



ORIGINAL PAPER

Managing difficult situations in the classroom: act or react?

Daniela Scorțan¹⁾

Abstract:

Teachers are increasingly faced with difficult classes. As a result, they complain about the chatter and wish they could teach in a quiet class. In short, they feel incapable of imposing a certain discipline. The teacher may be destabilized by students' difficult behavior, because it is not enough to strengthen the institutional framework, prohibitions or sanctions to see an improvement in the classroom climate. Incomprehension, irritation, even anger can arise from the part of the teacher with, over time, fatigue and weariness. Neither authoritarianism nor laxity allow the situation to change. When we are faced with a problematic situation, we naturally tend to react, that is to say, respond impulsively, make a judgment. React this way to the provocation is to let yourself be led by the student. If we choose to act without anxiety, without feeling judged, we create a productive exchange with the students. Even if the teacher must act quickly in the face of disruptions in his class, he must question the causes of the student's behavioral difficulties. An individual discussion with the disruptor student can shed light on the situation. Paying too much attention to inappropriate behaviors can result in strengthening them. Fair attention must be given to the positive behavior of the student. The compliments should be specific, informative, and objectively describe the positive behavior of the student without evaluating himself (avoid saying „you are good”), nor making comparisons between students (avoid saying „you are the best in the class”). The teacher must take care to avoid negative judgments between students. These remarks influence the construction of the identity of the student who can identify himself as being „weak” or „difficult”. Understanding the needs of the individual in the group allows teachers to anticipate or manage if necessary challenging situations. This involves developing the elements essential for an inclusive school and caring, which lead to the learning success of all students.

Keywords: *discipline, students, behavior, identity, classroom climate.*

¹⁾ Lecturer, Ph. D., University of Craiova, Department of Modern Languages, Romania, Phone: 0720.154.311, Email: danielascortan@yahoo.com

Introduction

The classroom is a physical and social environment characterized by a series of variables that influence its performance and which teachers must take into account. Faced with the vast and varied complexity of a changing and constantly evolving school, it is necessary to leverage some fundamental characteristics of teaching to increase levels of inclusion in the classroom and improve the learning conditions for all students. However, classroom management is not only linked to strategies tested in the classroom; it also involves the teacher's attitudes, values, and way of interpreting situations, especially critical ones. All of this falls within the crucial organizational skills needed for classroom management.

Classroom management according to the „ecological” model focuses on environmental conditions and their influence on student behavior. Teachers are committed daily to improving classroom structure, relationships and control, values, and problem-solving skills. According to Sullivan, Johnson, Owens & Conway (2014:46): „In the ecological model we use, the classroom is thought of as an ecosystem involving interactions between the physical environment, teacher characteristics, curriculum including pedagogy and resources, and a multitude of student variables in examining specific productive and unproductive behaviours and teacher responses.”

The classroom climate depends on the educational intentions of both teachers and students and is a daily commitment. It depends on the quality of communication between teachers and students and on the awareness of mutual coeducation. The classroom climate must be reiterated and renegotiated daily, explicitly or implicitly. When the climate is positive, it facilitates learning; when it is negative, it hinders it and creates conflict.

According to Bărbuceanu (2022:185): „Students who account to have warm interactions with their peers and teachers also have the inclination to show better academic self drive and engagement than students who lack this reciprocal affect. (Bărbuceanu, 2019). The first also tend to be more adaptive at problem solving - the ability to be cognizant of difficulties and to specify them in order to employ possible solutions. When students are in the vicinity of such high values of acquisition and academic expectations, they take up these orientations, because they experience a sense of a reality testing - the ability to constitute and measure the compatibility between what an experience means and what the existing verifiable are.”

In school, difficulties are addressed using pedagogical/educational methods. Students should be helped to learn the „appropriate” way to behave in the classroom, where the term „appropriate” refers to socially desirable behavior. The procedures that have proven most effective are those derived from social learning theory (Bandura, 1979), whose basic principles can be summarized as follows: most behaviors are learned, most behaviors can be modified by consequences. For consequences to affect behavior, they should be as immediate as possible. Positive reinforcement for appropriate behavior should be used more often than punishment for undesirable behavior. The fundamental goal of school action is naturally, in addition to promoting academic success, to modify behavior, a problem for some particularly „critical” students. The term „behavior modification” has a positive connotation. It means providing correct guidance, establishing appropriate limits, and, at the same time, encouraging and valuing the student. A behavior modification strategy will be more likely to be effective if the teacher adheres to these three basic rules: reward appropriate behavior frequently when it is infrequent and reward occasionally when appropriate behavior becomes more frequent, be careful

Managing difficult situations in the classroom: act or react?

not to accidentally reinforce undesirable behavior, use punishment for negative behavior, but use it sparingly.

Positive classroom climate – Caring teacher

Research has been conducted along various lines determining the personal characteristics of the teacher (age, gender, intelligence, motivation, attitudes, etc.); identifying contextual characteristics (school facilities, socioeconomic context, number of students per class, timetable, local resources); considering learning outcomes in students; analyzing classroom behaviors of teachers and students. Effective teachers continually seek to improve their methods, constantly reviewing their strategies, sometimes revolutionizing the structure of their lessons. They use strategic thinking: knowing how to frame difficult situations as problems, not as dramas or tragedies. They solve problems: perceiving the problem, identifying it, accepting the challenge, taking into account constraints and resources, designing an action plan, making decisions, evaluating results, and seeking alternative plans if the plan developed proves negative. For new, unfamiliar, and particularly complex problems, the desire to have new experiences, cognitive flexibility, and a propensity for change are the main factors in the professional success of an effective teacher.

According to Chirișescu and Păunescu (2024:236): „ Teachers must be agile and spontaneous because interaction with students requires *hic et nunc* action. But what could be the tool in the immediate vicinity of the teacher, which would respond to these increasing pressures? The answers are multiple, but the focus is on teaching approaches and methods. The teacher must have a multitude of methods, processes and techniques to use carefully, while adapting them to the specifics of each class and varying them when he feels it is necessary, because that variety, together with progress and challenge represents one of the basic conditions of effective teaching.”

We can mention, for example, effective teacher behaviors for managing the classroom with less tension (Wiley, 2000): being present (the degree of attention with which the teacher is able to follow the class and group dynamics, always knowing what is happening), being clear and easy to follow (organizing class activities, planning and preparing a well-structured lesson, using appropriate language), managing multiple tasks simultaneously (the ability to tackle several tasks at the same time), resolving problems (knowing how to react appropriately in critical moments and ensuring that group dynamics do not encounter obstacles), taking the initiative (trying to solve problems face-to-face, in a low voice, going near the disruptive student, talking to him before or after class), giving non-verbal signals, taking time instead of making hasty decisions.

Knowing how to manage conflicts and crisis situations, includes taking the students' perspective, seeking partial agreement. Flexibility is the ability to change and reorganize one's work when it is not effective enough. Shift from a reactive to a preventative attitude means anticipating what may happen and being prepared. Teachers should reflect on their strategies and reactions and be able to change, be spontaneous in their behavior, and use humor. In the event of non-compliance with the rules, teachers should ensure that any sanction and their reaction are appropriate and reasonable given the problematic behavior. It is important not to escalate the conflict and talk to the students at the end of the lesson and agree on what to do in the next lesson.

Teachers can learn „the trade” by adopting probably more effective behaviors in a wide range of situations, including those related to managing difficult classes, and avoiding the most probable mistakes. According to Lăpădat and Lăpădat (2025:268):

„Foreign language teachers are now expected to fulfil roles far beyond language transmission. They are cultural mediators, digital facilitators, inclusive educators, and curriculum designers. This multifaceted expectation calls for a wide array of professional competences - linguistic mastery, intercultural competence, pedagogical agility, and digital fluency among them.”

The ability to face adversity, to engage with active involvement, to effectively manage initiatives, to accept challenges, to be resilient, is not unchangeable, but evolves over time and can be strengthened or weakened based on particular life and learning contexts. (Smith-Osborne, Whitehill Bolton, 2013).

The classroom, a place of social interdependence

Social interdependence (Johnson and Johnson, 2005) is a mode of relationship established between people with a view to achieving a goal. Positive interdependence develops when an individual understands that he must coordinate his efforts with those of others to complete a task and that he is so dependent on others that he cannot succeed unless they also succeed. Social relationships are important because they provide operational and emotional support.

According to Lewin (1947: 34): „Perhaps one might expect single individuals to be more pliable than groups of like-minded individuals. However, experience in leadership training, in changing of food habits, work production, criminality, alcoholism, prejudices, all seem to indicate that it is usually easier to change individuals formed into a group than to change any one of them separately. As long as group values are unchanged the individual will resist changes more strongly the farther he is to depart from group standards. If the group standard itself is changed, the resistance which is due to the relation between individual and group standard is eliminated.”

The group is something more, or rather, something different, than the sum of its members: it has its own structure, specific goals, and particular relationships with other groups. What constitutes its essence is the interdependence among its members. The group, therefore, is a dynamic totality: a change in the state of one part affects the state of all the others.

Negative social interdependence is characterized by excessive competition and social relationships that can be sources of stress. Absent social interdependence characterizes those situations that favor autonomy and individualism. One's success is independent of the work of others. Social relationships are completely unimportant in completing the task and achieving success.

The psychological theory (Ryan and Deci, 2000) emphasizes how social environments, such as family and school, can encourage self-determination by satisfying three fundamental psychological needs: need for relationship (feeling connected to others, caring, and being recognized and accepted); need for competence (need to experience and express one's abilities; need to perceive oneself as effective); need for autonomy (perceiving oneself as the origin and source of one's behavior, being driven by one's interests and values). Social contexts, such as school, that foster the satisfaction of these three needs promote a person's well-being and functioning. (Maslow, 1943).

According to Goldstein and Freedman (2003:452): „Teachers must establish trusting, caring relationships with learners for those learners to be willing to take the risks required to enter into the ZPD (the zone of proximal development). In other words, interpersonal connection must occur so that learning and growth can occur (Goldstein, 1999). If we lose sight of our relationships with our students, their learning will suffer.”

Managing difficult situations in the classroom: act or react?

This involves the teacher's positive involvement in the exercise of his or her profession, having expectations of success for all students, possessing the ability to listen and provide appropriate feedback, and believing in the valorization of the individuality of the student, both as a co-protagonist of learning and as a whole person.

Improve classroom structure, relationships and control

The very heterogeneity of classes or the different types of teaching activities may require the use of multiple communication styles. Some students may be fascinated and feel reassured by a teacher who displays a dominant communication style, characterized by competitiveness and self-confidence, while others, more needy for autonomy and intolerant of authority, may demonstrate oppositional behavior.

According to Norton (1983) there are different styles: dominant style (when I speak, I tend to raise my voice), dramatic style (I often use exaggerated expressions to emphasize an aspect of the speech), argumentative style (once engaged in a discussion, I struggle to stop), animated style (when I communicate, my face is very expressive), relaxed style (generally, even under pressure, I speak in a relaxed manner).

Emotions play an important role in guiding behavior and constructing individuals' identities. Emotions also influence learning processes and performance. Empathy, the ability to recognize and interpret the emotional reactions and feelings of others, are skills that should be developed in individuals because they regulate communication and relationships. In classroom management and lesson organization, attention to the child's emotional and affective dimension is crucial. Goleman (1999)'s studies on emotional intelligence focused on this particular type of intelligence that complements logical abilities.

According to Shewark, Zinsser and Denham (2018): teachers are tasked with fostering and maintaining positive classroom climates while also meeting the health, safety, academic, and social-emotional needs of their students. A teacher who knows how to „take care” of his or her students integrates teaching aspects with emotional and relational factors.

A crucial factor for resilience is having good, realistically grounded and consistent self-esteem over time. To manage one's self-esteem, and consequently one's resilience, at least partially, one must become aware of it and convince oneself that it can be modifiable. Self-esteem (Hagen, Havnen, Hjemdal, Kennair, Ryum and Solem, 2020) depends on internal factors (temperament, character, personality, willingness to change, problem-solving strategies) and external factors, which for a teacher may include: collaboration with colleagues, the principal, parents, an overall supportive environment such as a welcoming climate, and the opportunity to learn.

Difficult students (with poor performance, unmotivated, aggressive, various forms of distress) in a welcoming classroom

The classroom is a place of tension for both teachers and students. (Lera, Jensen and Jøsang, 2009). Teachers must deal with four different behaviors that influence the group climate (Sørli and Ogden, 2015). Group behavior, which influences the teaching and learning processes. It includes distraction, chattering, disruptive behaviors towards classmates and teachers, etc. (30-60% of students behave this way sometimes or regularly). Social isolation, which includes loneliness, underestimation, depression, and lack of relationships (affects 10-30% of students). Destructive behaviors that spark conflict and manifest themselves through aggression, opposition, violations of classroom

rules and norms of behavior (12-30%). Transgressions and behaviors bordering on deviance are the most serious cases of bullying, theft, violence, truancy, etc. (1-2%).

Children with aggressive behavior have a strong social interest but don't know how to express it (desire for leadership, inability to negotiate, imposing their own thoughts, risk of exclusion from the group and therefore frustration). They have a strong need for self-affirmation (a place in class, a friend). They have a strong need to be seen (controlling the group, imitating adults, challenging adults, jealousy of a sibling, and rejection of peers).

With these students (specific educational needs), it is necessary to adapt the teaching and content of the various subjects. They can become more reasonable and responsible when they feel part of a group that cares about them, values their presence, and boosts their self-esteem. (Norwich and Lewis, 2001).

Among student problem behaviors we can mention: emotional instability, sudden temper tantrums, systematic failure to respect rules, use of bullying and threats, denial of aggressive behavior, challenging attitudes toward the teacher. It is a good idea for the teacher to: be available in relationships with the student but be firm about aggressive behavior, help manage their emotions, help manage conflicts and work on social skills, present different behavior models that allow them to break down stereotypical behavior, agree, when possible, with the family, on some goals to work on in agreement between the school and the family.

The teacher should avoid: getting angry, yelling, constantly threatening, constantly countering an oppositional attitude with the same oppositional style. (Lulla, Mascarenhas, How and Yeleswarapu, 2019).

Hanley, Iwata and McCord (2003) emphasize what are the students' motivations: attention (the behavior aims to draw attention to itself), tangible reward (the undesirable behavior aims to obtain a concrete gratification, a desired object), escape (the dysfunctional behavior allows one to escape and avoid an unpleasant activity), sensory stimulation (the behavior satisfies sensory needs, e.g., increased movement during boring activities).

If a student helps a classmate in need and is praised for this behavior, it is more likely that the student will behave in the same way in the future, under similar circumstances. According to Del Vecchio, Crosland and Fuller (2024) there are several reinforcers: social (receiving attention, encouragement, compliments), dynamic (access to rewarding activities as a consequence of appropriate behavior), symbolic (reward stamps, tokens, smileys that, once accumulated, are exchanged for tangible rewards or give the right to some dynamic reinforcer). Self-reinforcers are those that a person gives himself, such as self-praise, self-approval, a sense of satisfaction and personal success. If the goal is to weaken or eliminate undesirable behaviors and ensure that students learn to replace them with appropriate ones, then we must address the consequences of the behavior by rewarding those behaviors that are conducive to learning and constructive participation in classroom life.

Problematic behaviors that a student displays with the specific intent of drawing the teacher's or classmates' attention (e.g., acting like a „clown”, interrupting, making inappropriate comments) can be addressed simply through strategic ignore, that is, by acting as if nothing had happened. Obviously, in this case, other students should also cooperate by refraining from reacting to their classmate's behavior. When strategic ignore is implemented, a worsening of the problematic behavior is to be expected, at least for a few days, as the student will test the teacher and classmates to try to get the attention he

Managing difficult situations in the classroom: act or react?

or she was accustomed to. If consistent practice is maintained, after a couple of weeks, you should see a substantial decrease in the ignored behavior.

This procedure involves giving the student symbolic reinforcements (reward stickers) following the occurrence of desirable behaviors. The reward stickers can be glued to a special card given to the student, and at the end of a certain period of time, such as a week, the stickers earned will entitle the student to a specific reward, which usually consists of a pleasant activity. For this procedure to achieve the desired results, it is essential to adhere to the following criteria: include no more than three types of behavior to be targeted and clearly specify to the student what is expected of him or her; work with the student to compile a „menu” of rewards, assigning them a point value (for example, spending half an hour watching a video = 10 stickers).

Rewarding is neither too difficult, nor too easy with highly impulsive and hyperactive students, the method only works if the earned stamps can be exchanged and converted into rewards within a short period of time. No hyperactive student will strive to achieve something that is far away. So at the end of the morning, the student will count the stamps and, based on how much they have earned, will receive a voucher indicating the reward they have won.

A more sophisticated and detailed way to apply the token economy procedure involves giving the student a certain number of reward points, stamps, or tokens every morning at the start of class. The intervention involves administering a penalty (the loss of points or stamps) when certain previously specified undesirable behaviors occur: shouting, disturbing others, insulting a classmate. At the end of the morning, the remaining points or stamps will be counted and the student will be given a bonus based on the remaining points. Before applying the procedure, a menu of rewards will be developed with the student, which he or she will receive based on the points he or she manages to keep.

Time-out has proven to be an effective procedure for reducing the frequency of inappropriate behavior. It involves the suspension of any reinforcing agent and requires an agreement with the student. There are several variations: activity time-out (the student is prevented from continuing an activity they enjoy, but is allowed to observe it). For example, if they misbehave during a game, they are asked to leave and can watch the others continue; time-out from all stimuli: the student is placed alone, not in a particularly pleasant or frightening place. The time-out can generally last five to ten minutes. Activity time-out and all stimuli time-out are preferable to isolation time-out (removing the student from the classroom for an unspecified period of time). It's essential to counterbalance time-out with subsequent positive attention to the student, whether through conversation, praise, or increased interaction. The best results are achieved when both positive encouragement and time-out are used.

Behaviors for which time-out is appropriate: hyperactive behaviors related to aggressive or destructive acts. Behaviors for which time-out is contraindicated and should not be used: not doing homework, failing at something, keeping notebooks in disarray, being distracted, daydreaming, isolation, wanting to be alone, irritability, bad mood, touchiness, hyperactive behaviors (use time-out only for aggressive or destructive acts), shy behaviors due to fear, being dependent, shy, or passive.

According to Ray, Phillips and Weir (1993), teachers should ask frequent questions, highlight critical parts of the information given (e.g., „This is something you need to pay attention to...”), present information through different sensory modalities (e.g., visual, auditory, written, drawing), provide frequent reinforcement, use novel

stimuli frequently, check whether the student knows what to do, teach the student how to organize and plan the activity, explain how to self-monitor, teach the subgoals, reinforce achieved subgoals, provide recurring reminders (visual and verbal).

According to Stoian (2024:213): „Therefore, students/ learners feel the need to be independent, to try to learn on their own. This new tendency should take into account that foreign languages need special filters for the abundance of online information. To learn, for example, English grammar is a process that requires a teacher who is able to find the right sources and to guide the learner in a correct direction.”

Conclusions

Teachers can manage difficult situations in the classroom following several rules for effective discipline: set a few clear and unambiguous rules of behavior, set only necessary rules, give orders and don't ask rhetorically, state orders only once, set a time limit on the rules, avoid punishing the student for everything, ignore mildly disruptive behavior, reward the student when he or she displays positive behavior, anticipate consequences in a calm emotional tone, encourage the repetition and generalization of the system of rules.

References:

- Anderson, M. (2019). *What We Say and How We Say It Matter: Teacher Talk that Improves Student Learning and Behavior*, ASCD.
- Austin, V., Sciarra, D. (2016). *Difficult Students and Disruptive Behavior in the Classroom: Teacher Responses that Work*, W.W. Norton & Company.
- Bandura, A. (1979). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bărbuceanu, C.D. (2022). Improving Academic Outcomes and Behaviours through SEL (Social and Emotional Learning). *Revista de Științe Politice. Revue des Sciences Politiques*, no. 75, pp. 181 – 188.
- Casas, J., Kelly, J. (2021). *Handle with Care: Managing Difficult Situations in Schools with Dignity and Respect*, ConnectEDD.
- Chirițescu, I. M., Păunescu, F. A. (2024). Didactic Game in the Teaching Process. *Revista de Științe Politice. Revue des Sciences Politiques*, no. 81, pp. 235 – 245.
- Del Vecchio, M. L., Crosland, K., Fuller, A. (2024). The Effects of Self Monitoring With I-Connect to Increase On Task Behavior of Students With or at Risk for Emotional and Behavioral Disorders. *Journal of Positive Behavior Interventions*, 27(1), pp. 12-25.
- Echevarria, J., Frey, N., Fisher, D. (2016). *How to Reach the Hard to Teach: Excellent Instruction for Those Who Need it Most*, ASCD.
- Ervin, S. (2022). *The Classroom Behavior Manual: How to Build Relationships with Students, Share Control, and Teach Positive Behaviors*, ASCD.
- Glavac, M., Waxler, A. (2019). *Become an Effective Teacher in Minutes: Best Teaching Practices You Can Use Now*, NIMA.
- Goldstein, L. S., Freedman, D. (2003). Challenges Enacting Caring Teacher Education. *Journal of Teacher Education*, 54(5), pp. 441-454.
- Goleman, D. (1999). *Working with Emotional Intelligence*, Bloomsbury Publishing.
- Hagen, R., Havnen, A., Hjemdal, O., Kennair, L. E., Ryum, T., Solem, S. (2020). Protective and Vulnerability Factors in Self-Esteem: The Role of Metacognitions, Brooding, and Resilience. *Frontiers in Psychology*, vol. 11, article 1447.

Managing difficult situations in the classroom: act or react?

- Hanley G.P., Iwata B.A., McCord B.E.(2003). Functional analysis of problem behavior: a review. *Journal of Applied Behavior Analysis*, vol. 36(2), pp. 147-85.
- Johnson, D.W, Johnson, R.T. (2005). New Developments in Social Interdependence Theory, *Genetic, Social, and General Psychology Monographs*, vol. 131(4), pp. 285-358.
- Lăpădat, L.C., Lăpădat, M.-M. (2025). A SWOT Analysis of Specific Competences in Foreign Language Teaching. *Revista de Științe Politice. Revue des Sciences Politiques*, no. 87, pp. 267-278.
- Lera, M.-J., Jensen, K., & Jøsang, F. (2009). Golden area: Classroom Management. In M.-J. Lera (Ed.), *Golden5: a psychoeducational intervention*. Seville: Seville University.
- Lewin, K. (1947). Frontiers in Group Dynamics: Concept, Method and Reality in Social Science; *Social Equilibria and Social Change, Human Relations*, 1, pp. 5-41.
- Lulla D., Mascarenhas S.S., How C.H., Yeleswarapu S.P. (2019). An approach to problem behaviours in children. *Singapore Medical Journal.*, vol. 60(4), pp. 168-172.
- Maslow, A. H. (1943). Hierarchy of Needs: A Theory of Human Motivation, *Psychological Review*, vol. 50, pp. 370-396.
- Norton R. (1983). *Communicator style: Theory, application, and measures*. Beverly Hills: Sage.
- Norwich, B., & Lewis, A. (2001). Mapping a Pedagogy for Special Educational Needs. *British Educational Research Journal*, vol. 27(3), pp. 313-329.
- Novick, B. (2018). *Beyond the Behavior Contract: A Practical Approach to Dealing with Challenging Student Behaviors*, Rowman & Littlefield Publishers.
- Plevin, R. (2019). *Take Control of the Noisy Class: Chaos to Calm in 15 Seconds (Super-effective classroom management strategies for teachers in today's toughest classrooms)*, Life Raft Media Ltd; Illustrated Edition.
- Ray, C., Phillips, L., Weir, W.R. (1993). Quality of attention in chronic fatigue syndrome: Subjective reports of everyday attention and cognitive difficulty, and performance on tasks of focused attention. *British Journal of Clinical Psychology*, vol. 32, pp. 357–364.
- Ryan, R.M., Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being, *American Psychologist*, vol. 55 (1), pp. 68-78.
- Shewark, E. A., Zinsser, K. M., & Denham, S. (2018). Teachers' perspectives on the consequences of managing classroom climate. *Child and Youth Care Forum*, vol. 47(6), pp. 787–802.
- Smith-Osborne, A., Whitehill Bolton, K. (2013). Assessing Resilience: A Review of Measures across the Life Course. *Journal of Evidence-Based Social Work*, vol. 10(2), pp. 111–126.
- Sørli, M.-A., Ogden, T. (2015). School-Wide Positive Behavior Support–Norway: Impacts on Problem Behavior and Classroom Climate, *International Journal of School & Educational Psychology*, vol. 3(3), pp. 202-217.
- Stoian, A.M. (2024). The role and purpose of English prepositions. *Revista de Științe Politice. Revue des Sciences Politiques*, no. 84, pp. 210 – 215.
- Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish Them or Engage Them? Teachers' Views of Unproductive Student Behaviours in the Classroom. *Australian Journal of Teacher Education*, vol. 39(6), pp. 43-56.
- Whitaker, T. (2020). *What Great Teachers Do Differently*, Routledge.

Wiley, C. (2000). A synthesis of research on the causes, effects, and reduction strategies of teacher stress. *Journal of Instructional Psychology*, vol. 71, pp. 547–593.

Article Info

Received: November 02 2025

Accepted: November 17 2025

How to cite this article:

Scorțan, D. (2025). *Managing difficult situations in the classroom: act or react?*. *Revista de Științe Politice. Revue des Sciences Politiques*, no. 88, pp. 111-120.