

The Mediating Effect of Classroom Management Strategies of Teachers on the Relationship Between School Connectedness and Academic Resilience of High School Students

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ABSTRACT

This study determined the mediating effect of classroom management strategies of teachers on the relationship between school connectedness and academic resilience of high school students particularly the senior high school students of Sto. Tomas National High School, Davao del Norte Division. The descriptive-correlational research design was utilized in this study with a sample size of 300 senior high school students. Sets of adapted survey questionnaires were used in obtaining data from the respondents which were subjected for content validity and reliability analysis. The data were analyzed using the Mean, Pearson-r, Multiple Regression Analysis, and Medgraph using Sobel z-test. The results revealed that the levels of classroom management strategies of teachers, school connectedness, and academic resilience of high school students are evident most of the time. Moreover, significant relationship existed between these variables. A strong association between classroom management strategies and academic resilience also exist, thus the two variables show significant relationship between them. The study also suggests that classroom management strategies significantly mediates the relationship between school connectedness and academic resilience of the students.

Keywords: classroom management strategies, school connectedness, academic resilience, senior high school students, Philippines

INTRODUCTION

Resilience was defined as the ability of an individual to bounce back and cope in various stressors, setbacks and hindrances (Rao & Krishnamurthy, 2018). Academic resilience is the student's capability to deal efficiently with academic setbacks, anxiety and study pressure. In the present scenario, students are facing a lot of problems in schools as well as in society. If adequate steps are not taken to help overcome these problems, it will create pressure and stress among students. This may lead to poor academic performance and an increased dropout rate. Resilient students, indeed, seem to be able to successfully overcome stressful school-related conditions, maintain optimal levels of motivation, and gain high performance despite the difficulties. (Radhamani and Kalaivani, 2021). On the other hand, some researchers define academic resilience as an outcome, namely the existence of academic achievements achieved by students with high-risk backgrounds (Anagnostaki et al., 2016).

Creativity, internal locus of control, self-esteem, self-efficacy, autonomy, problem solving skills, optimism, sense of humor, stress coping skills and teacher student relationship are the personal factors of academic

resilience (Mirza and Arif, 2018). Similarly, resilience has significant role to academic performance. They designed intervention program to students who are at risk of failure. The results of the study revealed those students who underwent Resilience intervention program are found to excel in academic performance scores or scholastic reports compared to the students who were not enrolled in the program (Arif and Mirza, 2018)

According to Romano (2020), in the high school context, teachers' emotional interactions are crucial for students' well-being and engagement. Despite this, further studies suggested that academic resilience is a relevant feature identified in all students who face severe adversities during their academic path (Ayala et al., 2018). In addition to this, the significant role of academic resilience in a students' life is to keep them motivated in the end. It could enable a student to develop mechanisms to protect against experiences that could be overwhelming. It also helps students maintain balance during challenging or stressful situations in their lives. Most importantly, it protects them from developing mental health difficulties and issues (Zuill, 2016)

Added to that, the result verifies the analysis of Reeve, Cheon and Yu (2020) that resilient students are the ones who reengage and do not give up when dealing with overwhelming academic tasks. This feature is predictive of several positive outcomes, such as enjoyment of school, class participation, and general self-esteem. In line with the study of Tudor and colleagues, further studies highlighted that academic resilience and its components were predictive of higher school engagement levels (Tang et al., 2020).

School connectedness has an impact on the academic resilience of the students. As students develop more positive relationships with people on campus, their attitude toward school and extent of involvement in school improves. Students who have high levels of school attachment enjoy being at school and feel they contribute to the school environment, which has a positive effect on the academic resilience of the students (Catalano et al., 2004; Blum, 2015).

However, school connectedness and academic resilience issues are not only happening in a national and global context. In Sto. Tomas National High School, Sto. Tomas, Davao del Norte, for instance, the issue of school connectedness and academic resilience has been clear on the academic scene. The usual conversation went on about what the school heads should be doing to practice school connectedness and academic resilience among the students in their respective schools. As a teacher at Sto. Tomas National High School in the municipality of Sto. Tomas, I have observed some common issues concerning school connectedness and academic resilience; hence, this study aims to address the gap.

Most researchers have discovered relationships between school connectedness and four scholastic results: participation, dropout rates, self-announced evaluations, and saw academic skill (Blum, 2005; Monahan, 2015; McNeely, 2018). When students feel upheld by an adult at school, student feels more inspired to participate in class, get their work done, and are bound to esteem school. A survey affirmed that students who report higher school connectedness are bound to hope to proceed with their schooling past the secondary school (Smith and Poon et al., 2011)

A new study found that for fourth-grade students in Vancouver, the school uphold was a higher priority than family uphold as an indicator of their passionate prosperity. The more associated the youth feel to class, the more they feel acceptable wellbeing and have higher confidence to think about self-destruction (Smith and Poon et al., 2011).

Effective classroom management is for setting up a positive homeroom climate incorporating powerful educator understudy connections. Classroom management is characterized as the move's educators make to establish a climate that upholds and encourages scholarly and social-enthusiastic learning. This definition focuses on the instructor's obligation. It relates the utilization of homeroom, board methodologies to various learning objectives for understudies. Following this definition, viable homeroom the executive's techniques

appear to zero in on preventive instead of responsive study hall the board methods (Evertson & Weinstein, 2006)

It focuses on that good teachers need to dominate an expansive scope of classroom management strategies, and instructor preparing projects ought to furnish understudy instructors with a huge tool compartment of homeroom the executive's methodologies from which they can pick and apply specific systems when essential. This procedure ought to be essential for this purported tool compartment in current instructive settings is as yet hazy (Jones & Jones, 2012; Klamer-Hoogma, 2012; Teitler & Van Brussel, 2012).

Students who exhibit persistence in their homework show a more considerable authority of substance and get preferred evaluations over students who do not continue (Farrington et al., 2012; Morton, 2014). Across their examinations including Army exceptional powers workforce, agents, and secondary school students, Eskreis-Winkler, Shulman, Beal, and Duckworth (2014) inferred that perseverant or lumpy people are "less inclined to exit their particular life responsibilities" than the individuals who need constancy or coarseness. Having a feeling of local area or comradely can reinforce understudies' longing to drive forward. Strong fellowships have been demonstrated to outfit understudies with enduring mentalities and practices (Alexakos, Jones, & Rodriguez, 2017).

Classroom management is connected with academic resilience. It is analyzed dependent on its four measurements adjusted from the model of Goleman (1998) that there are four components of passionate insight: mindfulness, self-administration, social mindfulness, and relationship executives. The first measurement of enthusiastic knowledge is mindfulness. It is the capacity to comprehend one's feelings or mind-sets and perceive what they mean for other people. This mindfulness incorporates a sensible self-evaluation, which knows one's qualities and constraints including a solid self-assurance, which is knowing one's self-esteem. Not exclusively can they name their enthusiastic state, they additionally can self-control it. A self-belittling awareness of what's actually funny is additionally present (Whitaker, 2018).

Self-administration is an exertion by a person to control his or her own conduct. It includes surveying issues, setting up objectives, checking time and ecological issues that may thwart achieving those objectives. This utilizes support and discipline to direct objective advancement and accomplishment. Through self-administration, the understudies become mindful and responsible for their own advancement and execution and become self-administrators (Gerhardt, 2017).

Nonetheless, there is an immense scope of practices that are named with the term 'control'. This word is utilized to disparage ethically incorrect methods of connecting, lumping together tormenting, terrorizing, actual viciousness, building unique connections, defilement, making divisions, conning and lying, misdirecting and compromising. Although not an authority analytic basis for marginal character issue, manipulatively is frequently utilized by clinicians to hate how these people associate with others. Control in individuals with marginal character problems is considered intentional and ethically accountable as opposed to sick. Additionally, it is viewed as maladaptive since it diminishes the other individual's sympathy towards the controller, sabotaging his/her edgy quest for relationship and consideration (Stanghellini, 2014).

However, this examination proposes a working idea manipulatively perceived as individuals with exceptionally created control attitudes who can convince others to do nearly anything for their advantage. They can utilize others in different manners to accomplish their objectives and convince others to agree with their position. They utilize the existences of others for their favorable position (Cizmar, 2016).

Further, it was underscored the advantages of compassion in instructions which incorporate structure positive study hall culture, reinforcing local area, and planning understudies to be pioneers in their own networks. Sympathy assembles positive study hall culture. With the variety of understudies entering homerooms every day, resembled by an expansion in globalization, it is essential for the instructors to build

a positive study hall culture effectively. Sympathy sets understudies up to extend associations with their present colleagues and individuals that they know outside of school. As kids acquire sympathy abilities by conveying diversely with their schoolmates, those abilities will move to their lives locally. The more profound connections from solid compassion abilities can reinforce a local area and construct trust (Owen (2015).

Undeniably, every educator utilizes an alternate instructing technique. Modified guidance is best at lower levels of learning, autonomous undertakings are suitable at more significant levels of learning, and these techniques are adaptable to the distinctions in students. Experiential learning strategies involve field/clinical experience, research center insight, pretending, reproductions and drill. These techniques require cautious arranging and exactness at the optional level. (Weston and Cranton,1986; Odubiyi, 1988; Vanderbilt-Adriance, 2006).

Be that as it may, there may be various touchy issues which sway on a person's discernments about their physical and psychological well-being and the consideration and backing they need, just as the degree of help they should be an equivalent accomplice in conversations. There might be private matters and critical life occasions identifying with way of life, connections, business or funds, which, however not explicitly identified with well-being and care, can affect well-being and prosperity both for the individual and for their professions and encouraging group of people. Similarly, living with a drawn-out condition can affect all parts of an individual's life, from how they adapt to schools, where they live, the sort of work they can look for, how they care for other people, and what social exercises they can do they can join. While the customized care and backing arranging interaction will most likely be unable to address these issues, they should be considered in accordance with the wellbeing and care needs, objectives and activities (Vanderbilt-Adriance, 2006). Along these lines, a critical piece of the customized care and backing arranging conversation is setting up what upholds the individual necessities to separate any boundaries and help assemble their insight, abilities, and certainty, otherwise called their "initiation" (Trust, 2014).

METHOD

Presented in this chapter are the discussions on research design, research subject research instrument, data gathering procedure and the statistical treatment applied in the study.

Research Design

This study had utilized quantitative non-experimental descriptive correlational research to describe the quantitative data that had gathered regarding school connectedness and academic resilience of the students. Most importantly, this had tested the significant influence of school connectedness on academic resilience of high school students and identified the domain of school connectedness that significantly influences the classroom management strategies of teachers.

As stated by Curtis, Comiskey, and Dempsey (2016), correlation research is concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations, is a very important part of a research study. Understanding the associations and relationships among human phenomena is a remaining incentive for scientific investigation in all social science disciplines. That motivation surpasses even the most differentiated model distinctions between various research methods.

Research Locale

The study was conducted at Sto. Tomas National High School, Division of Davao del Norte, Region XI, Philippines. This school is located in the municipality of Sto. Tomas Davao del Norte, situated more or less

30 kilometers from Tagum City through any land vehicle. Public utility vehicles are available via Kinamayan, Carmen, and Asuncion-Kapalong routes.

Population and Sample

The respondents of the study were the senior high school students from the public secondary school of Sto. Tomas, Davao del Norte for the first quarter under the nine different sections of the school year 2021-2022 as shown in Table 1. The total population were 403, and with the use of Slovin’s Formula, the computed sample size shall be 201. Respondents may withdraw or leave the study when they felt any sense of insecurity and uncertainty about the study or its purpose without any penalty at any time.

Shown in the table 1, the actual numbers of respondents were manifested. The total sample size was 201. Notably, the sample size in section A will be 23 students, section B will be 23 students, section C will be 22 students. In section D will be 23 students, section E will be 24 students, followed by section F with 21 students, section G with 23 students, section H with 20 students and section I with 22 students. The respondents will be chosen on the basis of random sampling in accordance with the school principal’s permission and instruction and the requirements of the school’s division superintendent.

Hence, According to Blay (2007), the use of Slovin’s Formula will guarantee good results while a substantial number of samples is still achieved when the population is too big to handle. Random sampling technique will be used in choosing the respondents of the study since the population is too big to handle. The table below shows the strata of the population according to sections, and its percentage size will represent each section to achieve the substantial sample for data gathering. According to Blay (2007), proportional allocation is suitable to be used in considering a stratified random sampling technique.

Research Instrument

This study had used three (3) sets of researcher-adapted questionnaires to assess the mediating effect of classroom management strategies of teachers on the relationship between school connectedness and academic resilience of students.

The independent variable, school connectedness has three (3) indicators namely: Belongingness (General Support), Relatedness (Specific Support); and Connectedness (Encouragement). Thus, the mediating variable does not have any indicator while the dependent variable, academic resilience has three (3) indicators, which are Perseverance, Reflecting and adaptive help- seeking and Negative effect and emotional response.

In describing the school connectedness, the following five-point Likert scale will be used:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that the students are manifesting an excellent school connectedness.
3.40 – 4.19	High	This means that the students are manifesting a very good school connectedness.
2.60 – 3.39	Moderate	This means that the students are manifesting a good school connectedness.
1.80 – 2.59	Low	This means that the students are manifesting poor school connectedness.

1.0 -1.79	Very Low	This means that the students are manifesting a very poor school connectedness.
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While in describing the academic resilience, the following five-point Likert scale will be used:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that the students are manifesting an excellent Academic Resilience.
3.40 – 4.19	High	This means that the students are manifesting a very good Academic Resilience.
2.60 – 3.39	Moderate	This means that the students are manifesting a good Academic Resilience.
1.80 – 2.59	Low	This means that the students are manifesting a poor Academic Resilience.
1.0 -1.79	Very Low	This means that the students are manifesting a very poor Academic Resilience.

In describing the Classroom Management Strategies, the following five-point Likert scale will be used:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	This means that classroom management strategies of teacher are always observed.
3.40 – 4.19	High	This means that classroom management strategies of teacher are oftentimes observed
2.60 – 3.39	Moderate	This means that classroom management strategies of teacher are sometimes observed
1.80 – 2.59	Low	This means that classroom management strategies of teacher are rarely observed.
1.0 -1.79	Very Low	This means that classroom management strategies of teacher are never observed.

The survey questionnaires will undergo a validation process to ensure the content validity. The first draft of the research instrument will be submitted to the research adviser for comments, suggestions, and recommendations to improve its presentation with the corrections to be included and integrated. The final copies will be submitted to a panel of experts for refinement. The final revision will be made by incorporating the corrections, comments, and suggestions given by the expert validators before the gathering of data. The ratings of the validators will be computed and consolidated to know the status of the questionnaires. Further, reliability index shall be observed through pilot testing on the same grade level of students. The data to be gathered shall undergo the Cronbach Alpha test to identify the items to be removed and to be revised so that the questionnaires will address the comprehension of the students according to their level before the final conduct.

Data Collection

Through the approval of the Schools Division Superintendent and Schools Administrators, the corrected, improved and validated survey questionnaire was administered to the respondents of the study. The respondents will be given specific instruction how to answer the questionnaire. The responses to all items in the questionnaire were tallied, recorded and computed. Then it was submitted to the statistician for

computation. The results were being analyzed and interpreted in the light of the purpose of the study. The researcher provided interpretations and implications on the statistical findings of the study.

Statistical Tool

The responses to the items in the questionnaire were tallied and recorded correspondingly. The results were analyzed and were interpreted in the light of the purpose of this study using the appropriate statistical treatment as follows:

Mean. It will be the value that would help summarize the entire set of numbers. This was used to determine the level of school connectedness, academic resilience and classroom management strategies.

Pearson – r. It was a product-moment correlation. It was used when the variables are of the interval or ratio type of measurement. This was being used to determine the significant relationship between school connectedness to academic resilience of high school students.

Regression Analysis – It is a statistical measure that attempts to determine the strength of the relationship between one dependent variable and a series of other changing variables. It determined the significant influence of school connectedness and academic resilience to teacher classroom management strategies and to determine the domain in the school connectedness and academic resilience that significantly influence teacher classroom management strategies.

RESULTS AND DISCUSSION

Level of School Connectedness

Shown in Table 2 is the descriptive statistics results on the level of school connectedness, which has an overall mean of 4.17 ($SD=0.94$), described as *high*. The high level is indicative of high to very high levels surmised of its indicators, to include *belonginess* got the mean of ($x=4.28$, $SD=0.87$) which means very high. Hence, two indicators got a high level of mean to include: *engagement* got a mean of ($x=4.13$, $SD=0.93$) followed by *relatedness* ($x=4.11$, $SD=1.00$). School connectedness as whole was given much importance by the students. Thus, belongingness was much more given importance than the other indicators.

Table 2. Level of School Connectedness

Indicators	Standard deviation	Mean	Descriptive Equivalent
Belonginess	0.87	4.28	Very High
Relatedness	1.00	4.11	High
Connectedness	0.93	4.13	High
Over-all result	0.94	4.17	High

The level of school connectedness was very high, obtained based on the responses on the respondents in the areas of belongingness, relatedness and connectedness.

The level of teachers' belongingness was very high. This implies that students gave importance to the feeling of belongingness to others students, teachers and other people in the school. This result is consistent with the study of Rasic and Langille et al. (2017), which found that school approaches that impose size restrictions can result in smaller learning networks or more modest learning environments. Create

multidisciplinary instruction groups where teachers and students work together. It must be used by every school to strengthen the sense of belonging among the students.

Also, the findings correspond to the claim of Oberle and Schonert-Reichl et al., (2014) that it encourages student belongingness across disciplines and gives time to arrange cross-disciplinary undertakings. Broaden the class period, school day, and additionally school year. Ask students, instructors, other staff, and families what they need and need from school. Thoughtfully incorporate their thoughts into homeroom, school, locale arranging, spending choices, and strategy composing. Guarantee that chances for student belongingness are extensively comprehensive and mirror the school local area’s ethnic, racial, and social variety.

Added to that, the result verifies the analysis of Smith (2014) that basic school connectedness is the inclination that one has a place at school since one makes important commitments, holds dynamic force and appreciates solid positive connections. Widespread backings for school connectedness focus overall understudy populace instead of any single in danger gathering. Since they, for the most part, require more arranging across individuals, projects, or networks, all-inclusive backings for school connectedness may take more time to execute than immediate successes.

Further, these results conform to the findings of McNeely (2013) that school-wide preparation in the zones of youth advancement, resource building, and versatility draws near. Try not to isolate understudies on professional and school tracks. Give exceptionally prepared, quality educators to all understudies, paying little heed to race, sex, identity, financial status, or language foundation. Set high scholastic norms for all students and give all students similar central subjects.

Loukas, Roalson, & Herrera, (2010) affirmed that it gives family-focused exercises at the school site. Request that families volunteer to plan and facilitate exercises that are significant to their networks. Give when school and end of the week exercise at the school site. Analyze rules for report cards, evaluation apparatuses, and parent gatherings to guarantee they accommodate the impression of understudies’ qualities.

Moreover, Evertson & Weinstein (2006) agreed that effective classroom management is about setting up a positive homeroom climate by incorporating powerful educator-understudy connections. Classroom management is characterized as the move educators make to establish a climate that upholds and encourages scholarly and social-enthusiastic learning. This definition focuses on the instructor’s obligation. It relates the utilization of homeroom and board methodologies to various learning objectives for understudies. Following this definition, viable homeroom the executive’s techniques appear to zero in on preventive instead of responsive homeroom the board methods.

Level of Academic Resilience

Shown in Table 3 is the descriptive statistics results in measuring the level of academic resilience. Overall mean of academic resilience is 4.44 ($SD=0.82$), assessed to be *Very High*. All indicators of the variable academic resilience got a very high descriptive equivalent of mean. Hence, *perseverance* got a mean of ($x=4.38$, $SD=0.81$) and followed by *reflecting and adaptive help-seeking* ($x=4.50$, $SD=0.76$). As a whole academic resilience, given chance to the students to ricochet back from a negative or upsetting circumstance.

Table 3. Level of Academic Resilience

Indicators	Standard deviation	Mean	Descriptive Equivalent
Perseverance	0.81	4.38	Very High
Reflecting and adaptive help-seeking	0.76	4.50	Very High

Over-all result	0.82	4.44	Very High
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The level of academic resilience as perceived by the teachers was very high, as obtained based on the responses of the respondents in the areas of perseverance; and reflection, and adaptive help-seeking.

The indicator reflecting and adaptive of help-seeking got a very high mean. This implies that students are looking for help from the different medium they have, for example internet and books. All these sources help them to achieve their goals and able to maintain high grades. This result negates the claim of Newman et al., (2018) that reflecting and adaptive help-seeking can be characterized as looking for help from others or different sources that encourage achieving wanted objectives, which is a scholarly setting may comprise of finishing tasks or palatable test performance. There is currently significant arrangement that is looking for help. It can be viewed as a type of conduct or social self-guideline that is remembered for the arrangement of devices utilized by intellectual conduct and sincerely connected with students.

According to Zimmerman (2018), by getting the help, it is important to conquer troubles, for example, requesting clarifications or clues instead of direct assistance (named chief assistance chasing), instrumental assist looking for with canning increment learning, comprehension and reduction the requirement for help and in this way resulting reliance on others. Added to that, the result verifies the analysis of White (2017) that the result of being proactive and for the most part valuable to the learning process' insert mental assistance looking for is likewise alluded to as versatile, key, proper, and self-governing.

Level of Classroom Management Strategies of Teachers

Shown in Table 4 is the descriptive statistics results on the level of teacher classroom management strategies, which has an overall mean of 4.35 ($SD=0.85$), described as *very high*. This means that teacher classroom management strategies of teachers in school was always manifested.

Table 4. Level of Classroom Management Strategies of Teachers

Mediating Variable	Standard deviation	Mean	Descriptive Equivalent
Classroom Management strategies	0.85	4.35	Very high

Correlation between School Connectedness and Academic

Resilience and Classroom Management Strategies of Teachers

Displayed in Table 5 are the results of the significant relationship between the independent (school connectedness), dependent (academic resilience) and mediator (teacher classroom management strategies) variables. Bivariate correlation analysis using Pearson product moment correlation was employed to determine the relationship between the variables mentioned.

The first zero-ordered correlation analysis between school connectedness and academic resilience revealed a computed r -value of 0.637** with a probability value of $p < 0.000$ which is significant at the 0.05 level. This indicates that there exist a positive and strong association between the two variables (Evans, 2002). Thus, the null hypothesis of no significant relationship is rejected. Therefore, there is a significant relationship between school connectedness and academic resilience.

In the same manner, second bivariate correlation analysis involving school connectedness and classroom management strategies of teachers yielded an r -value of 0.663** with a probability value of $p < 0.000$, which is significant at 0.05 level. This indicates that there exist a positive and strong association between the two variables (Evans, 2002). Thus, the null hypothesis of no significant relationship is also rejected. Therefore,

there is a significant relationship between school connectedness and teacher classroom management strategies.

The third correlational analysis between classroom management strategies of teachers and academic resilience yielded an r -value of 0.590** with a probability value of $p = 0.000$, which is not significant at 0.05 level. This indicates that there exist a positive and strong association between the two variables (Evans, 2002). Thus, the null hypothesis of no significant relationship is rejected. Therefore, there is a significant relationship between teacher classroom management strategies and academic resilience.

Table 5. Correlation between School Connectedness and Academic Resilience and Classroom Management Strategies of Teachers

Pair	Variables	Correlation Coefficient	p -value	Decision
IV and DV	School connectedness and academic resilience.	.637**	0.000	Reject
IV and MV	School connectedness and classroom management strategies of teachers	.663**	0.000	Reject
MV and DV	Classroom management strategies of teachers and academic resilience.	.590**	0.000	Reject

The level of classroom management strategies of teachers was very high. This implies that students were able to appreciate and notice the classroom management of their teachers. Further, this implies that teachers do their best to exercise their classroom management strategies. This result was in accordance on the statement of Evertson & Weinstein, (2006) that effective classroom management sets a positive homeroom climate incorporating powerful educator understudy connections. Classroom management is characterized as the move’s educators make to establish a climate that upholds and encourages scholarly and social-enthusiastic learning. This definition focuses on the instructor’s obligation. It relates the utilization of homeroom, board methodologies to various learning objectives for understudies. Following this definition, viable homeroom the executive’s techniques appear to zero in on preventive instead of responsive study hall the board methods.

In addition, these manifestations are in consonance with the perceptions of Jones & Jones et al., (2012) that good teachers need to dominate an expansive scope of classroom management strategies, and instructor preparing projects ought to furnish understudy instructors with a huge tool compartment of homeroom the executive’s methodologies from which they can pick and apply specific systems when essential.

Nonetheless, the aforesaid demonstrations conform to the views of Smart & Brent (2010) that instructors do not generally put stock in the viability of specific methodologies, notwithstanding plentiful exact proof that the methodology has been actualized effectively in numerous study halls.

Mediation Analysis between School Connectedness and Academic Resilience and Classroom Management

Strategies of Teachers using Path Analysis

Furthermore, the result of the computation of mediating effects is shown in Figure 3. The Sobel test yielded

a z-value of 4.961 with a p -value of 0.000, which is significant at 0.05 level. This means that mediating effect is partial, such that the original direct effect of school connectedness on academic resilience improved upon the addition of teacher classroom management strategies.

The figure also shows the results of the computation of the effect size in the mediation test conducted between the three variables. The effect size measures how much of the effect of school connectedness on work engagement can be attributed to the indirect path. The total effect value of 0.678 is the beta of school connectedness towards academic resilience. The direct effect value of 0.467 is the beta of school connectedness towards academic resilience with teacher classroom management strategies included in the regression. The indirect effect value of 0.667 is the amount of the original beta between the school connectedness and academic resilience that now goes through teacher classroom management strategies to academic resilience ($a * b$, where “a” refers to the path between SC àAR and “b” refers to the path between TCMS àAR).

The ratio index is computed by dividing the indirect effect by the total effect; in this case, 0.667 by 0.678 equals 0.983. It seems that about 98.3 percent of the total effect of school connectedness on academic resilience goes through the teacher classroom management strategies, and about 1.7 percent of the total effect is either direct or mediated by other variables not included in the model.

For mediation analysis to be carried out, series of regression procedures were conducted. Based on the results, school connectedness significantly predicts work engagement of teachers. This is inimical to the findings of Chinnadurai and Surenderbabu (2018), who averred that the common attitude, feelings and perceptions about the necessary components of the organization reflects the established norms, values and attitudes of the organization’s culture and influences the workers’ behavior in a positive or negative way.

The result shows that school connectedness significantly relates Academic resilience. This implies that school connectedness has a positive influence to academic resilience of the students. School connectedness alludes to student’s conviction that adults at school care about them as students and individuals. The students who feel associated with school want to come into their class every morning. Despite difficulties in their families and neighborhoods, connected youth anticipate seeing their companions and educators at school since they feel esteemed, regarded, and upheld by them (Blum & Libbey, 2015).

Connected youth are happier with school and go to class even more consistently. Connected youth additionally report encountering more excellent companion connections; they accept that their fellowships at school are positive, steady, and low in clash (Klem & Connell, 2004; Loukas, Suzuki, & Horton, 2016; Zullig, Huebner, & Patton, 2017). Youth connected with school experience, lower paces of passionate misery, including manifestations of sorrow and nervousness, temporarily and throughout their young grown-up lives. Across ethnic and racial gatherings, youth associated with a school report lower paces of substance use, including smoking, liquor, and medication use (Shochet, Dadds, Hamm, & Montague, 2016; Bond et al., 2017; Vaughan, Kratz, & d’Argent, 2019).

Moreover, these children are happier with their schools, and the beneficial outcomes reach out into their home lives. A portion of the antagonistic outcomes of early dangers, for example, negative family working and feeble social abilities in adolescence, were cushioned by student’s connectedness to class (Loukas et al., 2015; Ross, Shochet, & Bellair, 2015).

For the most part, schools can improve student’s school connectedness by zeroing in on giving safe and disturbance-free learning conditions where connections are foremost. Positive conduct the board rehearses at the study hall in school levels, diminutive school size, and investment in extracurricular exercises, have improved school connectedness in youth (McNeely, Nonnemaker, & Blum, 2018).

School Connectedness connects with making a school a local area where everybody has a sense of security, seen, heard, upheld, huge, and focused. A caring connection in schools was the core of school connectedness as a fundamental part of effective schools. The examination is solid and reliable; understudies who feel associated with school improve scholastically and are better (Ross, Shochet, & Bellair, 2015).

When students feel upheld by an adult at school, student feels more inspired to participate in class, get their work done, and are bound to esteem school. A survey affirmed that students who report higher school connectedness are bound to hope to proceed with their schooling past the secondary school (Smith, Poon, Stewart, Hoogeveen, Saewyc, 2011; McNeely, 2018; Smith A. S., 2019).

The more associated the youth feel to class, the more they feel acceptable wellbeing and have higher confidence to think about self-destruction. (Smith, Poon, Stewart, Hoogeveen, Saewyc, & the McCreary Center Society, 2016; Oberle, Schonert-Reichl, Guhn, Zumbo, & Hertzman, 2019).

Students, who feel connected at school, report less burdensome side effects in late pre-adulthood. For females, practically every week gathering, school connectedness is a significantly more grounded defensive factor than family connectedness for great wellbeing. (Monahan, 2010; Smith, Poon, Stewart, Hoogeveen & Saewyc, 2016; Rasic, Langille, Kisely, Flowerdew, & Cobbett, 2017). There is a solid proof that students who feel associated with school are more averse to show troublesome conduct or savagery, substance and tobacco use, passionate pain or early sexual commencement (Loukas, Roalson, & Herrera, 2015; Monahan, 2015).

The result also shows that school connectedness has significant relationship to classroom management strategies. This implies that when student connected to school it is more likely that classroom management strategies were good also. Effective classroom management is for setting up a positive homeroom climate incorporating powerful educator understudy connections. Classroom management is characterized as the move's educators make to establish a climate that upholds and encourages scholarly and social-enthusiastic learning. This definition focuses on the instructor's obligation. It relates the utilization of homeroom, board methodologies to various learning objectives for understudies. Following this definition, viable homeroom the executive's techniques appear to zero in on preventive instead of responsive study hall the board methods (Evertson & Weinstein, 2006)

Further, an illustration of a broadly utilized and largely compelling preventive procedure among educators in essential schooling is that study hall rules are haggled rather than forced. Teachers likewise often utilize receptive methodologies, for example, rebuffing troublesome students. At the same time, it is muddled whether these procedures successfully change student conduct. It will be brought in the absence of information about the viability of preventive systems or by an absence of faith in their adequacy (Marzano et al., 2003; Rydell & Henricsson, 2004; Peters, 2012, Shook, 2012). Nonetheless, instructors do not generally put stock in the viability of specific methodologies, notwithstanding plentiful exact proof that the methodology has been actualized effectively in numerous study halls (Smart & Brent, 2010).

Beginning teachers encouraged powerful homeroom management. Classroom management programs for instructive practice be just about as severe as conceivable in the principal seven day stretch of their temporary job and afterward gradually to turn out to be less dictator, while first setting up sure educator understudy connections has been demonstrated undeniably more compelling in controlling understudy conduct (Bohn, Roehrig, & Pressley, 2004).

Classroom management moves instructors make to establish a climate that supports and encourages both scholarly and social-passionate learning. This definition focuses on the educator's obligation and relates the

utilization of study hall the executives' techniques to different learning objectives for understudies (Evertson & Weinstein, 2016).

Lastly, classroom management strategies have a significant relationship between academic resilience. This implies that classroom management strategies influence academic resilience of the students. A few researches on resilience show a positive connection between flexibility and scholarly achievement. It was demonstrated that tough understudies score higher in their scholastics as contrasted and non-strong students. Walker and Cheney (2005) had comparable discoveries in their investigation on tough students. In another investigation on versatility planned by Sesma, Mannes, and Scales (2013), two gatherings of Latino understudies having comparable danger elements of neediness, family air and low SES were distinguished. Results demonstrated that students performed well in their examinations on account of their strong attributes. Hanson, Austin, and Lee (2004) distinguished the understudies having more elevated levels of strength, acquired higher scholastic scores when contrasted with non-strong understudies (Scales, 2016)

Alongside resilience defensive variables, there is a meaning of a specific set of intercessions. The parental figure assumes an indispensable part in the advancement of flexibility. In child intervention, the close family holds the importance of advancing caring connections in the early years. Later on, schools and study halls assume an essential part of youngster mediations. It hypothesized that some school-based projects and intercessions on resilience have adequately cultivated versatility by building explicit individual qualities like a passionate guideline, compassion, good faith, confidence, self-viability, and critical thinking abilities (Luthar and Cicchetti, 2000).

The investigation of resilience can be valuable in furnishing the researchers and strategy creators with fundamental data pertinent to the conditions under which perceived danger factors are not connected with negative results. In mix with research on weakness, such examination can advise and manage counteraction and mediation endeavors in populaces at serious danger of school disappointment (Masten, 2012).

Academic Resilience ought to be seen as something we cultivate through students' improvement by fortifying defensive cycles for students at crucial points in their lives. Scholastic strength is a setting explicit type of individual mental flexibility as anticipated explicitness to versatility research (Colp & Nordstokke, 2014).

As individual, mental flexibility manages limits concerning difficulties and misfortune. Scholastic versatility is worried about the ability to beat intense and ongoing difficulty, significant danger in an understudy's instructive turn of events. Numerous students perform ineffectively and keep on performing inadequately. Nonetheless, many students figure out how to pivot their scholarly mishaps and flourish to thrive regardless of difficulty. The majority of the examination in versatility has been expressive, relative, or correlational (Martin & Marsh, 2013).

There have been not many tests that contemplate testing how strength can be cultivated. Nonetheless, research on mediations facilitates acquiring significance as proof forms from fundamental examination and test information that strength cycles can be distinguished and changed. Intercession techniques are essential for testing the versatility hypothesis (Masten, 2012). Such exploration has set up that resilience can be taught, even to students who extensively do not have these abilities. Notwithstanding, everybody has a limit to learning flexibility. These self-defensive attributes can be improved and reinforced over the long haul (Bernard, 2004). Close to the family, educators are the best situated to give the steady conditions that advance strength in danger understudies through important pertinent freedoms for understudies (Henderson, 2003; Obradović, 2015)

Perseverance might be characterized as the responsibility and strength important to accomplish an ideal outcome even with difficulties or mishaps. Steadiness is characterized as completing what one has begun,

keeping on regardless of hindrances, putting everything in order, accomplishing conclusion, remaining focused, getting it off one's work area and out the entryway. Tirelessness is related intimately with coarseness, which is "the diligence and energy for long haul objectives. Perseverant people ordinarily feel fit for accomplishment and liable for the results of their endeavors over the long haul (Peterson & Seligman, 2004; Duckworth, Peterson, Matthews, & Kelly, 2007).

Perseverance is a core virtue and a basic quality for self-awareness and satisfaction. As King (2014) expresses, "Perseverance is fundamental for the belonging and exercise of a few other scholarly excellence, including fortitude". Educators who advance tirelessness among their students can encourage commitment and produce brilliant outcomes in the study hall. Farrington et al. (2012) affirm that "If study halls can uphold positive scholarly outlooks and help students construct successful learning methodologies, at that point homerooms could contribute essentially in expanding students constancy in finishing school tasks and thus to improving their scholastic presentation" (Pellegrino & Hilton, 2015)

Students who exhibit persistence in their homework show a more considerable authority of substance and get preferred evaluations over students who do not continue (Farrington et al., 2012; Morton, 2014). Across their examinations including Army exceptional powers workforce, agents, and secondary school students, Eskreis-Winkler, Shulman, Beal, and Duckworth (2014) inferred that perseverant or lumpy people are "less inclined to exit their particular life responsibilities" than the individuals who need constancy or coarseness. Having a feeling of local area or comradely can reinforce understudies' longing to drive forward. Strong fellowships have been demonstrated to outfit understudies with enduring mentalities and practices (Alexakos, Jones, & Rodriguez, 2017).

A relationship exists between an uplifting outlook and determination. People with high confidence and hopefulness drive longer than those who have low confidence and little good faith. Idealistic students will in general endure and thusly dominate in critical thinking situations. Williams (2014) found that understudies in arithmetic classes who show undeniable degrees of steadiness find "approaches to continue toward triumphs when circumstances are new and a reasonable pathway isn't clear". Research demonstrates that constancy despite misfortune is crucial for fruitful development and business venture in the work world. An investigation by Markman, Baron, and Balkin (2005) shows that exceptionally perseverant creators appreciate higher profit and, as a substitute, might be viewed as more refined than innovators who are less perseverant (Peterson & Seligman, 2004; Van Gelderen, 2012; Duckworth & Eskreis-Winkler, 2015).

CONCLUSION

Based on the study, it came out that the level of school connectedness is high which means that the students are manifesting a very good school connectedness. The level of academic resilience is very high which means that students are manifesting an excellent academic resilience. The level of teachers' classroom management strategies is very high which means it is always observed. While on the test of correlation, it showed that there is a significant relationship between school connectedness, academic resilience and classroom management strategies. Moreover, the result of the study also suggests that classroom management strategies significantly mediates the relationship between school connectedness and academic resilience of the students.

RECOMMENDATIONS

Based on the findings and proposed conclusions, the researcher proposes the recommendations for the teachers in the secondary school to continue to strengthen the level of school connectedness, academic resilience, and their classroom management strategies by developing culturally responsive classrooms to foster a collaborative environment. As they recognize and value each student's unique abilities and needs,

instructors are better able to appreciate the various cultures that kids bring to the classroom. Teachers can help students develop connections with one another that are based on cooperation and respect by understanding the various cultural backgrounds of the students and fostering inclusive learning environments. Thus, they will be more inclined to speak up, ask questions, and offer suggestions for improving the way things are done in the classroom.

Aside from that, teachers can create welcoming classrooms for all families in which they feel invited to become a part of their child's learning. Fostering good ties with students' families can help students succeed in the classroom in addition to the excellent relationships between teachers and students, which enhance kids' academic performance. Teachers should see involving families in the educational process, such as through teacher-parent conferences, as a continuous process in which they learn about and recognize the strengths and needs of the families they work with as well as their varied cultural backgrounds.

Additionally, students are more likely to connect with their schools and communities if they have a positive, trusting relationship with their teachers. An environment where kids feel comfortable and learning occurs can be supported by positive interactions and attitudes between teachers and students. When an adult encourages children to actively participate inside and outside of the classroom, pupils feel more a part of their school and community. In order to further provide services that improve classroom education, teachers can also arrange connections between the school and local resources.

Furthermore, it is also recommended to propose training-seminars for the teachers to enhance classroom management strategies specially in managing adviser's advisory class in time of pandemic.

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