

# **Relational Strategies and Leadership Styles in School Behavior Management: A Mixed-Methods Analysis of Contemporary Teaching Practices**

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## **Abstract**

This article explores the strategies employed by teachers in managing student behavior, with a particular focus on relational approaches and leadership styles enacted in the classroom. The study adopts a mixed-methods design, combining quantitative data gathered through a structured questionnaire administered to a sample of 60 Romanian pre-university teachers with qualitative insights derived from open-ended responses. The primary objective was to investigate whether variables such as teaching experience influence teachers' preference for specific behavior management strategies and how these strategies shape the perceived educational climate. Descriptive findings revealed a high frequency of minor disruptive behaviors (e.g., speaking out of turn, lack of concentration), which were predominantly managed through relational techniques such as active listening, empathy, and positive reinforcement. Inferential analyses (Pearson correlations and independent samples t-tests) did not indicate significant associations between teaching experience and the use of relational or coercive strategies. The findings point to a general tendency toward student-centered pedagogical practices, regardless of teachers' experience level. The study highlights the importance of continuous professional development in classroom behavior management and recommends further research into the dynamics of the teacher-student relationship and educational leadership styles.

**Keywords:** classroom management; educational leadership styles; educational psychology; relational strategies; student behavior