM, for permission to conduct the research. In the letter, the researcher mentioned the purpose of the study, the target population, and the title of the study.

3.8.6 Obtaining permission letters from the Ministry of Education of Maldives

Once the permission is granted from Kulliyah of Education (IIUM), a letter along with permission letter from Kulliyah of Education (IIUM) was sent to the Ministry of Education of Maldives to get permission for conducting the research at schools in Maldives. The permission letter included the purpose of the survey, the number of teachers to be surveyed, and how the sample selection would be carried out.

3.8.7 Sending email to all schools of Maldives

After gaining permission from the Ministry of Education of Maldives, an email was sent to all the public schools in Maldives along with the IIUM and MoE letters, requesting the list of teachers currently working at lower secondary levels. The email included the title of the research, its purpose, its target population, and how it was going to be carried out.

3.8.8 Coordinating with Schools and Collecting Data

After that, the researcher requested the head of the schools to appoint a focal point for further communication. Hence the additional work was done with the help of focal points until the data was collected. Online survey questions were sent to teachers through the focal points.

Once all the data was collected, the researcher exported the data for analysis to the Statistical Package for the Social Sciences (SPSS) 21.0. For seven years, a copy of the original data (survey forms) was saved on a hard drive by the researcher. At the end of the analysis, all data in the email address hosted on the safe server will be removed and the account also will be deleted.

3.8.9 Distribution of final and Data Collection and Obtained Feedback from the Educators

The last iteration of the survey questionnaire was sent electronically to educators in the public schools of the Maldives via a Google Form. Figure 3.1 demonstrates the procedure of gathering data.

3.9 DATA ANALYSIS

The techniques to be used in data analysis and hypothesis testing will be discussed in this section. Eight (8) key analyses to answer the objectives and questions of the research were developed. During the process of data cleansing, it was determined that there were no significant anomalies or severe outliers. Descriptive statistics, including percentages, frequencies, means, and standard deviations, were used to profile instructors now teaching at the lower secondary level. Secondly, to identify the factors behind the teachers' leadership traits, teachers' communication and misbehaviour prevention responses were analysed. To examine the teachers' leadership traits and teachers' communication styles to prevent students' misbehaviour, Pearson's r correlation coefficient, independent samples t-test, multiple Regression Analysis (MRA) and Process Analysis were performed. The table below outlines how each variable was assessed.

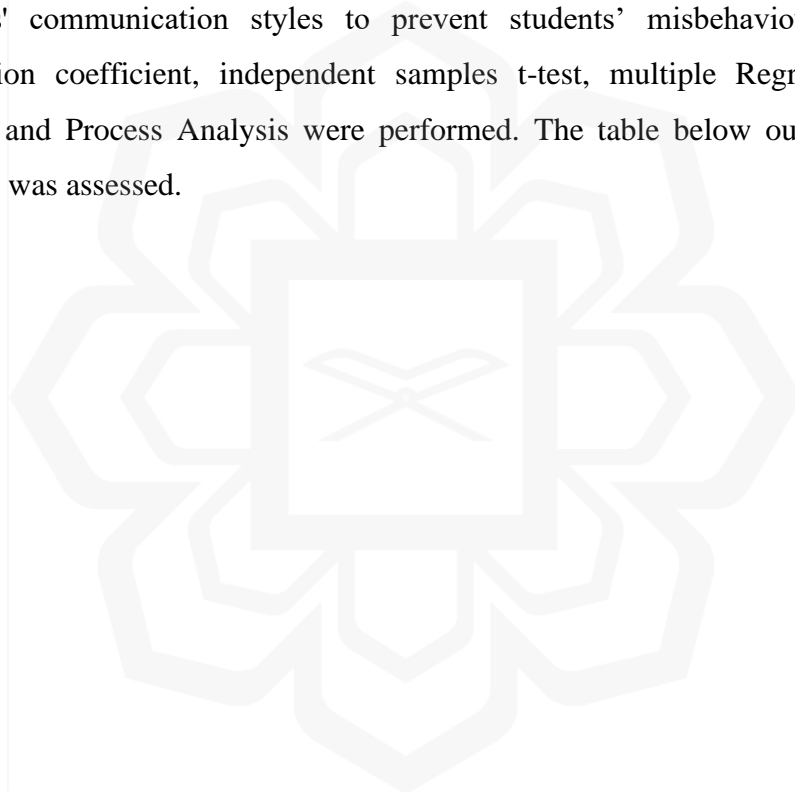


Table 3.9 Regression Analysis (MRA) and Process Analysis

Objectives	Research Questions	Hypothesis	Analysis type
To see whether there is any relationship between teachers' leadership traits and teachers' response to prevent students' misbehaviour.	1. Is there any relationship between teachers' leadership traits and teachers' responses to prevent students' misbehaviour?	There is no significant relationship between teacher's traits and teachers' responses to prevent student misbehaviour.	Pearson's r correlation coefficient
To see whether there is any relationship between teachers' communication styles and teachers' responses to prevent students' misbehaviour.	2. Is there any relationship between teachers' communication styles and teachers' responses to prevent students' misbehaviour?	There is no significant relationship between teachers' communication styles and teachers' responses to prevent student misbehaviour.	Pearson's r correlation coefficient
To identify significant differences in teachers' leadership traits based on teachers' gender, educational qualification and teaching experience.	3. Is there any significant difference in teachers' leadership traits based on teachers' gender, educational qualification and teaching experience?	There is no significant difference in teachers' leadership traits based on teachers' gender, educational qualification and teaching experience.	Independent sample t-test and ANOVA

<p>To identify the significant difference in teachers' communication styles based on teachers' gender, educational qualification and teaching experience.</p>	<p>4. Is there any significant difference in teachers' communication styles based on teachers' gender, educational qualification and teaching experience?</p>	<p>There is no significant difference in teachers' communication styles based on teachers' gender, educational qualification and teaching experience.</p>	<p>Independent sample t-test and ANOVA</p>
<p>To recognize the significant difference in teachers' responses to prevent students' misbehaviour based on teachers' gender, educational qualification and teaching experience</p>	<p>5. Is there any significant difference in teachers' response to prevent students' misbehaviour based on teachers' gender, educational qualification and teaching experience?</p>	<p>There is no significant difference in teachers' response to prevent students' misbehaviour based on teachers' gender, educational qualification and teaching experience.</p>	<p>Independent samples t-test and ANOVA</p>
<p>To examine if the model comprised of teachers' communication style and teachers' leadership traits predict the variations in teachers' response to student misbehaviour.</p>	<p>6. Is the model comprised of teachers' communication style and teachers' leadership traits that predict the variations in teachers' responses to student misbehaviour?</p>	<p>The model comprised of teachers' communication style (CS) and teachers' leadership traits (TT) does not predict the variations in teachers' response to student misbehaviour (TRSM).</p>	<p>Multiple Linear Regression. (SLR)</p>

<p>To know whether teachers' gender, educational qualification and teaching experience moderate the relationship between teacher's traits and teachers' responses to prevent students' misbehaviour.</p>	<p>7. Does teachers' gender, educational qualification and teaching experience moderate the relationship between teachers' leadership traits and teachers' response to prevent student misbehaviour?</p>	<p>Teachers' gender, educational qualification and teaching experience do not moderate the relationship between teachers' leadership traits and teachers' responses to prevent student misbehaviour.</p>	<p>Multiple Linear Regression with moderation analysis</p>
<p>To know whether teachers' gender, educational qualification and teaching experience moderate the relationship between teachers' communication styles and teachers' response to prevent students' misbehaviour.</p>	<p>8. Does teachers' gender, educational qualification and teaching experience moderate the relationship between teachers' communication styles and teachers' response to prevent student misbehaviour?</p>	<p>Teachers' gender, educational qualification and teaching experience do not moderate the relationship between teachers' communication styles and teachers' responses to prevent student misbehaviour.</p>	<p>Multiple Linear Regression with moderation analysis</p>

The study applied multiple methods of statistical analysis to analyse the data gathered, ensuring an exhaustive examination of the relationships and differences among the fundamental constructs. Initially, descriptive statistics were employed to encapsulate the attributes of the sample group, offering insights into educators' leadership qualities, communication methodologies, and patterns of student misbehaviour. Measurements such as standard, mean, deviation, and frequency distributions facilitated the understanding of data dissemination and the identification of anomalies earlier to execute further statistical analyses.

The Pearson correlation coefficient is a widely recognized and extensively utilized statistical measure among researchers and scientists for evaluating the linear association between two variables (Temizhan et al., 2022). Pearson's r correlation coefficient was used to assess the relationship between teachers' trait scores and teachers' communication style scores to prevent students' misbehaviour. This is explained by the fact that the factors concerned were quantitative and a need to quantify the degree of interaction between them. The study used both Pearson's r and t -test, with a significance level placed at .05 for each of the hypotheses tested. Initially, the relationship of two predictor variables in this analysis of questions one (1) and two (2) was calculated using the Pearson correlation coefficient, also known as the product-moment correlation coefficient and simple Linear Regression. A range of (-1, +1) is the most common indicator for an association. A zero means that the variables have no relationship with them (Boslaugh, 2012). A simple linear regression measures the relationship between a single explanatory variable and a response variable, given a collection of details including observations for each of those variables for a specific sample (Tranmer et al., 2020).

ANOVA is a statistical method employed to analyse the variance among two, three, or more similar datasets to evaluate the significance of variations in their mean values using the f -test. This methodology was initially proposed by Sir Ronald A. Fisher, a trailblazer in the use of statistical techniques in experimental design, who coined the phrase "Analysis of Variance" (ANOVA) (Verma, 2020).

Research questions three (3), four (4) and five (5) were answered with independent sample t-test and ANOVA. To answer the gender variable, an independent sample t-test was used, and a one-way variance analysis (ANOVA) test was used to examine whether there were significant differences in teachers' leadership traits and teachers' communication styles based on teachers' qualifications and teachers' experiences. To prevent students from misbehaving, an independent sample t-test was used to comparatively evaluate high and low teachers' leadership traits scores and teachers' communication style scores. The t-test was the most suitable statistical tool to use since it decides when two means at a chosen likelihood level are statistically and significantly different (Gay, 2002). The assumption of normality was tested before the effects of the t-test were viewed.

Regression analysis serves as a significant instrument for scholars, but it may be intricate, labour-intensive, and expensive, especially when striving for exact estimation and correct data interpretation (Adhikari, 2022). Multiple linear regression is a commonly employed statistical technique for assessing student performance in tests. It is a multivariate method that analyses the connection between a dependent variable and many independent factors (Okeoghene & Friday, 2021). Question 6 of the study can be answered with Multiple Linear Regression Analysis (SLR). The goal of a simple regression study is to determine the relative effect of a predictor variable on a given outcome (Pak & Oh, 2010). The analysis should result in an equation as follows:

$$\text{TRSM} = x(\text{CS}) + y(\text{TT})$$

Questions 7 and 8 of the study were addressed with Multiple Linear Regression with moderation analysis. Multiple linear regression is expanded from simple linear regression to include more than one explanatory component and the word linear is used because the response variable corresponds explicitly to a linear combination of the explanatory variables (Tranmer et al., 2020). In several areas, Multiple Regression Analysis (MRA) was used and MRA is a versatile technique (Boslaugh, 2012). Two essential Multiple Regression Analysis (MRA) assumptions are the homoscedasticity and normality of the error term distributions. These were first tested before the results were interpreted. Furthermore, a moderating analysis can

be used to decide whether the relation between two (2) different variables is based on a third variable value.

3.10 SUMMARY OF THE CHAPTER

The study design was discussed in depth in this chapter, which is correlational in nature using the cross-sectional survey method. This included the target population consisting of the teachers currently teaching at lower secondary levels in Maldives. Sample size and sampling procedure, respondent selection, instruments selection procedure explanations and content validated by experts, pilot test procedures and results, and the data collection and data analysis procedures were explained. This chapter also explained the process of seeking research approval letters and the coordination process with schools. The chapter concluded with a clear summary of each statistical procedure used to deal with the questions and objectives of the study.

CHAPTER FOUR

RESULTS

4.1 INTRODUCTION

This chapter explains the demographic profile of respondents (secondary teachers), the study's data analysis procedures as well and the results, including Pearson's r correlation coefficient and simple linear regression, independent sample t-test, ANOVA, and multiple linear regression with moderation analysis, which addressed the research objectives and questions. Therefore, this chapter is organised into six sections to accomplish this goal. First part talks about the preliminary data analysis results, such as data screening, missing data, outliers, multicollinearity as well as data normality. The second part discusses the respondents' demographic characteristics. The third part describes the relationship between the variables, i.e. the Pearson correlation between the independent variable and the dependent variable. The fourth part describes the difference in main variables based on demographics (gender, qualification, and teaching experiences). The fifth part brings the analysis of MRA to find out if the model comprises of teachers' communication style, and traits predict variation in teachers' response to misbehaviour. Finally, the sixth part presents the results of the moderation analysis.

4.2 DATA SCREENING AND ASSUMPTION CHECKS

The data were screened for missing data and outliers. All the data met the criteria for missing data and no respondents were removed from the data set as all the respondents filled more than 95% of the questionnaire. Furthermore, six respondents were removed due to disengaged responses, i.e. the standard deviation of data was below 0.7. The data was also screened for outliers and ten extreme outliers were identified from the two scales conscientiousness and responsiveness. These outliers were removed to ensure that the results were not affected by these outliers.

To ensure the normality of the data, the skewness and kurtosis of the data were analysed. All the data fits the criteria of ± 1.96 at a 0.05 significance level which ensures the normality of the data (Hair et al., 2014) as shown in Table 4.1. Hence the data can be said to be normally distributed which fulfils the criteria to run the multiple regression analysis and other statistical tests conducted in this study.

Table 4.1 Mean, SD, Skewness and Kurtosis of the Data

Variables	M	SD	Skewness	Kurtosis
Teachers' leadership traits	157.68	13.27	-0.08	-0.59
▪ Extraversion	28.26	4.13	-0.03	-0.12
▪ Agreeableness	35.75	5.04	-0.19	-0.72
▪ Conscientiousness	35.60	5.34	0.03	-0.95
▪ Neuroticism	20.85	5.02	-0.27	0.20
▪ Openness	36.17	5.61	-0.08	-0.35
Communication Style	79.30	9.88	-0.68	0.34
▪ Assertiveness	32.82	4.81	0.05	-0.11
▪ Responsiveness	46.48	6.65	-0.72	-0.03
Misbehaviour Prevention Response	51.60	5.99	-0.09	-0.54

Furthermore, according to Pallant (2011), multiple regression analysis has several key assumptions which need to be fulfilled to ensure the accuracy of the results. One such assumption is that multiple regression analysis assumes that the independent variables are not highly correlated with each other, i.e., there is no multicollinearity. This assumption can be tested using the Variance Inflation Factor (VIF) and tolerance values of the data. Table 4.2 shows the VIF and Tolerance values of the two main independent variables. As a general rule, multicollinearity becomes a problem when tolerance is below 0.1 and VIF is above 10 (Montgomery et al., 2021). As shown in Table 4.2, both the independent variables passed the collinearity diagnostics suggesting that multicollinearity was not an issue in the data.

Table 4.2 VIF and Tolerance values of independent variables

Variables	VIF	Tolerance
Teachers' leadership traits	1.479	0.676
Communication Style	1.479	0.676

The data was also checked for linearity which aims to determine the relationship between independent variables and dependent variable is linear. The results showed that the deviation from linearity was not significant, i.e. p-value was greater than 0.05 and linearity was significant, i.e. p-value was less than 0.05 for both teachers' leadership traits and communication style. Hence, the data fit these assumptions and was ready for further analysis.

4.3 TEACHERS' DEMOGRAPHICS

The demographic profile of the teachers who completed the survey questionnaire is presented in this section, followed by a descriptive analysis of the teachers in relation to their personality qualities and communication methods in preventing student misbehaviour. The information gathered was evaluated using descriptive statistics like percentages and frequency counts. Gender, age, teaching experience, and teachers' qualifications were all considered while analysing the data. Table 4.3 shows the respondents' demographic characteristics.

Table 4.3 Demographic Characteristics of The Teachers (N=339)

Demographic Characteristics		Frequency	Percentage
Gender	Male	149	44.0
	Female	190	56.0
Age	18 – 24 Years	21	6.2
	25 – 34 Years	138	40.7
	35 – 44 Years	125	36.9
	45 – 54 Years	50	14.7
	55 Years and above	5	1.5
Teaching Experience	0-1 Years	22	6.5
	2 – 5 Years	91	26.8
	6 – 10 Years	91	26.8
	11 – 15 Years	70	20.6
	15 Years and above	65	19.2
Academic Qualification	Diploma and below	37	10.9
	Bachelor’s Degree	107	31.6
	Master’s Degree and above	195	57.5

The respondents consisted of 339 secondary teachers working in government schools in Maldives. Table 4.3 shows that there was a gender imbalance, as the female teachers 56% (n=190) outnumber the male teachers 44% (n=149) at the secondary level. According to the age distribution, most respondents (40.7%, n=138) were between the ages of 25 and 34 years, 6.2% (n=21) were between the ages of 18 to 24 years, 36.9% (n=125) were between the ages of 35 to 44 years, 14.7% (n=50) were aged 45 to 54 years, and only 1.5% (n=5) were over the age of 55.

In terms of teaching experience, Table 4.3 shows that teachers with 2 to 5 years of experience (26.8%, n=91), 6 to 10 years of experience (26.8 %, n=91), 0 to 5 years of experience (6.5 %, n=22), 11 to 15 years of teaching experience (20.6 %, n=70), and 15 years and above (19.2 %, n=65). Furthermore, in terms of teachers' qualifications, more than half had a master’s degree 57.5% (n=195), while teachers with a bachelor’s degree 31.6% (n=107), and teachers with a diploma 10.9% (n=37) signifies that the majority were well-educated.

4.4 RELATIONSHIP BETWEEN THE VARIABLES

The first two research questions and hence the first two hypotheses of this study concern the relationship between the variables of this study. That is, finding the relationship between teachers' leadership traits and teachers' responses to prevent student misbehaviour and the relationship between teachers' communication styles and teachers' responses to prevent student misbehaviour. The two hypotheses are:

Hypothesis 1: There is no significant relationship between teacher's traits and teachers' responses to prevent student misbehaviour.

Hypothesis 2: There is no significant relationship between teachers' communication styles and teachers' responses to prevent student misbehaviour.

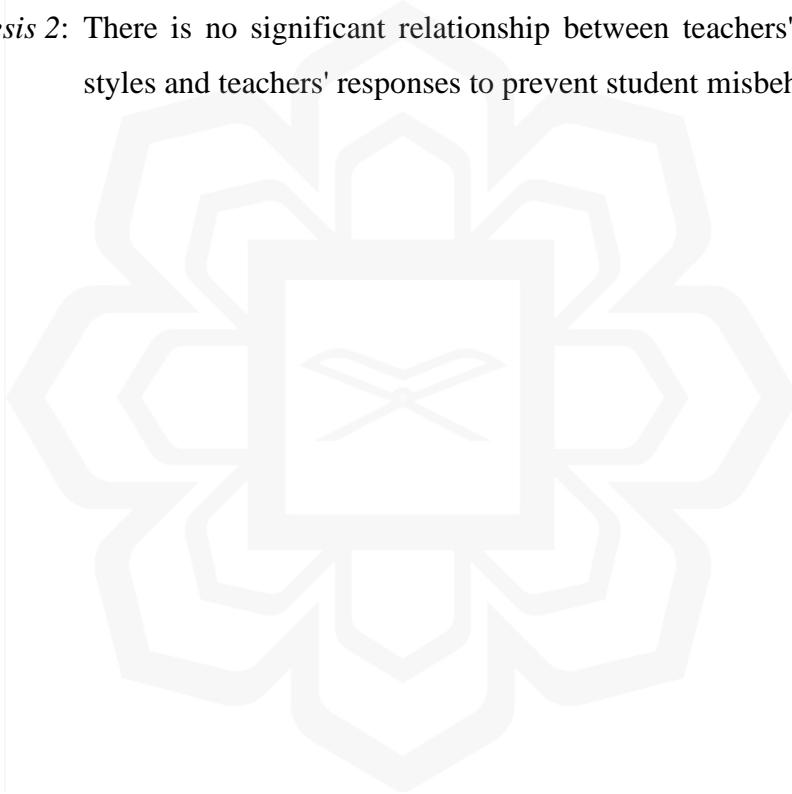


Table 4.4 Correlation matrix between the variables (n =339)

	Agreeableness	Conscientiousness	Neuroticism	Openness	Assertiveness	Responsiveness	Teachers' leadership traits	communication style	Misbehaviour Prevention Response
Extraversion	.400**	.519**	-.425**	.505**	.398**	.356**	.631**	.434**	.129**
Agreeableness		.669**	-.382**	.441**	.170**	.566**	.652**	.464**	.009
Conscientiousness			-.512**	.566**	.295**	.517**	.724**	.492**	.143**
Neuroticism				-.288**	-.192**	-.197**	-.208**	-.226**	-.080
Openness					.382**	.491**	.696**	.516**	.224**
Assertiveness						.472**	.378**	.805**	.353**
Responsiveness							.572**	.903**	.271**
Teachers' leadership traits								.569**	.220**
Communication style									.355**

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

A Pearson correlation test was used to test whether a bivariate correlation exists between the independent two variables and the dependent variable. The results showed that a statistically significant relationship exists between misbehaviour prevention response and teachers' leadership traits ($r = .220$) and communication style ($r = .355$). The results in Table 4.4 also showed a positive correlation between most of the sub-variables and misbehaviour prevention response. However, the two sub-variables, agreeableness and neuroticism showed no significant correlation with misbehaviour prevention response. In addition, the Pearson correlation has shown a strong and positive correlation with the coefficient between the sub-variables including extraversion and teachers' leadership traits at .631, agreeableness and teachers' leadership traits at .652, conscientiousness and teachers' leadership traits at .724, and openness and teachers' leadership traits at .696. Furthermore, the Pearson correlation shows a strong and positive correlation with a coefficient between agreeableness and conscientiousness at .669. Indeed, the Pearson correlation indicated that communication styles and assertiveness have a positive and strong correlation with the coefficient of 0.805.

Table 4.5 Results of Research Questions 1 and 2

Research Question	Research Hypothesis	Conclusion
RQ1: Is there any relationship between teachers' leadership traits and teachers' responses to prevent students' misbehaviour?	H1: There is no significant relationship between teacher's traits and teachers' responses to prevent student misbehaviour.	Significant. Teachers' leadership traits have a statistically significant relationship with response to prevent misbehaviour.
RQ2: Is there any relationship between teachers' communication styles and teachers' responses to prevent students' misbehaviour?	H2: There is no significant relationship between teachers' communication styles and teachers' responses to prevent student misbehaviour.	Significant. Communication style has a statistically significant relationship with response to prevent misbehaviour.

4.5 DIFFERENCE IN MAIN VARIABLES BASED ON DEMOGRAPHIC VARIABLES

This section discusses the results of tests conducted to find the difference in means of the main three variables, namely teachers' leadership traits, communication style, and response to misbehaviour, with three demographic variables, i.e. gender, educational qualification, and teaching experience. The demographic variable gender was analysed using a t-test while the remaining two demographic factors, educational qualification and teaching experience, were analysed using ANOVA. These results would answer the research question and research hypotheses 3,4, and 5. They are:

Hypothesis 3: There are no significant differences in teachers' leadership traits based on teachers' gender, educational qualification, and teaching experience.

Hypothesis 4: There are no significant differences in teachers' communication styles based on teachers' gender, educational qualification, and teaching experience.

Hypothesis 5: There is no significant difference in teachers' response to prevent students' misbehaviour based on teachers' gender, educational qualification, and teaching experience.

4.5.1 Demographic variable – Gender

The results of the t-test as shown in Table 4.6 show that except for the sub-variables extraversion and agreeableness, there is no statistically significant difference between male and female teachers for all the other variables and sub-variables. This suggests that for these variables and sub-variables, there is no difference in mean agreement among male and female teachers, i.e. both male teachers' and female teachers' agreement levels to these variables are the same. As for extraversion, the mean agreement value of male teachers is higher than female teachers, meaning that male teachers agree that they are more extroverted than female teachers. Female teachers tend to agree that they have the trait of agreeableness, i.e. they are more polite, compassionate, cooperative and tolerant than male teachers.

Table 4.6 Results of t-test for Variables and Sub-Variables

Variables / Sub variables	Mean		S.D		df	t	p
	Male (n=149)	Female (n=190)	Male (n=149)	Female (n=190)			
Extraversion	28.91	27.75	3.87	4.26	337	2.58	.010
Agreeableness	35.03	36.31	5.04	5.00	337	-2.33	.021
Conscientiousness	35.24	35.89	5.36	5.32	337	-1.11	.268
Neuroticism	20.38	21.22	4.91	5.08	337	-1.54	.124
Openness	36.50	35.91	5.50	5.69	337	0.96	.336
Assertiveness	33.29	32.45	4.76	4.84	337	1.59	.113
Responsiveness	46.08	46.79	6.34	6.88	337	-0.98	.327
Teachers' leadership traits	157.29	157.98	12.86	13.63	337	-0.48	.635
Communication style	79.37	79.25	9.62	10.10	337	0.11	.911
Misbehaviour Prevention Response	50.98	52.10	6.21	5.78	337	-1.71	.089

4.5.2 Demographic variable – Educational Qualification

One-way ANOVA was used to compare the variables of teachers' leadership traits, communication style and response to misbehaviour prevention by the levels of educational qualification of teachers, namely diploma and below level, bachelor's degree, master's degree, or above. The results in Table 4.7 indicate that for these variables and sub-variables, there is no statistically significant difference in mean agreement between the level of educational qualification. This means that there is no difference in mean agreement between the teacher's diploma and below level, bachelor's degree level, master's degree, or above. Hence the teachers' level of qualification does not affect the teachers' leadership traits, communication style and misbehaviour prevention response.

Table 4.7 One-Way ANOVA Test between Variables and Levels of Educational Qualification

Variables / Sub variables	Level	N	Mean	SD	df	F	p
Extraversion	Diploma and below	37	28.73	4.75	2,336	0.84	0.434
	Bachelors' Degree	107	27.86	4.08			
	Masters and above	195	28.39	4.03			
Agreeableness	Diploma and below	37	35.35	5.00	2,336	0.13	0.879
	Bachelors' Degree	107	35.79	4.78			
	Masters and above	195	35.80	5.22			
Conscientiousness	Diploma and below	37	35.57	5.97	2,336	0.13	0.882
	Bachelors' Degree	107	35.40	4.87			
	Masters and above	195	35.72	5.48			
Neuroticism	Diploma and below	37	22.00	5.34	2,336	1.20	0.303
	Bachelors' Degree	107	20.89	5.16			
	Masters and above	195	20.61	4.87			
Openness	Diploma and below	37	36.51	6.24	2,336	0.88	0.416
	Bachelors' Degree	107	36.67	5.71			
	Masters and above	195	35.82	5.43			
Assertiveness	Diploma and below	37	33.03	4.80	2,336	0.27	0.767
	Bachelors' Degree	107	32.54	5.42			
	Masters and above	195	32.93	4.47			
Responsiveness	Diploma and below	37	46.62	6.89	2,336	1.26	0.285
	Bachelors' Degree	107	47.28	6.28			
	Masters and above	195	46.02	6.79			
Teachers' leadership traits	Diploma and below	37	158.16	16.51	2,336	0.50	0.610
	Bachelors' Degree	107	156.62	13.40			
	Masters and above	195	158.16	12.56			
Communication Style	Diploma and below	37	79.65	9.57	2,336	0.30	0.745
	Bachelors' Degree	107	79.82	9.90			
	Masters and above	195	78.95	9.96			
Misbehaviour Prevention Response	Diploma and below	37	51.27	4.96	2,336	0.09	0.919
	Bachelors' Degree	107	51.55	5.97			
	Masters and above	195	51.70	6.20			

4.5.3 Demographic Variable – Teaching Experience

One-way ANOVA was used to compare the variables of teachers' leadership traits, communication style and misbehaviour prevention response by the years of teaching experience, namely 0 to 5 years, 5 to 10 years, 10 to 15 years, and 15 and above years of teaching experience. Table 4.8 shows that the result of one-way ANOVA is significant for the variables conscientiousness and neuroticism, while the mean difference is not significant for all the other remaining variables.

For the variable conscientiousness, the p-value is 0.035 which is smaller than 0.05; $F(3, 335) = 2.90$, $p < 0.05$. This indicates that there is at least one significant difference among the different levels of teaching experience on conscientiousness. A post-hoc analysis using the Tukey HSD test showed only one significant difference which was found between 5-10 years and 15 years and above. The mean score for 5-10 years ($M = 36.79$, $SD = 5.36$) is significantly different than that of 15 years and above ($M = 34.34$, $SD = 5.35$), $p = 0.024$. This result indicates that teachers with 5-10 years of teaching experience are more conscientious than that of teachers with 15 years or more experience. Hence it could be said that teachers with 5-10 years of teaching experience are more hardworking, focused, organized, efficient and have perseverance and ambition than teachers with 15 years or more of teaching experience.

The variable neuroticism shows a significant difference where $F(3,335) = 3.16$, $p < 0.05$, indicating at least one significant difference among the different levels of teaching experience. A post hoc analysis using the Tukey HSD test showed only one significant difference which was found between 0-5 years and 5 -10 years. The mean score for 0-5 years ($M = 21.56$, $SD = 4.99$) is significantly different from that of 5-10 years ($M = 19.63$, $SD = 4.85$), $p = 0.031$. This result indicates that teachers with 0-5 years of teaching experience encounter more neurotic behaviours than that of teachers with 5-10 years of teaching experience. Hence, teachers with 0-5 years of teaching experience are more emotionally unstable than those with 5-10 years of teaching experience.

Table 4.8 One-Way ANOVA Test between Variables and Teaching Experience

Variables / Sub variables	Years	N	Mean	SD	df	F	p
Extraversion	0-5 years	113	27.93	4.35	3,335	1.07	0.364
	5-10 years	91	28.87	3.94			
	10-15 years	70	28.33	4.06			
	15 years and above	65	27.91	4.06			
Agreeableness	0-5 years	113	35.82	4.86	3,335	2.09	0.101
	5-10 years	91	36.51	5.00			
	10-15 years	70	35.83	5.01			
	15 years and above	65	34.48	5.33			
Conscientiousness	0-5 years	113	35.63	5.15	3,335	2.90	0.035*
	5-10 years	91	36.79	5.36			
	10-15 years	70	35.20	5.40			
	15 years and above	65	34.34	5.35			
Neuroticism	0-5 years	113	21.56	4.99	3,335	3.16	0.025*
	5-10 years	91	19.63	4.85			
	10-15 years	70	20.60	5.38			
	15 years and above	65	21.60	4.63			
Openness	0-5 years	113	36.27	5.41	3,335	0.27	0.845
	5-10 years	91	36.32	5.57			
	10-15 years	70	36.33	6.10			
	15 years and above	65	35.60	5.54			
Assertiveness	0-5 years	113	32.40	4.60	3,335	0.70	0.553
	5-10 years	91	32.87	4.67			
	10-15 years	70	33.46	5.20			
	15 years and above	65	32.80	4.98			
Responsiveness	0-5 years	113	46.61	6.56	3,335	0.43	0.732
	5-10 years	91	46.96	6.77			
	10-15 years	70	46.31	6.09			
	15 years and above	65	45.77	7.27			
Teachers' leadership traits	0-5 years	113	157.91	13.39	3,335	1.01	0.388
	5-10 years	91	159.05	13.54			
	10-15 years	70	157.67	13.00			
	15 years and above	65	165.34	13.00			

Communication Style	0-5 years	113	79.01	9.50	3,335	0.29	0.834
	5-10 years	91	79.82	9.78			
	10-15 years	70	79.77	9.77			
	15 years and above	65	78.57	10.90			
Misbehaviour Prevention Response	0-5 years	113	51.24	5.90	3,335	0.52	0.669
	5-10 years	91	51.32	6.24			
	10-15 years	70	51.99	6.11			
	15 years and above	65	52.22	5.74			

*Significant at $\alpha = 0.05$.

Table 4.9 Results of Research Questions 3,4 and 5

Research Question	Research Hypothesis	Conclusion
RQ3: Is there any significant difference in teachers' leadership traits based on teachers' gender, educational qualification, and teaching experience?	H3: There are no significant differences in teachers' leadership traits based on teachers' gender, educational qualification, and teaching experience.	<p>Not Significant.</p> <p>There are no significant differences in teachers' leadership traits based on teachers' gender, educational qualification, and teaching experience.</p> <p>Significant for some of the sub-variables. They are:</p> <ul style="list-style-type: none"> ▪ Gender: Extraversion (Male teachers are more extraverted than female teachers), agreeableness (Female teachers are more agreeable than male teachers) ▪ Teaching Experience: Conscientiousness (Teachers with 5-10 years of teaching experience are more conscientious than teachers with 15 years or more experience) and neuroticism (0-5 years of teaching experience encounter more neurotic behaviours than teachers with 5-10 years of teaching experience)

RQ4: Is there any significant difference in teachers' communication styles based on teachers' gender, educational qualification, and teaching experience?	H4: There are no significant differences in teachers' communication styles based on teachers' gender, educational qualification, and teaching experience.	Not Significant. There are no significant differences in teachers' communication styles based on teachers' gender, educational qualification, and teaching experience.
RQ5: Is there any significant difference in teachers' response to prevent students' misbehaviour based on teachers' gender, educational qualification and teaching experience?	H5: There is no significant difference in teachers' response to prevent students' misbehaviour based on teachers' gender, educational qualification and teaching experience.	Not Significant. There is no significant difference in teachers' response to prevent students' misbehaviour based on teachers' gender, educational qualification and teaching experience.

4.6 MULTIPLE REGRESSION MODEL

This section presents the results of multiple regression analysis conducted to see if the model comprised of teachers' communication style and teachers' leadership traits predicts the variations in teachers' misbehaviour prevention response. It answered the research question and research hypothesis six. The research hypothesis is as follows:

Hypothesis 6: The model comprised of teachers' communication style (CS) and teachers' leadership traits (TT) does not predict the variations in teachers' response to students' misbehaviour (TRSM).

Table 4.10 Summary of Multiple Regression Analysis (N= 339)

Construct	B	SE(B)	β	t	Sig
Teachers' leadership traits	0.012	0.028	0.027	0.436	0.663
Communication Style	0.206	0.038	0.339	5.471	0.000

Note: R= 0.355, R² = 0.126 and Adj. R² = 0.121.

Table 4.10 summarizes the multiple regression analysis of the model. The multiple regression model with the two predictors produced a significant relationship $F(2,336) = 24.276$, $p < 0.05$, with an R^2 value of 0.126. As seen in Table 4.10, communication style has a significant positive regression weight, indicating teachers with better communication styles were expected to have a better response to misbehaviour, after controlling for the other variables in the model. As for teachers' leadership traits, it did not contribute to the multiple regression model as it is not significant, $p = 0.663$. Hence, communication style is the only and most influential predictor of misbehaviour prevention response. Figure 4.1 shows the relationship between the variables in the model expressed in an equation.

$$\text{Misbehaviour Prevention Response} = 33.367 + 0.012(\text{Teachers' leadership traits}) + 0.206(\text{Communication Style})$$

Figure 4.1 Equation showing the relationship between variables

Table 4.11 Results of Research Question 6

Research Question	Research Hypothesis	Conclusion
RQ6: Is the model comprised of teachers' communication style and teachers' leadership traits that predict the variations in teachers' responses to student misbehaviour?	The model comprised of teachers' communication style (CS) and teachers' leadership traits (TT) do not predict the variations in teachers' response to students' misbehaviour (TRSM).	Significant. $TRSM = 33.367 + 0.12TT + 0.206CS$

4.7 EFFECT OF MODERATING VARIABLES

This section presents the results of moderation analysis to see if teachers' gender, educational qualification and teaching experience moderate the relationship between independent variables (i.e. teachers' leadership traits, communication style) and teachers' misbehaviour prevention response. It answered research questions 7 and 8. The research hypotheses of this section are as follows:

Hypothesis 7: Teachers' gender, educational qualification and teaching experience do not moderate the relationship between teachers' leadership traits and teachers' response to prevent student misbehaviour.

Hypothesis 8: Teachers' gender, educational qualification and teaching experience do not moderate the relationship between teachers' communication styles and teachers' response to prevent student misbehaviour.

Moderation analyses were conducted using multiple regression analysis where all the independent variables were standardized and centred to control for multicollinearity and create the interaction terms. The moderation effect of each of the demographic variables was tested separately by running separate multiple regression analyses using simple models where X = predictor variable (teachers' leadership traits, communication styles), y = outcome variable (misbehaviour prevention response), and W = moderator variable (gender, educational qualification, and teaching experience).

4.7.1 Teachers' Leadership Traits, Misbehaviour Prevention Response and Gender

The first part of hypothesis 7 states that gender would moderate the relationship between teachers' leadership traits and misbehaviour prevention response. Figure 4.2 shows the conceptual model showing the interaction between these three variables.

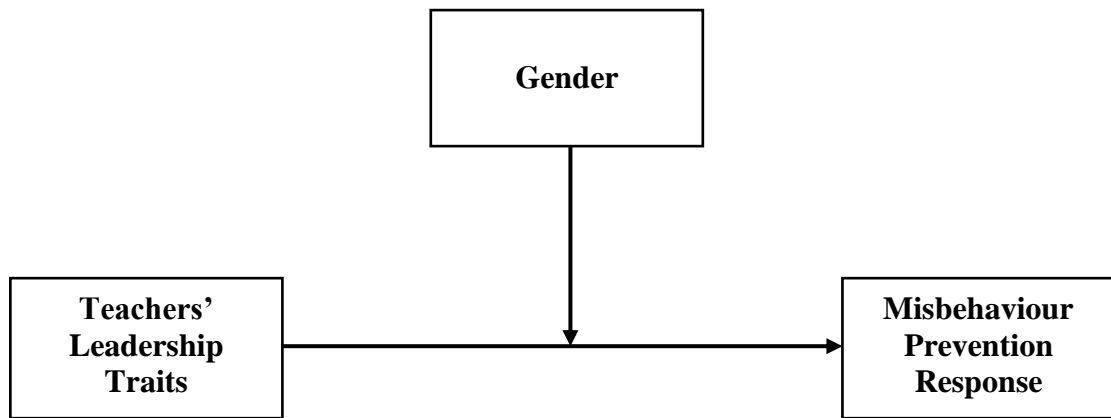


Figure 4.2 Conceptual Model of TT, MPR, and Gender

A regression analysis using standardized and centred independent variables (teachers' leadership traits and gender) and interaction between these two variables showed an overall significant model $F(3,335) = 6.876, p < 0.05$. This suggests that teachers' leadership traits and gender and their interaction (teachers' leadership traits \times gender) predict scores on misbehaviour prevention response better than just by chance, wherein 24.1% of the variance is due to teachers' leadership traits and gender and their interaction. As shown in Table 4.11, the regression of teachers' leadership traits on misbehaviour prevention response is significant, $\beta = 1.289, t(337) = 4.050, p < 0.05$. However, the regression of gender on misbehaviour prevention response was not significant, $\beta = 0.523, t(337) = 1.644, p = 0.101$. Furthermore, the interaction between teachers' leadership traits and gender (teachers' leadership traits \times gender) was not statistically significant, $\beta = 0.273, t(337) = 0.849, p = 0.396$. These findings demonstrate that the model supported the hypothesis that gender would not moderate the relationship between teachers' leadership traits and misbehaviour prevention response. Hence, gender is not a significant moderator to the relationship between teachers' leadership traits and misbehaviour prevention response.

Table 4.12 Regression Coefficients Predicting MPR by TT, Gender, and their Interaction

Construct	B	SE(B)	β	t	Sig
Constant	51.598	0.317		162.604	0.000
Teachers' leadership traits (TT)	1.289	0.318	0.215	4.050	0.000
Gender	0.523	0.318	0.087	1.644	0.101
TT x Gender	0.273	0.321	0.045	0.849	0.396

Note: $R = 0.241$, $R^2 = 0.058$ and Adj. $R^2 = 0.050$.

4.7.2 Teachers' leadership traits, Misbehaviour Prevention Response and Educational Qualification

Figure 4.3 shows the conceptual model hypothesizing that the relationship between teachers' leadership traits and misbehaviour prevention response is moderated by educational qualification.

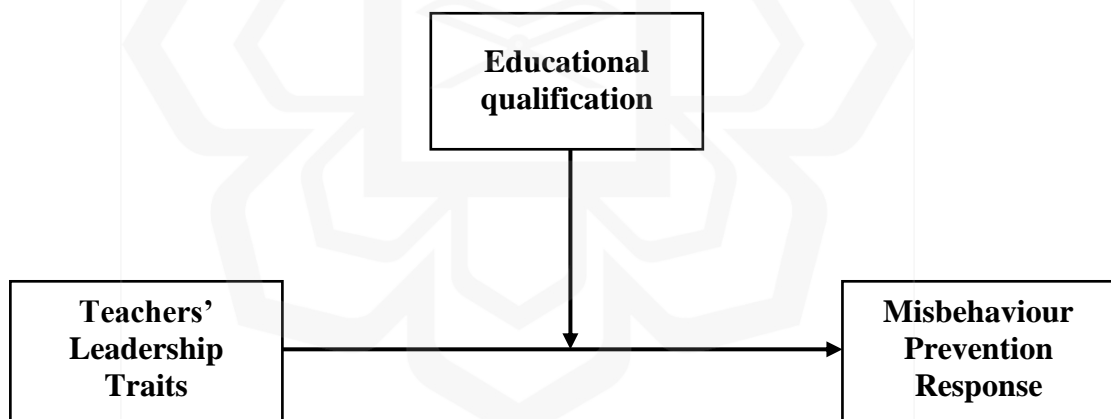


Figure 4.3 Conceptual Model of TT, MPR, and Educational Qualification

A regression analysis using standardized and centred independent variables (teachers' leadership traits and educational qualification) and interaction between these two variables showed an overall significant model $F(3,335) = 5.756$, $p < 0.05$. This suggests that teachers' leadership traits and educational qualifications and their interaction (teachers' leadership traits x educational qualification) predict scores on misbehaviour

prevention response better than just by chance, wherein 22.1% of the variance is due to teachers' leadership traits and educational qualification and their interaction. As shown in Table 4.13, the regression of teachers' leadership traits on misbehaviour prevention response is significant, $\beta = 1.333$, $t(337) = 4.123$, $p < 0.05$. However, the regression of educational qualification on misbehaviour prevention response was not significant, $\beta = 0.096$, $t(337) = 0.301$, $p = 0.763$. Furthermore, the interaction between teachers' leadership traits and educational qualification (teachers' leadership traits x educational qualification) was not statistically significant, $\beta = 0.097$, $t(337) = 0.331$, $p = 0.741$. These findings demonstrate that the model supported the hypothesis that educational qualification would not moderate the relationship between teachers' leadership traits and misbehaviour prevention response. Hence, educational qualification is not a significant moderator to the relationship between teachers' leadership traits and misbehaviour prevention response.

Table 4.13 Regression Coefficients Predicting MPR by TT, Educational Qualification, and Their Interaction

Construct	B	SE(B)	β	t	Sig
Constant	51.602	0.319		161.860	0.000
Teachers' leadership traits (TT)	1.333	0.323	0.222	4.123	0.000
Educational Qual	0.096	0.319	0.016	0.301	0.763
TT x Educational Qual	0.097	0.293	0.018	0.331	0.741

Note: $R = 0.221$, $R^2 = 0.049$ and $Adj. R^2 = 0.040$.

4.7.3 Teachers' leadership traits, Misbehaviour Prevention Response and Teaching Experience

The last part of hypothesis 7 states that teaching experience would moderate the relationship between teachers' leadership traits and misbehaviour prevention response.

This is demonstrated in Figure 4.4.

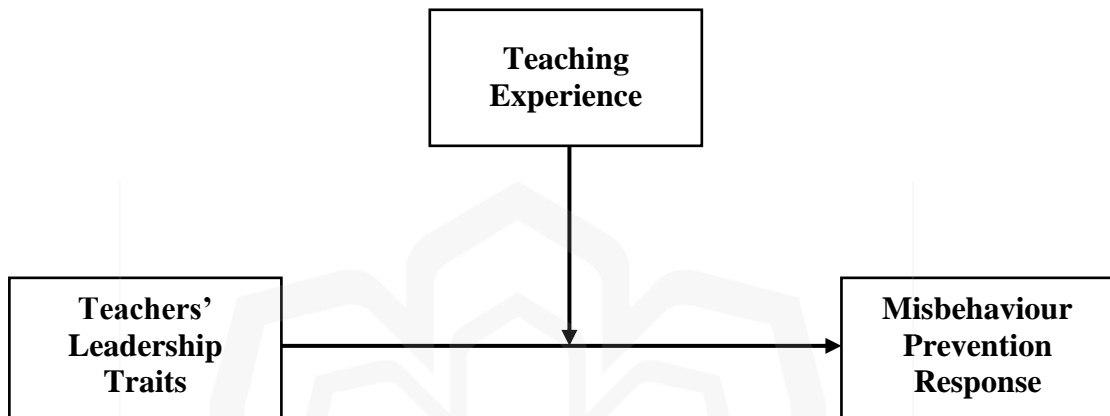


Figure 4.4 Conceptual Model of TT, MPR, and Teaching Experience

A regression analysis using standardized and centred independent variables (teachers' leadership traits and teaching experience) and interaction between these two variables showed an overall significant model $F(3,335) = 6.562, p < 0.05$. This suggests that teachers' leadership traits and teaching experience and their interaction (teachers' leadership traits x teaching experience) predict scores on misbehaviour prevention response better than just by chance, wherein 23.6% of the variance is due to teachers' leadership traits and teaching experience and their interaction. As shown in Table 4.14, the regression of teachers' leadership traits on misbehaviour prevention response is significant, $\beta = 1.354, t(337) = 4.247, p < 0.05$. However, the regression of teaching experience on misbehaviour prevention response is not significant, $\beta = 0.490, t(337) = 1.532, p = 0.126$. Furthermore, the interaction between teachers' leadership traits and teaching experience (teachers' leadership traits x teaching experience) is not statistically significant, $\beta = 0.166, t(337) = 0.516, p = 0.606$. These findings demonstrate that the model supported the hypothesis that teaching experience would

not moderate the relationship between teachers' leadership traits and teachers' misbehaviour prevention response. Hence teaching experience is not a significant moderator to the relationship between teachers' leadership traits and teachers' misbehaviour prevention response.

Table 4.14 Regression Coefficients Predicting MPR by TT, Teaching Experience, and Their Interaction

Construct	B	SE(B)	β	t	Sig
Constant	51.616	0.318		162.140	0.000
Teachers' Leadership Traits (TT)	1.354	0.319	0.226	4.247	0.000
Teaching Experience	0.490	0.320	0.082	1.532	0.126
TT x Teaching Experience	0.166	0.322	0.027	0.516	0.606

Note: $R = 0.236$, $R^2 = 0.056$ and $Adj. R^2 = 0.047$.

4.7.4 Communication Style, Misbehaviour Prevention Response and Gender

The first part of research hypothesis 8 states that gender moderates the relationship between communication style and misbehaviour prevention response. This relationship is illustrated in Figure 4.5.

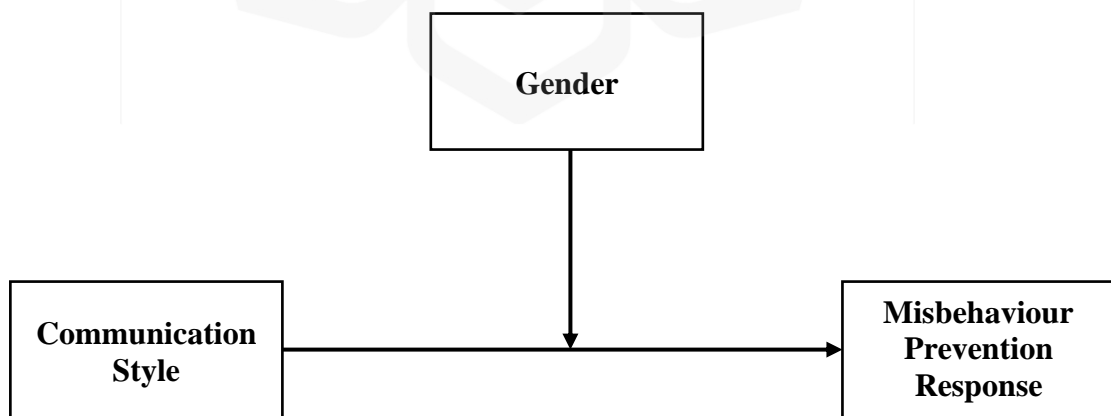


Figure 4.5 Conceptual Model of CS, MPR, and Gender

This hypothesis was tested using multiple regression analysis using standardized and centred independent variables. Standardized values are used for both independent variables, i.e. communication style and gender and their interaction (communication style x gender). The results of multiple regression showed an overall significant model $F(3,335) = 17.624$, $p < 0.05$. This suggests that communication style and gender and their interaction (communication style x gender) predict scores on misbehaviour prevention response better than just by chance, wherein 36.9% of the variance is due to communication style, gender, and their interaction. As shown in Table 4.15, the regression of communication style on misbehaviour prevention response is significant, $\beta = 2.140$, $t(337) = 7.025$, $p < 0.05$. However, the regression of gender on misbehaviour prevention response is not significant, $\beta = 0.568$, $t(337) = 1.866$, $p = 0.063$. Furthermore, the interaction between communication style and gender (communication style x gender) is not statistically significant, $\beta = -0.241$, $t(337) = -0.784$, $p = 0.433$. These findings demonstrate that the model supported the hypothesis that gender would not moderate the relationship between communication style and misbehaviour prevention response. Hence gender is not a significant moderator to the relationship between communication style and misbehaviour prevention response.

Table 4.15 Regression Coefficients Predicting MPR by CS, Gender, and their Interaction

Construct	B	SE(B)	β	t	Sig
Constant	51.603	0.304		169.888	0.000
Communication Style (CS)	2.140	0.305	0.357	7.025	0.000
Gender	0.568	0.304	0.095	1.866	0.063
CS x Gender	-0.241	0.307	-0.040	-0.784	0.433

Note: $R = 0.369$, $R^2 = 0.136$ and $Adj. R^2 = 0.129$.

4.7.5 Communication Style, Misbehaviour Prevention Response and Educational Qualification

Figure 4.6 illustrates the conceptual model of the second part of research hypothesis 8. It states that educational qualification moderates the relationship between communication style and misbehaviour prevention response.

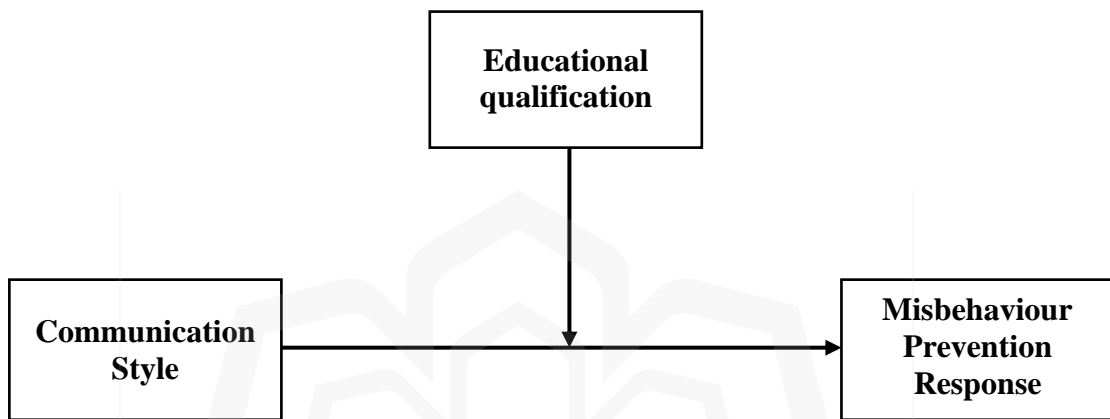


Figure 4.6 Conceptual Model of CS, MPR, and Educational Qualification

To test this hypothesis, a multiple regression analysis using standardized and centred independent variables was run. Standardized values are used for both independent variables, i.e. communication style and educational qualification and their interaction (communication style x educational qualification). The results of multiple regression show an overall significant model $F(3,335) = 16.263$, $p < 0.05$. This suggests that communication style and educational qualification and their interaction (communication style x educational qualification) predict scores on misbehaviour prevention response better than just by chance, wherein 35.7% of the variance is due to communication style, educational qualification, and their interaction. As shown in Table 4.16, the regression of communication style on misbehaviour prevention response is significant, $\beta = 2.130$, $t(337) = 6.958$, $p < 0.05$. However, the regression of educational qualification on misbehaviour prevention response is not significant, $\beta = 0.207$, $t(337) = 0.675$, $p = 0.500$. Furthermore, the interaction between communication style and educational qualification (communication style x educational qualification) is not statistically significant, $\beta = 0.077$, $t(337) = 0.248$, $p = 0.805$. These findings

demonstrate that the model supported the hypothesis that educational qualification would not moderate the relationship between communication style and misbehaviour prevention response. Hence, educational qualification is not a significant moderator to the relationship between communication style and teachers' misbehaviour prevention response.

Table 4.16 Regression Coefficients Predicting MPR by CS, Educational Qualification, and Their Interaction

Construct	B	SE(B)	β	t	Sig
Constant	51.607	0.306		168.897	0.000
Communication Style (CS)	2.130	0.306	0.356	6.958	0.000
Educational Qualification	0.207	0.306	0.034	0.675	0.500
CS x Educational Qualifi	0.077	0.312	0.013	0.248	0.805

Note: $R = 0.357$, $R^2 = 0.127$ and $Adj. R^2 = 0.119$.

4.7.6 Communication Style, Misbehaviour Prevention Response and Teaching Experience

The last part of hypothesis 8 states that teaching experience would moderate the relationship between communication style and misbehaviour prevention response. Figure 4.7 shows the conceptual model showing the interaction between these three variables.

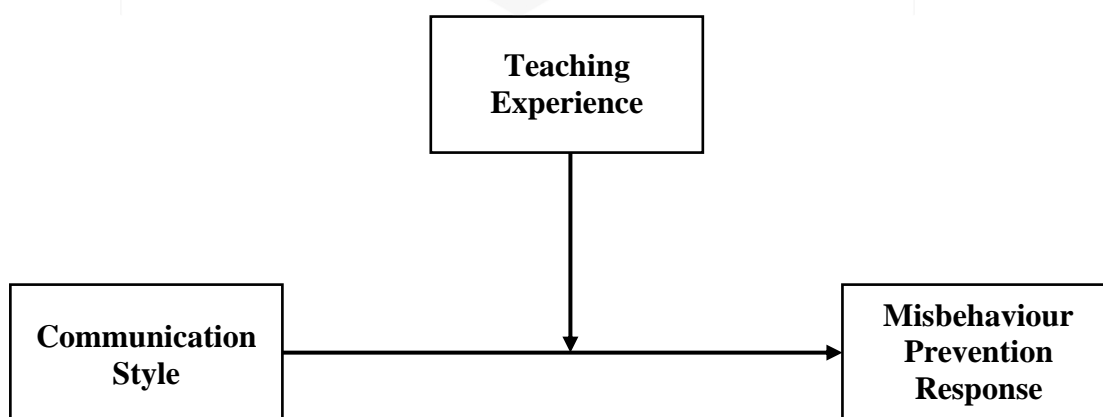


Figure 4.7 Conceptual Model of CS, MPR, and Teaching Experience

A regression analysis using standardized and centred independent variables (communication style and teaching experience) and interaction between these two variables showed an overall significant model $F(3,335) = 16.798$, $p < 0.05$. This suggests that communication style and teaching experience and their interaction (communication style x teaching experience) predict scores on misbehaviour prevention response better than just by chance, wherein 36.2% of the variance is due to communication style, teaching experience, and their interaction. As shown in Table 4.17, the regression of communication style on misbehaviour prevention response is significant, $\beta = 2.139$, $t(337) = 6.981$, $p < 0.05$. However, the regression of teaching experience on misbehaviour prevention response is not significant, $\beta = 0.400$, $t(337) = 1.309$, $p = 0.191$. Furthermore, the interaction between communication style and teaching experience (communication style x teaching experience) is not statistically significant, $\beta = -0.121$, $t(337) = -0.407$, $p = 0.684$. These findings demonstrate that the model supported the hypothesis that teaching experience would not moderate the relationship between communication style and teachers' misbehaviour prevention response. Hence, teaching experience is not a significant moderator to the relationship between communication style and misbehaviour prevention response.

Table 4.17 Regression Coefficients Predicting MPR by CS, Teaching Experience, and Their Interaction

Construct	B	SE(B)	β	t	Sig
Constant	51.604	0.305		169.345	0.000
Communication Style (CS)	2.139	0.306	0.357	6.981	0.000
Teaching Experience	0.400	0.305	0.067	1.309	0.191
CS x Teaching Experience	-0.121	0.298	-0.021	-0.407	0.684

Note: $R = 0.362$, $R^2 = 0.131$ and $Adj. R^2 = 0.123$.

Table 4.18 Results of Research Questions 7 and 8

Research Question	Research Hypothesis	Conclusion
RQ7: Do teachers' gender, teaching experience and teaching experience moderate the relationship between teachers' leadership traits and teachers' response to prevent student misbehaviour?	H7: Teachers' gender, teaching experience and teaching experience do not moderate the relationship between teachers' leadership traits and teachers' response to prevent student misbehaviour.	Not Significant. Teachers' gender, teaching experience and teaching experience do not moderate the relationship between teachers' leadership traits and teachers' responses to prevent student misbehaviour.
RQ8: Do teachers' gender, teaching experience and teaching experience moderate the relationship between teachers' communication styles and teachers' response to prevent student misbehaviour?	H8: Teachers' gender, teaching experience and teaching experience do not moderate the relationship between teachers' communication styles and teachers' response to prevent student misbehaviour.	Not Significant. Teachers' gender, teaching experience and teaching experience do not moderate the relationship between teachers' communication styles and teachers' responses to prevent student misbehaviour.

4.8 SUMMARY OF RESULTS

This chapter has described the findings of statistical analysis processes used to answer the study's hypotheses and research questions related to teachers' leadership traits and misbehaviour prevention response. The analyses performed on the data have produced the following important findings. The screening of the data was the initial step, including outliers, missing values and data normality have been covered using many statistical methods. Subsequently, descriptive analysis was carried out and in general, it shows the sum of female teachers outnumbers the number of male teachers, much of the responders were aged 25-34 years. Two age groups (2 to 5 years of experience)

and (6 to 10 years of experience) had more teaching experiences than the other groups and more than half of those surveyed held a master's degree.

Second, the relationship between teachers' leadership traits and teachers' responses to prevent students' misbehaviour and communication styles and misbehaviour prevention responses is statistically significant. The findings suggest that the association between the response to misbehaviour prevention response and teachers' leadership traits ($r = .222$) to the communication style ($r = .355$) is of statistical value. The two sub-variables, agreeableness and neuroticism nonetheless revealed no significant association with the response to mismanagement.

Third, there are no significant differences in teachers' leadership traits, communication style, and misbehaviour prevention responses of teachers based on their gender, educational qualification, and teaching experience. Fourth, the model comprised of teachers' communication style (CS) and teachers' leadership traits (TT) predicts the variations in teachers' response to students' misbehaviour (TRSM).

Finally, teachers' gender, teaching experience and teaching experience do not moderate the relationship between teachers' leadership traits and misbehaviour prevention response and the relationship between communication styles and misbehaviour prevention response.

CHAPTER FIVE

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 INTRODUCTION

This chapter explains the findings of the study in light of previous literature on the traits and communication styles of teachers in preventing misbehaviour in secondary schools. This chapter consists of four parts. It starts by summarizing the major findings of the research and how they relate to the study of objectives and questions. After that, the chapter presents the theoretical, practical, and implications of the study. Then it concludes with some suggestions for future field study, followed by the limitations of the study..

5.2 SUMMARY OF THE FINDINGS

The analysis performed on the data has produced the following important findings:

1. The relationship between teachers' leadership traits and teachers' responses to prevent students' misbehaviour is statistically significant.
2. The relationship between teachers' communication styles and their responses to prevent students' misbehaviour is statistically significant.
3. There are no significant differences in teachers' leadership traits based on the teachers' gender, educational qualification, and teaching experience.
4. There are no significant differences in teachers' communication styles based on their gender, educational qualification, and teaching experience.
5. There are no significant differences in teachers' responses to preventing students' misbehaviour based on the teachers' gender, educational qualification, and teaching experience.

6. The model, comprised of teachers' communication styles and teachers' leadership traits, predicts the variations in teachers' responses to students' misbehaviour.
7. Teachers' gender, educational qualification, and teaching experience do not moderate the relationship between teachers' leadership traits and teachers' responses to prevent students' misbehaviour.
8. Teachers' gender, educational qualification, and teaching experience do not moderate the relationship between teachers' communication styles and teachers' responses to prevent students' misbehaviour.

5.3 DISCUSSION OF THE FINDINGS

The primary objective of this study was to examine the relationship between teacher characteristics, teachers' communication styles, and teachers' reactions to behaviour problems. This study employed a quantitative research design to examine the connection between Teachers' leadership traits, Communication Styles, and Misbehaviour Prevention Response in Maldives secondary schools. The data was gathered from secondary teachers who are presently employed at the secondary level. The research used a proportional stratified random sampling technique and included 339 teachers in total, 190 females and 149 males. In addition, SPSS 21.0 was utilized to analyse the data. The analyses revealed that two variables, notably teachers' leadership traits and communication styles, influenced decreasing disruptive behaviour in a school setting. The findings are now being evaluated and scrutinized considering how well they address the research questions.

Research Question One: "Is there any relationship between teachers' leadership traits and teachers' responses to prevent students' misbehaviour?"

In line with the literature by Mangi et al. (2020) and Burkett (2011), this study also discovered a favourable connection between teachers' leadership traits and teachers' responses to prevent student misbehaviour. Furthermore, this study backs up earlier observations (e.g. Aliakbari & Darabi, 2013; Burkett, 2011; Mangi et al., 2020). In addition, the findings of Burkett (2011) suggest that teachers' personality traits may have an advantage in being better able to plan successful classroom management strategies, thus assisting them in managing their learning environment more realistically. However, neither agreeableness nor neuroticism revealed a significant relationship with misbehaviour preventive response, which is consistent with previous findings (Martin, 1995). Moreover, there was no significant link between agreeableness and misbehaviour preventive response, which is consistent with Mansouri et al. (2021) and (Aliakbari & Darabi, 2013). Indeed, the study identified small but noticeable associations between classroom management effectiveness and extraversion, openness, and neuroticism (Mansouri et al., 2021). In addition, Henson and Chambers (2003) discovered that there was no statistically significant link between the personality traits of a teacher and managing students' behaviour and classroom activities. Furthermore, the research concluded that the personality traits of a teacher may not be as intimately connected to competence and effective teaching as previously thought. This is consistent with earlier research by Malki (2020) and links effective teaching and neuroticism to impede the efficacy of instructional techniques (Mansouri et al., 2021). On the other hand, conscientiousness was shown to be pertinent in this study, therefore supporting Malki (2020), who said that conscientious people usually show better performance in studies. Furthermore, extraversion showed a favourable correlation with people management, indicating that more extroverted educators excel in managing classroom interactions (Mansouri et al., 2021). Moreover, conscientiousness was demonstrated to have a significant correlation with managing students' behaviour, as conscientious educators exhibited greater efficacy in executing tactics and overseeing classroom dynamics (Mansouri et al., 2021). Finally, agreeableness was not significant in my study, corroborating the findings of Norouzi & Hassanpour (2022), who determined that agreeableness did not significantly influence behaviour management in the classroom.

Research Question Two: "Is there any relationship between teachers' communication styles and teachers' responses to prevent students' misbehaviour?"

This study found a positive relationship between teacher's communication styles and teacher reactions to prevent student misbehaviour, which is consistent with the findings by Kavrayici (2020) and Carbonaro (2016). Furthermore, Carbonaro (2016) revealed that teachers who do not believe in themselves as strong or assertive have a harder time handling disruptive pupils. Another research by Lopez (2014) discovered a strong relationship between responsive communication style and problem-solving abilities. However, the research demonstrated that an assertive communication style was revealed to be essentially stochastic with problem-solving abilities when compared to other variables (responsive communication style). The study also showed that both grade level and gender had a statistically meaningful impact on the responsive communication style score. According to McCroskey and Richmond (1996), assertiveness is defined as an individual's capability to speak out for his or her rights. However, according to the conclusions of Gülbahar and Svac (2018), there is no correlation between teachers' communication styles and handling pupils' conduct. In addition, Fernandes (2019) carried out a similar kind of investigation and discovered a statistically significant correlation between the communication styles of teachers and teacher believability in the classroom. Furthermore, recent research by Dahmani et al. (2024) shows a strong link between teacher-student communication and student behaviour, indicating that clear and effective communication improves teachers' ability to regulate classroom behaviour, reducing disciplinary issues.

Research Question Three: "Is there any significant difference in teachers' leadership traits based on teachers' gender, educational qualification, and teaching experience?"

According to the third study hypothesis, there were no significant differences in teachers' characteristics according to teaching experience, educational attainment, and gender. Furthermore, Presley's (2021) findings confirmed that there are no significant differences in teachers' leadership traits based on experiences. Likewise, the outcomes are in line with Abu-Hussain and Abu Hussain (2017) since the data indicated no

significant statistical differences in personality traits among teachers based on teaching experience, gender, and qualification or background. Therefore, it can be concluded that the findings of this study are consistent with all these findings. Indeed, it was discovered that extraversion and openness are more prevalent in male teachers, whereas agreeableness, neuroticism, and conscientiousness are more prevalent in female teachers. However, (Badamas, 2021b) confirmed a significant gender-related link between teachers' leadership traits and managing students' behaviour. Similarly, Oktan and Çağanağa (2015) reported that gender had a small effect on how teachers controlled their classroom environments. In addition, results of this study are very much aligned with those of (Yasin & Mustafa, 2022) and Ahmad et al. (2022) also found that there are no correlations between teacher gender, experience, and managing students' behaviour. These results imply that a teacher's capacity to control student conduct or their instructional techniques is not much affected by demographic elements such as gender, experience, age, or qualification.

Research Question Four: "Is there any significant difference in teachers' communication styles based on teachers' gender, educational qualification, and teaching experience?"

The results of the study showed that teachers' communication styles are unaffected by their gender, academic qualifications, or professional experience. The findings are consistent with Lopez (2014), who revealed that there was no statistically significant difference in the communication styles of teachers by gender. However, according to the results of the research, the influence of gender on the problem-solving ability score was found to be statistically significant. In addition, the result agrees with Hoon et al. (2017), who furthermore discovered that there is no clear evidence that there is a significant difference in communication styles between men and women. Another study done by Carbonaro (2016) also confirmed that gender has very little significance in the communication styles of teachers. Additionally, the research indicated that when gender and age were controlled, the differences in teachers' responsive communication styles were proven to be highly strongly linked with effectiveness in teaching techniques, effectiveness in classroom management, and overall perception of efficacy. Gülbahar and Sıvacı (2018) corroborated the prior findings and indicated

that there was no statistically significant difference in evaluations of communication abilities and classroom management competence based on gender as a variable.

Research Question Five: "Is there any significant difference in teachers' response to prevent students' misbehaviour based on teachers' gender, educational qualification, and teaching experience"

Research has been conducted to identify the significant differences in teachers' leadership traits based on gender, educational qualification, and teaching experience. Ritter and Hancock (2007) discovered that teaching experience and teachers' qualifications were not linked to managing students' behaviour in the classroom. This was again confirmed by Özben's (2010) findings related to a teacher's qualification. But even so, this study found that there are significant differences in inappropriate behaviour based on the gender of the teachers, their experience in the field, and their coping methods. A few studies (e.g., Burkett, 2011; Ludlow, 2010) also discovered that teachers' qualifications and experience were not related to classroom management or behaviour. Another research carried out also found that the experience of teachers and their qualifications were unrelated to managing students' behaviour. Similarly, Raj (2017) suggested that school management may offer definite occupational guidance for male secondary school teachers to enhance their classroom management skills. However, Djigi et al. (2014) indicated that gender differences had a major role in retaining discipline in the school atmosphere. A greater number of the participants in the present research had a Master's degree (57.5 percent). Bachelor's degree was held by 31.6 percent. Due to the unequal distribution of qualifications, testing for Hypothesis 5 may have been ineffective. Likewise, according to the findings of Wolters and Daugherty (2007) and Tschannen-Moran and Hoy (2007), classroom control strengthened as teachers acquired more experience and as teachers understood which strategies were more effective at reducing student misbehaviour.

Research Question Six: "Does the model comprised of teachers' communication styles and teachers' leadership traits predict the variations in teachers' response to students' misbehaviour"

The results of the study showed that the model, including teachers' leadership traits and their communication styles, predicted differences in teachers' responses to misbehaviour in students. These findings are consistent with Burkett (2011), which demonstrated that there is a strong link between teachers' leadership traits, including openness and conscientiousness, and the ability to perform classroom management activities. Henson and Chambers (2003) concluded that extraversion of personality traits predicts the change in handling learning environments. Further Mangi et al. (2020) confirmed that teachers' personality traits predict changes in students' behaviour management. Agreeableness and extraversion results are also consistent with the overall observations of (Buttner et al., 2015; Hurtz & Donovan, 2000) and conscientiousness (Barrick & Mount, 1991; Buttner et al., 2015). Additionally, Barrick and Mount (1991) and Buttner et al. (2015) reported that the openness to experience variable, which reflects a teacher's competence to manage pupils with behavioural problems, is likely to rise with the teacher's degree of this personality. Furthermore, Carbonaro (2016) stated that studies on communication styles prove that communication styles have a fundamental influence on managing students' problems in the classroom. Additionally, Gülbahar and Sıvacı (2018) found that there was a positive, moderate, and statistically significant connection between overall communication abilities and perceived classroom management competence. In a similar vein, Lopez (2014) demonstrated that an increase in responsive communication style scores would most likely result in an improvement in problem-solving skills levels overall, albeit not significantly. Djigić et al. (2014) revealed that though the models of regression are significant, fundamental personal traits are not completely suitable predictors of teachers' self-efficacy and sustaining discipline.

Research Question Seven: "Do teachers' gender, educational qualification and teaching experience moderate the relationship between teachers' leadership traits and teachers' response to prevent students' misbehaviour?"

The findings of this study show that the gender of teachers, their qualifications, and the experience of teachers do not mitigate the relationship between the traits of teachers and their reaction to pupil misbehaviour. While the moderating variable, teaching experience, is consistent with Mansouri et al. (2021). However, the study revealed that educational qualification affects the link between traits of teachers and teachers' reactions to students' misbehaviour. Additionally, the moderating variable, gender, is similar to the findings of Oktan and Çağanağa (2015), which revealed that gender exhibited minimal effect on teachers' classroom control measures. Additionally, the last moderating variable, educational qualification, is consistent with Badiei (2013). Nonetheless, the results suggested that gender and years of work experience were significantly associated with variation in individual effectiveness. Furthermore, according to the findings of Wolters and Daugherty (2007) and Tschannen-Moran and Hoy (2007), classroom control strengthened as teachers acquired more experience and as teachers discovered which strategies were more effective at reducing student misbehaviour. Similarly, teachers with modest teaching experience seem to have better averages in openness, conscientiousness, neuroticism, and extraversion (Abu-Hussain & Abu Hussain, 2017). According to Burkett (2011), the effectiveness of classroom control measures improved with experience, but the averages could not be related to establish whether a variance occurred.

Research Question Eight: "Do teachers' gender, educational qualification and teaching experience moderate the relationship between teachers' communication styles and teachers' response to prevent students' misbehaviour?"

The result of this study indicates that teacher gender, teacher qualifications, and teacher experience do not mitigate the connection between the communication styles of teachers and their response to learner misbehaviour. These findings are in accordance with those of Lopez (2014), who discovered that the responsiveness communication style level was unchanged by gender. McCroskey and Richmond (1996), on the other hand, found that gender influences communication styles (assertiveness and responsiveness). Moreover, (Carbonaro, 2016b) found that the

pattern of the connection was negative, suggesting that as the gap between assertiveness and responsiveness rose, the degree of self-efficacy declined.

5.4 CONTRIBUTIONS OF THE STUDY

The study concluded several outcomes on the traits and communication of teachers to prevent misbehaviour by students at secondary schools in the Maldives. This study has made significant practical and theoretical contributions.

5.4.1 Theoretical Contributions

This study aimed to examine the relationship between teachers' leadership traits and communication styles to prevent student misbehaviour in the context of the Maldives, specifically at the secondary level. Thus, the outcomes of this study provide multiple significant theoretical contributions. This framework, however, is relatively uncommon and novel in Maldivian contexts. The investigation might be crucial to investigate in the Maldivian setting, as the study's primary interest is teacher-related concerns in student discipline, which is a topic that is important to comprehend according to many stakeholders, including the Ministry of Education and schools' management.

Regardless of the implementation of a new curriculum in 2016, students' behavioural issues continue to rise at all levels of learning, particularly at the secondary level, and there is a paucity of research that investigates why misbehaviour occurs in Maldives schools. Furthermore, there are no studies within the Maldives that investigated teachers' leadership traits and teachers' communication styles linked to student misbehaviour yet. As a result, the current study has filled a research gap by offering vital findings on the relationship between teachers' leadership traits and communication styles in preventing student misbehaviour at the secondary level.

Students' misbehaviour has been studied from the viewpoints of teachers and students, as well as its origins, classifications, and consequences, instead of the relationship between teachers' leadership traits and the ability to manage inappropriate behaviour, which gained attention in this study. While the available literature has been unable to offer sufficient data on how teachers manage and avoid or minimize students' behaviour, research has progressively highlighted the necessity of assessing students' misconduct through the scopes of teachers' correlated characteristics.

This study conceived and evaluated teachers' responses to student misbehaviour as a multidimensional construct including extraversion, openness to experience, conscientiousness, agreeableness, and neuroticism, founded on Srivastava's (1999) five-factor model. Researchers found a link between the criterion variable (misbehaviour prevention response) and predictor variables (teachers' leadership traits) in neuroticism, extraversion, agreeableness, openness to experience, and conscientiousness, and the difference in teachers' responses to preventing pupil inappropriate behaviour. Srivastava (1999) verified the relevance of personality traits and their similarity. Further the predictor variables in the study match with Srivastava's (1999) five-factor model: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. By verifying these constructs, this study has provided a set of verified connected variables that may be used to evaluate student misbehaviour.

This study was prompted by a gap in the literature, in which researchers continued to analyse students' misbehaviour from the teacher-student point of view, including its factors that cause, characteristics, and effects, instead of examining teachers' related characteristics (communication styles) that can be used to maintain students' behaviour. Furthermore, the existing literature has been unable to produce sufficient information about how teachers handle and avoid causing students' misconduct. Past research has largely emphasized the need to examine students' misbehaviour through teachers' communication styles. In accordance with the socio-communicative model introduced by McCroskey and Richmond (1996), this study conceived and verified teachers' responses to prevent pupils' misbehaviour as a multi-dimensional variable comprised of assertiveness and responsiveness, respectively. The findings of these studies revealed a relationship between the criterion variable

(misbehaviour prevention response) and the predictor variable (teachers' communication styles) in terms of assertiveness and responsiveness, as well as a difference in teachers' reactions to preventing pupil improper behaviour. McCroskey and Richmond's (1996) research verified the relevance of communication styles and the impact of communication style, as well the similarity. Indeed, in this study, the predictor variables are consistent with McCroskey and Richmond's (1996) socio-communicative model, which distinguishes two communication styles: assertiveness and responsiveness. By validating these constructs, this study developed a set of interconnected variables that could be used to measure the student's misbehaviour.

Teachers' characteristics, communication styles, and responses to students' misbehaviour are all included in the proposed research model, which differs from past models in that it combines a plethora of important factors recognized through the theories and a review of previous literature into wider constructs. This study developed and verified a complete and coherent new model based on the well-established multidimensional construct of teachers' responses to inappropriate behaviour. Therefore, this study has contributed to the body of literature on teachers' leadership traits and communication styles in preventing student misbehaviour, as well as offers a valuable model for practitioners and researchers to examine teachers' leadership traits and communication styles in preventing student misbehaviour, including the significant components they attempt to influence to prevent student misbehaviour in the school environment.

5.4.2 Practical Contributions

In addition to the above-mentioned theoretical contributions, the results of this study have many useful practical implications for practitioners. The findings of this study empirically showed that teachers' leadership traits, as well as their communication styles, had a significant and beneficial impact on their ability to respond to pupils' misconduct to avoid misbehaviour. Consequently, the outcomes of this study may aid stakeholders in understanding the existing situation of teachers' leadership traits, communication styles, and other crucial factors that influence how they deal with student misbehaviour. It has been shown in earlier studies that perceptions about

managing pupils' misbehaviour are modifiable. Discovering strategies to respond to it is one way of minimizing such behaviour in the classroom. The findings of this study indicate that teachers' communication styles and traits while reacting to pupils' misbehaviour have an empirical framework for strengthening future consequences. The findings of this study have three practical implications, which are verified. Hence, practical contributions include:

The first practical contribution is to educate school personnel and administrators about the connection between teachers' communication styles, strategies for dealing with pupils' misbehaviour, and their personality traits. By increasing awareness of the relevance of the findings of the study, school staff and school administration may better grasp the implications of communication styles and traits in classroom management. Using empirical research as a foundation for improvement allows school staff and administrators to equip individual teachers with the knowledge, they need to enhance their communication styles and personality traits to properly manage inappropriate behaviour. The research's empirical results serve as a baseline for innovation, encouraging school staff and administrators to provide all teachers with the knowledge they need to strengthen their communication styles and personality traits to better handle student misbehaviour. Enhancing awareness and facilitating ways to respond to students' misbehaviour may be accomplished by providing targeted training or seminars on the usefulness of communication styles and their accompanying personality traits.

The second practical implication does not apply just to the classroom setting. Understanding the relationship between different communication styles, and personality traits, and reacting to student misbehaviour may have an impact on policy and practice, resulting in better levels of efficacy and decreased misbehaviour in the classroom or school setting. Therefore, the Ministry of Education, the National Institute of Education, and teacher training institutions will gain significant and positive results regarding the effect of teachers' communication styles, personality traits, and reactions to students' misbehaviour. This data will guide the above stakeholders in developing required strategies and cultivating advanced communication styles and traits among teachers about the advantages of regulating students' conduct.

Lastly, the study has practical contributions for teachers. The study's results may assist teachers gain a deep knowledge of their personality traits and communication styles while coping with pupils' behaviour in the school environment. Additionally, deeper knowledge and comprehension of teachers' characteristics (traits and communication styles) may significantly contribute to enhanced successful effects for schools, students, and even instructors' behavioural patterns.

5.5 LIMITATIONS OF THE STUDY

This study generated intriguing results as well as valuable theoretical and practical contributions on the link between teachers' characteristics, communication methods, and responses to pupils' misbehaviour. The research does, however, have notable limitations.

1. The results of this study are not generalizable beyond secondary teachers working in Maldivian government schools. The sample did not include secondary teachers in private schools. Therefore, further research may be conducted with a larger number of secondary teachers from both public and private schools. As a result, the findings could be extended exclusively to secondary teachers in government schools.
2. This study used the cross-sectional, self-reported survey technique because the data was obtained at a single point, rather than across time. According to this approach, model parameters remain static throughout time, making it impossible to determine how they have changed. Additional qualitative and longitudinal research is necessary to comprehend how the connections between teachers' reactions to misbehaviour, communication styles, and personality characteristics change over the years.

5.6 RECOMMENDATIONS

The accompanying recommendations are drawn from the evidence of this study and are intended to guide future research and practice in mitigating student misbehaviour via the use of teachers' leadership traits and communication styles, specifically.

5.6.1 Recommendations for Future Practice

1. This study shed light on the actual management practices of teacher characteristics and communication methods that are utilized to control students' disruptive behaviour in the classroom. This data may be significant and offer a baseline for the Maldives' Ministry of Education, policymakers, and teachers' training institutions, as well as other educational institutions, in terms of teacher characteristics and communication methods. Furthermore, this will enable the development of effective policies and procedures for reducing student issues in the classroom, as well as other school improvement initiatives.
2. Furthermore, teachers and other members of the school's staff should collaborate to create and maintain an environment that is favourable to learning and where learners exhibit fewer behavioural issues. For example, establishing and implementing appropriate policies and strategies, training, professional development activities, infrastructural support, and assistance from school administration and other institutions are all part of the process of developing good classroom procedures.
3. It is equally essential to educate teachers with the skills and expertise required to handle students' misbehaviour to improve the effectiveness of student learning. This may be enhanced by offering instructors ongoing support and training via practical and creative professional development activities. Professional development activities will enhance teacher characteristics (traits and communication styles) while also controlling misbehaviour in a school environment. Furthermore, improving teacher beliefs about the benefits of knowing teachers' leadership traits and

communication styles in addressing misbehaviour of students, as well as approaches that are considered to successfully alter teacher beliefs about their personality and communication styles, while designing and facilitating training for teachers.

5.6.2 Recommendations for Future Research

1. In the Maldivian context, it is novel to consider teachers' personalities and communication methods while dealing with student misbehaviour. As a result, additional research in this arena is needed to better understand the personality traits and communication styles of teachers when confronted with student misbehaviour throughout the course of teaching practice. Multiple theories have influenced this investigation, including the five-factor model, the socio-communitive model, and the self-efficacy theory, among others. While these theories include essential aspects for controlling students' misbehaviour in connection to teachers' leadership traits and communication styles, there are other critical variables that should be addressed while developing theories. For instance, economic conditions, parental engagement, and health status should all be taken into consideration in future research.
2. Future research using different methodologies should examine students' misbehaviour in relation to teachers' characteristics and communication techniques. To find such influences, researchers may employ a longitudinal research design in connection with teachers' leadership traits and communication methods. Indeed, qualitative techniques such as individual observations, interviews, and focus groups may be investigated to gain a deeper understanding of how various qualities of teachers (traits and communication styles) affect their responses to misbehaviour in the classroom. Future research might also benefit from using a variety of methods to investigate students' misbehaviour in relation to the characteristics and communication styles of their instructors. It is possible to broaden the scope of such research by collecting data from students,

administrators, and parents to get insightful information on the complexity of learners' misbehaviour concerning teachers' personality characteristics and communication styles in Maldives government schools.

5.7 CONCLUSION

The purpose of this study is to investigate the connection between teachers' leadership traits, styles of teacher communication, and teachers' responses to misbehaviour among pupils. The research first sought to investigate the relationships between teachers' leadership traits, communication styles, and actions to avoid inappropriate behaviour. According to the findings, these relationships were found to be statistically significant. On the other hand, the personality characteristics of instructors, agreeableness, and neuroticism indicate a positive correlation. This study concluded that providing ongoing career opportunities for teachers to improve their knowledge and abilities to successfully handle student misbehaviour while teaching in the classroom is critical in addressing these circumstances.

Additionally, this study created and verified a concise model for analysing the variables affecting teachers' personality characteristics, communication styles, and reactions to avoid students' misconduct. The suggested model is innovative as it incorporates two different personality traits (traits and communication styles) to deal with pupils' misbehaviour. Likewise, the model based on teachers' communication styles and personality characteristics predicts differences in teachers' reactions to students' misconduct.

Furthermore, the study's findings could guide and assist the teacher training institution, policymakers, teacher educators, and stakeholders in identifying and resolving issues that teachers experience while dealing with student misbehaviour in the teaching process. At the school level, teachers' leadership traits and communication styles may be used to assist in regulating student behaviour and creating a safe and secure educational atmosphere. At the implementation level, valuable methods for managing and facilitating students' learning with fewer classroom issues may be developed via this study. At the level of teachers' perception,

the study guide and emphasis recognize the essential role of teachers' attitudes while designing and conducting training programs for teachers. With this study, researchers can better explain how teachers' characteristics, communication methods, and responses to students' misbehaviour may be influenced by variables that are more prevalent in the classroom.



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APPENDIX A

PERMISSION LETTER FROM KULLIYAH OF EDUCATION

 **الجامعة الإسلامية العالمية ماليزيا**
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
بونتوني السالرا انتارا بعثنا ملدينا
Garden of Knowledge and Virtue

KULLIYAH OF EDUCATION

Our Reference : IIUM/312/RNP/01/2
Date : 9th February 2021

TO WHOM IT MAY CONCERN

Assalamualaikum wrt. wbt.

Dear Sir/Madam,

PERMISSION TO CONDUCT RESEARCH AT YOUR OFFICE BY BR. NASRULLA AHMED (MATIC NO: G1826421)

May this letter reach you while you are in the best of *imdr* and health by the grace of Allah S.W.T.

This is to certify that Br. Nasrulla Ahmed (Matic No: G1826421) is a Ph.D student at Kulliyyah of Education, IIUM.

Currently he is writing a thesis entitled "*Teachers' traits and teachers' communication styles to prevent student misbehavior in the schools of Maldives*" under the supervision of Asst. Prof. Dr. Suzana Suhailawaty Md. Sidek. As part of the preparation, we would like to seek your good office to allow him to conduct the above mentioned research at your office.

Any assistance rendered to him is greatly appreciated.

Thank you. *Wassalam.*



ASSOC. PROF. DR. MOHD BURHAN IBRAHIM
Deputy Dean (Postgraduate and Research)
Kulliyyah of Education
International Islamic University Malaysia

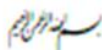
Note : This letter is issued upon student's request.

Office Address: Kulliyyah of Education, International Islamic University Malaysia, Jalan Gombak, 53100 Kuala Lumpur.
Mailing Address: Kulliyyah of Education, P.O.Box 10, 30720 Kuala Lumpur, Malaysia.
Tel: +603 6421 5331 | 5333 / 5334 | 5329 / 4358 / 4351 | Fax: +603 6421 4851 / 5926 / 5927 / 6374 / 6375 | Website: www.iiu.edu.my/edu

APPENDIX B

APPROVAL LETTER FROM MINISTRY OF EDUCATION



Ministry of Education
Policy Planning and Research Division
Malé, Maldives



To Whom It May Concern

Approval for collecting information from Schools

This is to inform that Mr. Nasrulla Ahmed, (A082176) who is doing Doctor of philosophy in Education at Kulliyah of Education, International Islamic University, Malaysia, has the permission to collect information required for his research project from the schools of Maldives.

Research Topic:

"Teacher's Traits and Teachers' Communication Styles in preventing Maldives students' misbehavior"

Main Objectives:

- To explore the relationship between teachers' traits, teachers' communication styles and teachers' response to prevent student's misbehavior at lower secondary grades in schools of Maldives.

Data Needed:

Online / Phone interview with participants.

Interviewee/s:

342 Teachers from the government schools in Maldives.

Please provide your assistance and support in collecting the information for the research

17 February 2021



Note: - The researcher is allowed to conduct online and phone interviews or questionnaires, face to face interviews and classroom observations are not allowed given the current situation.

- The researcher must obtain prior approval from the school before conducting the research.
- The findings of the research should be shared with the Ministry of Education: mal@icem.gov.mv

Velasquez, 5th Floor, Amer Ahmed Maga, Malé 20-096, Maldives
Tel: 332 3261, 332 3262 Fax: 332 1261

މަލެ 20-096، ވަލަސަޅުގަ 5^{ވަނަ} ފެޅު، ވިލަސަޅުގަ
ފޯން: 332 3261, 332 3262 ފެކް: 332 1261

APPENDIX C

QUESTIONNAIRE

TEACHERS' LEADERSHIP TRAITS AND TEACHERS' COMMUNICATION STYLES IN PREVENTING MALDIVES STUDENTS' MISBEHAVIOUR

Assalaamu a'laikum Warahumathullaahi Wabarakaathuh

Dear teacher:

The purpose of this quantitative investigation is to explore the relationship between Teacher leadership traits, teacher communication styles and teachers' responses to prevent students' misbehaviour at lower secondary grades in schools in Maldives. The data collected from this study will be practically significant to teachers, the Ministry of Education of Maldives, private and government educational institutions in Maldives, students, and researchers engaged in understanding students' behaviour or improving students' behaviour in the school environment.

For the purpose of this study, Teachers' leadership traits refer to personality traits or patterns of characteristic behaviour, emotions and thinking processes that may characterise the behaviour of an individual in each circumstance and teachers' communication styles refer to a characteristic shown voluntarily or involuntarily by teachers when in communicating either verbally or non-verbally during teaching. By completing the questionnaire, you are consenting to participate in this study. Please note that your response will remain confidential as responses will only be reported in an aggregated form.

Thank you in advance for responding to this questionnaire.

(The estimated time to complete this questionnaire is 10 to 15 minutes)

Nasrulla Ahmed

PhD student (International Islamic University of Malaysia)

Email: nasruasi@hotmail.com / nasrulla.ahmed02@gmail.com

Contact: +60147392587

SECTION A

Gender

- Male
- Female

Age

18-24

25-34

35-44

45-54

55 and above

Name of the school

Teaching level

- Key stage 2
- Key stage 3

Subjects you teach

How long you have been teaching?

Masters

Bachelor's Degree

Diploma Degree

Certificate

Other

SECTION B

To measure teachers' leadership traits

44-item inventory that measures an individual on the Big Five Factors (dimensions) of personality (Goldberg, 1993). Each of the factors is then further divided into personality facets.

Scale:

The Big Five Inventory (BFI)

Here are several characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree Strongly
1	2	3	4	5

1. = Disagree strongly
2. = Disagree a little
3. = Neither agree nor disagree
4. = Agree a little
5. = Agree strongly

<u>No</u>	<u>Items</u>	<u>Record your first impression</u>				
		Strongly disagree	Disagree a little	Neither agree nor disagree	Agree a little	Strongly agree
<u>I see Myself as Someone Who is</u>						
1	Is talkative					
2	Tends to find fault with others					

3	Does a thorough job					
4	Is depressed, blue					
5	Is original, comes up with new ideas					
6	Is reserved					
7	Is helpful and unselfish with others					
8	Can be somewhat careless					
9	Is relaxed, handles stress well					
10	Is curious about many different things					
11	Is full of energy					
12	Starts quarrels with others					
13	Is a reliable worker					
14	Can be tense					
15	Is ingenious, a deep thinker					
16	Generates a lot of enthusiasm					
17	Has a forgiving nature					
18	Tends to be disorganized					
19	Worries a lot					
20	Has an active imagination					
21	Tends to be quiet					
22	Is generally trusting					
23	Tends to be lazy					

24	Is emotionally stable, not easily upset					
25	Is inventive					
26	Has an assertive personality					
27	Can be cold and aloof					
28	Perseveres until the task is finished					
29	Can be moody					
30	Values artistic, aesthetic experiences					
31	Is sometimes shy, inhibited					
32	Is considerate and kind to almost everyone					
33	Does things efficiently					
34	Remains calm in tense situations					
35	Prefers work that is routine					
36	Is outgoing, sociable					
37	Is sometimes rude to others					
38	Makes plans and follows through with them					
39	Gets nervous easily					
40	Likes to reflect, play with ideas					
41	Has few artistic interests					
42	Likes to cooperate with others					
43	Is easily distracted					
44	Is sophisticated in art, music, or literature					

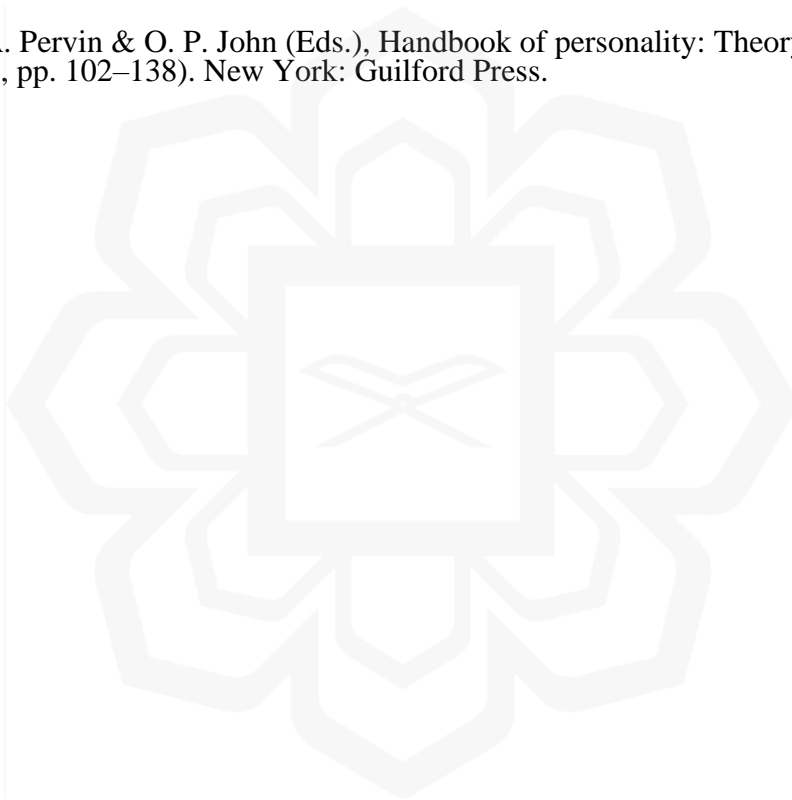
Scoring:

BFI scale scoring (“R” denotes reverse-scored items):

- Extraversion: 1, 6R, 11, 16, 21R, 26, 31R, 36
- Agreeableness: 2R, 7, 12R, 17, 22, 27R, 32, 37R, 42
- Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 33, 38, 43R
- Neuroticism: 4, 9R, 14, 19, 24R, 29, 34R, 39
- Openness: 5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44

Source

In L. A. Pervin & O. P. John (Eds.), *Handbook of personality: Theory and research* (Vol. 2, pp. 102–138). New York: Guilford Press.



SECTION B

To measure Teachers' communication styles

INSTRUCTIONS: The questionnaire below lists twenty personality characteristics. Please indicate the degree to which you believe each of these characteristics applies to you while interacting with others by marking whether you. There are no right or wrong answers. Work quickly; record your first impression.

- 1. = Strongly disagree
- 2. = Disagree
- 3. = Undecided
- 4. = Agree
- 5. = Strongly agree

No	Items	Record your first impression				
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
I see Myself as Someone Who is						
1	helpful					
2	defends own beliefs					
3	independent					
4	responsive to others					
5	forceful					
6	has strong personality					
7	sympathetic					
8	compassionate					
9	assertive					

10	sensitive to the needs of others					
11	dominant					
12	sincere					
13	gentle					
14	willing to take a stand					
15	warm					
16	Tender					
17	friendly					
18	acts as a leader					
19	aggressive					
20	competitive					

Scoring:

Items 2, 3, 5, 6, 9, 11, 14, 18, and 20 measure assertiveness.

Items 1, 4, 7, 8, 10, 12, 13, 15, 16, 17 measure responsiveness

SECTION D

To measure Misbehaviour prevention response

Instructions:

We would like to know how often you use the following techniques for managing your classroom. Circle the option that best applies to you, taking into account that:

R= Rarely **S**= Sometimes **O**= Often **U**= Usually

Rarely: The technique is displayed almost never

Sometimes: The technique is displayed occasionally

Often: The technique is displayed regularly

Usually: The technique is displayed almost always

When dealing with discipline...

Misbehaviour prevention Response				
Item	Inside the classroom			
	I involve students in establishing rules and procedures.			
	I share with students the reasons behind the disciplinary approach(es) I use.			
	I provide positive reinforcement to students for appropriate behaviour (e.g. special helper, extra computer time, tangible rewards)			
	I make students aware of consequences for misbehaviour (e.g. loss of break time, extra classroom time).			
	I use class time to reflect on appropriate behaviour with students as a group.			
	I redirect inappropriate behaviour on the spot, using loud voice.			
	I ignore misbehaviour that is non-disruptive to class.			
	I use short verbal cues to stop misbehaviour (e.g. say student's name aloud, use "shh" sound).			
	I use nonverbal signals to stop misbehaviour (e.g. make eye contact, approach and touch disruptive students).			
	I use self-assessment forms for students to evaluate their own behaviour (e.g. checklists).			
	I inform parents about classroom expectations.			
	I send for parents to report inappropriate behaviour.			
	I send for parents to report good behaviour.			

Table 2.1 Summary of Related Studies

Author (s) and Year	Focus	Research Gap	Methodology/sample size	Findings
Menikdiwela (2020)	Evaluate instances of student misconduct in Sri Lankan secondary schools	Sample size is limited and limited studies on quantitative study	<ul style="list-style-type: none"> • Qualitative Approach • Semi-structured interview method 	There is a strong correlation between student misconduct and teachers' personalities, communication styles, and pedagogical approaches.
Hidayat (2021)	A study analyses pupils' attitudes on the traits of EFL teachers and their effects on motivation for learning.	A few studies on the subject and there is a shortage of knowledge among EFL teachers on the influence of their personality traits.	Qualitative design	Teachers' behaviour, characterized by qualities such as patience, kindness, and humour, can have a definite effect on students' behaviour by empowering and encouraging classroom atmosphere.
(Adebayo, 2023)	Investigate the teacher's actions as an approach to motivating student learning.	Lack of adequate approaches to focus on educator misbehaviour.	-	Coping styles influence instructors' use of classroom management techniques.
Dhillon & Kaur (2023)	Examine the impact of instructors' communication behaviours on instruction and the mediating	Lacking a comprehensive framework for fundamental personality traits.	Quantitative research methodology incorporates descriptive, cross-sectional, and exploratory designs.	Communication style mediates personality influences on efficacy. Extraversion and conscientiousness

	function of communication styles.		A representative sample of 250 educators.	affect communication styles.
Vallone et al. (2022)	Exploration of the diverse personality traits of instructors and their influence on methods to resolve dispute resolution.	Insufficient study on the detailed diverse personality traits of teachers. Limited research on international approaches to conflict resolution in the field of education.	The sample size for the quantitative research is 1,147 instructors.	Traits of diversity among teachers forecast conflict management techniques in Europe.
Tran (2015b)	Explore the methods by which instructors manage learner misbehaviour and investigate the relationship with classroom management approaches.	Lack of research into the long-term effects of coping styles and limited attention to the viewpoints of learners regarding classroom management approaches.		The findings demonstrated that instructors' techniques for coping influenced the ways they employ classroom management, with aggressive and punitive methods developing from passive-avoidant approaches.
Akhmetova (2017)	An examination of gender differences in communication practices. Advance	Limited research on the topic.	A survey was carried out among 45 male and female teachers, as well as 80 pupils.	The result shows that gender influences efficacy and teaching styles.

	instructors' competence in gender-specific communication within instructional methods.			
Ylikoski, T., & Niinistö, S (2016)	Explore how different types of teacher communication styles impact students' personal development and way of life.		Qualitative approach.	According to the results, the way a teacher produces knowledge has an impact on how their students' progress socially and competently.
Muriithi (2019)	Explore instructors' communicative impact on student discipline in public schools. And determine its factors.	Limited exploration of the topic.	A descriptive research design and mixed method was used. The sample size was 45 teachers and 360 students.	The findings indicate that school categories influence instructors' communication styles in disciplining students.
Marianna & Marianna (2018)		Personality traits have not been systematically studied. Furthermore, the degree to which explaining influences personality characteristics has not been detailed.		The findings indicate that the communication style has a beneficial impact on teaching success and student performance. Furthermore, the communication style of the teacher has an impact on

				students' motivation, outcomes, and trust.
(Hoon et al., 2017)	This study aims to study teachers' communication styles in relation to various management styles and to examine how these skills are affected by gender and different management methods.	The research did not examine gender differences in communication styles and did not explore certain factors affecting classroom management behaviour.	Quantitative approach. The sample size was 70 primary school teachers.	The results indicate that there are no statistically significant variations in communication abilities depending on gender. In addition, the results revealed significant differences in communication styles among different classroom management methods.
Sueb et al. (2020)	Examine successful instructors' strategies for dealing with student misconduct. Furthermore, to investigate how teachers handle student misbehaviour in the classroom environment.	The research fails to address student interaction methods and the effects of inappropriate behaviour.	Semi-structured interviews	The survey outcomes indicated that excellent educators utilize comprehensive preparation, establish a nurturing atmosphere, and integrate captivating classroom activities.
Mensah et al. (2020)	Investigate the factors	Very little research on	The study employed a descriptive survey	According to the research findings,

	contributing to pupils' misbehaviour, examine how instructors ascribe this behaviour, and use corrective measures to manage students' misbehaviour.	how teachers explain student misconduct and how teachers manage students' misbehaviour in Ghana	design with a quantitative design and included a sample size of 140 teachers.	instructors attribute misbehaviour to the intention and personal culpability of pupils. In addition, it has been shown that supportive tackles are especially successful in controlling such behaviour.
Khalilzadeh & Khodi (2021)	The study aimed to explore the correlation between the Big Five personality characteristics of educators and the motivation of learners, as well as to ascertain the comparative contributions of each trait to learner motivation.	Few studies have explored the influence of instructors' Big Five personality traits, and there are limited studies on the connections between the traits and the motivation of pupils.	The study used a quantitative non-experimental approach.	According to the results, the instructors' conscientiousness positively encourages students' intrinsic drive for knowledge, but teachers' extraversion has negative effects on pupils' intrinsic motivation for both accomplishment and learning.
Baloglu (2009)	The study's objective is to examine how instructor behaviour influences learner	There was a lack of research on positive teacher behaviour and even limited studies on the	The study utilized a qualitative method with a sample of 275 students, including 137 males and 138 females.	According to the research, teachers exhibited speaking, hostility, quickness, threatening, and discrimination.

	misbehaviour.	long-term influences of negative behaviour.		Teacher stress and the school environment were also affected by pupil misbehaviour.
Sinsabaugh (2015)	The study aimed to analyse the personality traits of pre-service teachers.	Did not mention the gap clearly in the research.	The investigation had a total of 127 respondents and employed a quantitative design.	The research results indicated that the study's conclusions were important due to the rising demands in teaching and teacher education. By knowing pre-service teachers' personality traits, the study identified successful teaching characteristics and prepared insights that could develop education systems.
Al-Madani (2015b)	It explores the correlation between teachers' effective communication styles and students' performance at Northern Border University.	Lack of research on the topic.	The sample size consisted of 100 students, with 50 males and 50 females.	The findings show that students rate their instructors' communication positively. Furthermore, the findings indicate that academic success differs statistically significantly by gender or year of

				study.
Pondan et al. (2018)	The study's goal is to investigate how instructor attitude influences pupil motivation during teaching and learning.	Need to investigate the behaviour or characteristics of teachers.	The qualitative research design used, and the tools are questionnaires, observations, and semi-structured interviews to gather data.	The study found that teachers played beneficial roles in encouraging students throughout classroom communication and learning.

