



Journal Homepage: -[www.journalijar.com](http://www.journalijar.com)  
**INTERNATIONAL JOURNAL OF  
 ADVANCED RESEARCH (IJAR)**

Article DOI: 10.21474/IJAR01/7491  
 DOI URL: <http://dx.doi.org/10.21474/IJAR01/7491>



### RESEARCH ARTICLE

## POSITIVE AND NEGATIVE CLASSROOM MANAGEMENT TECHNIQUES AND TEACHING EFFECTIVENESS IN UNIVERSITIES FROM TEACHERS' POINT OF VIEW.

**Ibrahim Safari**

PhD candidate in TEFL, Dept. of English, Islamic Azad University, Ardabil, Iran.

#### Manuscript Info

##### Manuscript History

Received: 02 June 2018  
 Final Accepted: 04 July 2018  
 Published: August 2018

##### Keywords:-

Positive classroom management,  
 Negative classroom management,  
 teaching effectiveness.

#### Abstract

This research provided reasonable and constructive information for university teachers to become more knowledgeable, effective, and skilled in their jobs. The purpose of this research was to survey positive and negative classroom management techniques and effective teaching in universities from teacher's point of view. Furthermore, this research is administered to describe how Classroom management techniques are intended to offer teachers with more opportunities to organize students, materials, time, space. Because of being quantitative research, a set of questionnaires from Mohd Taib et al. (2015) were used. The selection and collection of sample group was one of non-probabilistic convenience, chosen for the availability of cases and of time. The number of subjects in this research were 74 teachers; computer software (24 teacher), information technology (24 teacher), and information and communication technology (26 teacher) teachers from Tehran universities. All of the participants were men in the average age between 26 to 57 years old. All of the teachers were selected in agreement with their field of teaching. Without any problems, Subjects welcomed to fill out questionnaires. After collecting filled questionnaires from them, the researcher were analyzed the completed questionnaires by using SPSS 23.0. According to the findings, it is revealed that most of the teachers responded strongly disagree with the negative classroom management techniques and strongly agree with the positive classroom management techniques. The research project informed that teachers who applied positive classroom management skills were more likely to request cooperation from their students and encounter less interactional problems. Therefore, the most number of teachers indicated that effective teaching and positive classroom management techniques are essential and crucial skills for teachers.

Copy Right, IJAR, 2018,. All rights reserved.

#### Introduction:-

Students come to the universities with various capabilities, interests, and different degree of backgrounds. Meeting their needs and engaging them in significant learning requires specific skills. One of the first teaching tasks is to develop a comfortable and safe learning environment so that students can engage in essential activities that help their learning. An effective learning environment exists because teachers have clear ideas of the type of classroom they want and of positive student behaviours that support learning. Effective teachers develop a knowledge

**Corresponding Author:- Ibrahim Safari**

Address:- PhD candidate in TEFL, Dept. of English, Islamic Azad University, Ardabil, Iran.

and understanding of the community in which they work. In order to be effective, experienced teachers go out of their way to understand the climate, culture, and community of students. Effective teachers display a high degree of interest that reflects their professional competence and confidence. Teachers can begin to establish a positive learning environment by showing their feeling, reinforcing student participation during class and being active among the students.

When the classroom begins, effective teachers try very hard to make this quality learning environment. The teacher's task has evolved from being a mere courier of knowledge into a classroom manager with the instructive techniques. Classroom management is about all the strategies and materials teachers use inside the classroom in order to create a suitable atmosphere that help students develop their learning skills and to reduce students' misbehavior. It is very important that teachers apparently know what they want students to learn and be able to do. Effective teachers work to help students connect key concepts and ideas learned in universities and monitor their relevance in the students' personalities. Classroom management has a critical role in learning and teaching processes, but this important topic is affected by different elements which could be supportive in administering a well managed classroom environment. Enthusiasm is also one of the most important and essential factors for effective teaching. When a teacher hates to teach, the students will hate to learn, because students' progress or regress is related to their teachers' management and behavior.

Apparently, in academic context, it is very important case that teachers can manage the classroom's atmosphere, and one effect of traditional instruction is to make it easier to control classroom and students. Efficient teachers concerned with how to manage their classrooms effectively to be able to have increased student participation. The demand for effective classroom management was important to focus on behavior challenges and communication. All of these skills must have some variable within the management of the university classrooms, without any one of these skills the teacher could not control of such a large number of students. The main goal of this research project was to survey positive and negative classroom management techniques in Tehran universities for student cooperation. Additionally, it was carried out to determine how to apply classroom management skills with the focus on communication, behavioral problems, and so on. It was one of the important factors to describe how to keep our university students involved in communication with teachers. It was crucial for student's educational development and for their teachers to have control of the classrooms. Two research questions in this research were:

1. How teacher's classroom management skills and teaching effectiveness can enhance student cooperation in the classroom?
2. How to implement classroom management strategies with the emphasis on behavioral and communicational problems?

Teachers wish to be capable to deal with a diversity of problems in their classrooms. They need to answer difficult questions and solve contention between students, revise lesson plans. A practiced teacher knows what resources to use to solve these kinds of questions immediately. This research had been more on classroom management techniques and aided students to improve their communicational skills and avoid stressful atmosphere.

#### **Review of Literature:-**

Teaching effectively refers to the degree to which universities are successful in administering their educational purposes. The findings of innumerable researches have reported that teachers play a key role in forming effective education (Hattie, 2009). Classroom management is a topic in which innumerable researches have been written. The purpose of this literature review was to find research evidence in the field of positive and negative classroom management techniques in universities. The most crucial concerns related to classroom management in universities are students' motivation, social and emotional problems, and so on. So, effective teaching techniques are closely related to classroom management and interaction. Effective teachers are able to establish appropriate student behavior in the classrooms in order to maximize the time that they and their students spend on learning." (Wiseman and Hunt, 2008).

It is possible the most difficult aspect of teaching for many inexperienced teachers is managing students' behavior. Effective classroom management involves clear communication of academic and behavioral expectations. In developed countries, University education is considered as a key factor in the progress and development and it aims to prepare technical, scientific, managerial and administrative organizations in modern societies which is the top of the educational system, (Saber, 1982). Classroom management techniques are useful ways to increase a positive classroom environment. These techniques encourage effective interaction between the students and the teacher, and

prepare a good chance for the teacher to advise students of individual differences and to involve special students in all classroom tasks.

As stated by Gairín (1996), management is a systematic work which corresponds to the function of taking action, the area of administering classroom organization. It is the procedure for organizing and directing a class. Furthermore, organization is associated to administration of the curriculum, to the improvement of the teaching-learning process. A well-managed classroom can offer an impressive and dynamic learning atmosphere for everybody involved. Regrettably, student behavior can sometimes interfere with this procedure. The discipline of classroom plays a major role in now days' educational system. Some of the teachers feel overwhelmed and "powerless" in dealing with behavioral challenges in their classrooms.

Canter (1997) stated that, it is so important to find a behavior management approach to fit the needs of the teacher and the students. This research examines four areas that may help teachers in increasing a positive learning environment for all students. Mentioned areas include: ways for managing student behavior, behavior theorists influenced classroom management, steps for planning a rule management plan, and criteria for creating well-designed rules. Teachers should have the ability to control student behavior, using effective classroom management strategies. Effective classroom management and positive classroom environment construction are fundamental goals for all teachers. All of the teachers' behaviors have indications for classroom management, including creating the setting, speaking to children and managing their responses, developing rules, and communicating those rules to the students. These factors are all aspects of classroom management.

One of the most important and highlighted factors in the field of teaching is Classroom management as a major variable that affects students' academic performance (Marzano, 2008). The major reason for this assertion is that, effective classroom management sets the stage for learning and teaching. As a necessity for effective teaching and learning, it captures students' attention (Marzano, 2008). As reported by Umoren (2010), classroom management is a broader concept which includes all the things teachers must administer in the classroom setting to improve students' academic involvement in classroom activities to establish constructive learning environment.

Classroom management is the first efficient activity which is developed at the beginning of teaching process, and when a teacher first begins to teach, it offers meaningful assistances to manage the classroom atmosphere (Zabalza and Marcelo, 1993). Every teacher should listen, question, be responsive and remember that each student and class is different. More effective teachers generally provide students with highly definitive explanations and directions concerning the material. additionally, "well managed classrooms provide an environment in which teaching and learning can flourish, in the other hand, Effective teaching and learning cannot take place in a poorly managed classroom" (Marzano and Pickering 2003).

Gimeno Sacristán (1988) stated that, most immediate challenge of teacher is managing his/her student's life by implementing the curriculum in real time and space. However, it is important to integrate behaviour management into existing pre-service and in-service teacher training. Therefore, the management of behaviour should be considered as essential to teachers' overall capacity to effectively teach and manage their classroom, enhanced through the use of instructionally stable techniques. In addition, teachers need to understand clearly the diversity of their learners' academic and the non-academic factors. Teachers are responsible for meaningful learning and guiding the entire development and of every student in their classroom. As reported by Zahidi and Akbar (2013), some of the negative perceptions of the students were class meeting times, classroom management and lack of team cohesion. Additionally, they used the knowledge and behavior of teacher to describe why teacher effectiveness was important to the educational benefit of students.

Leblanc (1998) stated that an effective teacher works the classroom and every student in it. Teachers recognize that they are conductors and the classroom is their orchestra. All of the students play diverse instruments at different proficiencies. And the teacher should develop skills and make these instruments come to life as a coherent whole to make music. Merrett and Wheldell (1990) reported in their book *Positive Teaching in the Primary School* some critical factors that help effective classroom behavior management. Positive teaching gives tips to have a comfortable atmosphere in the classroom. As reported by Obi (2000), organizing a classroom setting and applying good communication skills are necessary requirements of effective teaching. Both of the student and teacher should relate and respond well to the class work. It is attendance that will ensure the organization of classroom task. The research suggests that classroom management strategies can have an effect on cognitive skills and attitudes and

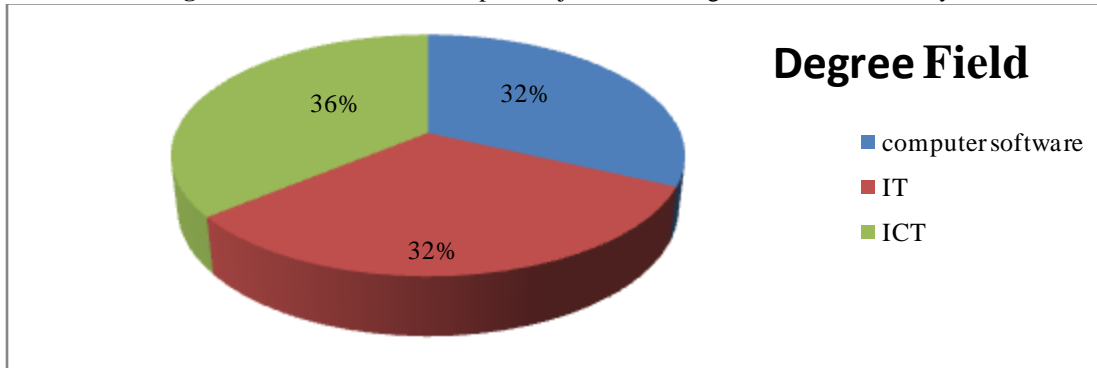
academic behavior of students and teachers. Students should be able to carry out their maximum potential, which allows students to develop appropriate behavior patterns.

## Methodology:-

### 3.1. participants

The sample selection and collection was one of non-probabilistic convenience, chosen for the availability of cases and of time. The number of subjects in this research were 74 teachers; computer software (24 teacher), information technology (24 teacher), and information and communication technology (26 teacher) education teachers from Tehran universities. All of the participants were men in the average age between 26 to 57 years old.

**Figure 1:-**Distribution of sample subjects according to their field of study.



Classroom management skills are necessary requirements for teaching procedure which all of the university teachers should consider these skills in their communication and relationship with students. Almost all of the teachers were impressed with the subject of classroom management skills in their own classrooms. All of the participants were selected in agreement with their field of teaching. Without any problems, Subjects welcomed to fill out questionnaires. Subjects were selected by their field of teaching; computer software, information technology, and information and communication technology.

Using a questionnaire, has some kind of advantages and some kind of disadvantages. One of the advantages of the questionnaire was easy and efficient administration. Each of the questions had four response options and for the participants, it was effortless to read the question and circle an answer. Another advantage was the simple and easy data collection process and data analysis. One of the main disadvantages of the questionnaire was small sample size and few numbers of questions. If the researcher had more time to add new and additional questions, survey would have allowed researcher to use more comprehensive questionnaire and report more teaching factors. A wide range of disciplines and larger sample size may have beneficial consequences to the present study. Because of being objective questionnaire, another disadvantage of applying this questionnaire was the lack of teacher's personal ideas and comments that administrating a qualitative instrument like an interview could be more beneficial.

### 3.2. Procedure

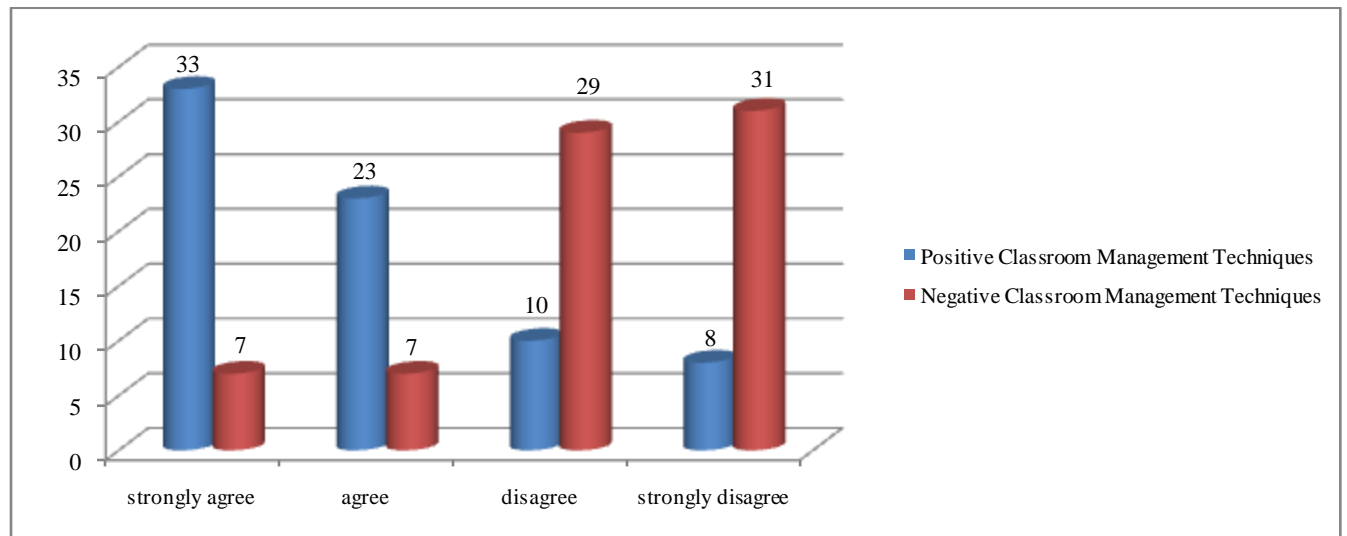
At first, prepared questionnaires, *Statistic of Positive and Negative Classroom Management Techniques* which were used by Mohd Taib et al. (2015) for evaluating teacher's positive and negative classroom management skills and effective teaching were distributed among university teachers. First six numbers of the ten questions were related to positive classroom management techniques and four of the ten questions related to negative classroom management techniques. The questionnaire answers were added up in each grouping from strongly agree to strongly disagree. After collecting filled questionnaires from teachers, the researcher were analyzed the completed questionnaires by using SPSS 23.0 as shown in Table 1. The researcher tried to survey how effective classroom management skills of computer sciences teachers improved students' cooperation.

## Results and Discussions:-

**Table 1:-** Positive and Negative Classroom Management Techniques

Item	Response			
	Strongly Agree	Agree	Disagree	Strongly Disagree
	1	2	3	4
	N (%)	N (%)	N (%)	N (%)
I am always in control of my students during class.	29 (40)	21 (29)	10(14)	14 (17)
I expect all of my students to participate in all activities.	50 (68)	18 (24)	4 (5)	2 (3)
I have a large number of students actively participating during class.	43 (58)	9 (12)	14(19)	8(11)
I reward my students for their participation.	29 (39)	39 (53)	4 (5)	2 (3)
I reward good behavior in my class.	27 (36)	29 (39)	10(14)	8(11)
I model and set appropriate examples for my students.	22 (30)	22 (30)	20 (26)	10(14)
Total Positive Classroom Management Scores	33 (44.6)	23 (31.1)	10 (13.5)	8 (10.8)
I often feel frustrated at the end of my work day.	8 (10)	9(12)	17 (24)	40 (54)
I use a punitive system in my classroom management.	2 (3)	4 (5)	47 (63)	21 (29)
I often need to raise my voice in order to get my students to participate.	9 (12)	10 (14)	29(39)	26 (35)
I ignore bad behavior in my class.	8(11)	4 (5)	26(35)	36 (49)
Total Negative Classroom Management Scores	7 (9.5)	7 (9.5)	29(39.2)	31 (41.9)

After having a look on the findings of the completed questionnaires, it is significant that most of the teachers responded that they strongly disagree with the negative classroom management techniques and strongly agree with the positive classroom management techniques. The research project informed that teachers who applied positive classroom management skills were more likely to request cooperation from their students and encounter less interactional problems.



**Figure 2:-** Positive and Negative Classroom Management Techniques

This research is conducted among computer software, information technology, and information and communication technology teachers, and if other researchers do another study with different fields or disciplines, the results will be different. Like field of the study, in preparing and conducting a detailed survey, Time was also an important factor. With more number of questions and time, it could have been more reliable consequences. Doing this research with a

larger sample size would have also been valuable. A larger number of participants would also have given new opportunities for the researcher to have more accurate observations.

### Conclusions:-

Positive and Negative classroom management Related to teacher's Behavior in a Classroom Setting. Most of the people in the age of being a student were self-directed, independent and eagerly seeking new challenges and because of this reason, teaching in universities is very complex phenomena. The present research project focused on positive and negative classroom management factors in Tehran universities. According to the results and findings, a successful relationship between teacher and students, will positively affect students' academic, social, and emotional lives. Teachers should focus on positive behaviors instead of negative ones. Teachers should try to increase the motivation of students so that the students are more likely to pay attention to the teachers. The teacher can control the students' behavior by positive or negative classroom management.

Teachers need to build a classroom environment where positive behaviours are the norm and punitive consequences are minimized. The present Research project indicates that compulsory situations or punitive environments actually promote antisocial behaviour. The use of positive classroom management strategies can have a positive influence on teacher's behaviour. Applying classroom management skills allows for individual teaching styles while fostering responsible behaviour and improved learning outcomes. Everyone knows why classroom management skills are considered a critical part of teacher training. The reason we need to minimize "misbehavior" and get students to show up, sit down, and pay attention is so we can teach them stuff.

This research project outlines a framework that includes skills and strategies to support teachers to create a high quality teaching learning environment. The classroom climate is so important. To create a positive classroom climate is a main reason that the students like to go into the university, and then also like to learn. One of the important properties of safe spaces for social and emotional teaching and learning is positive teacher student relationships. Many researches have reported that students who experience positive teacher student relationships in which they discern their teachers as a companion and interested in their opinions and preferences had lower rates of misbehavior than did their peers.

Students appreciate when their teachers actively listen to them and provide pleasant and supportive environment. Teachers do need knowledge to treat psychologically in different situations, for example: feedback and praise, handling mistakes, questions from students, and clearly structured lessons. The findings were not absolute and would need further research. Additionally, having a new research in more extended fields of classroom management strategies by different sample size and field of study is crucial. New aspects of positive teaching and learning, and innovative methods for transforming conventional classroom management problems into opportunities for positive behaviors and for changing negative behaviors into positive interactions can be administered for further researches.

### References:-

1. Canter, L. (1997, January). Behavior management. *Learning*, 25...34.
2. Gairín, J. (1996). *La organización escolar: contexto y texto de actuación*. [School organization: text and context of action].
3. Gimeno Sacristán, J. (1988). *El curriculum: una reflexión sobre la práctica*. [The curriculum: reflections on practice].
4. Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London; New York: Routledge.
5. Leblanc, J. (1998). Good teaching: the top ten requirements. Retrieved from <http://ww.appleseeds.org/good-teach.htm>
6. Marzano, Robert J., Marzano Jana S., and Pickering Debra J. (2003). *Classroom Management That Works*. USA: Association for supervision and curriculum Development.
7. Marzona, R. E. (2008). *Teachers' Effectiveness in the Classroom*. Ilorin: Gashen Print, Nigeria.
8. Merrett, F., & Wheldall, K. (1990). *Positive teaching in the primary school*. London, Liverpool: Paul Chapman Publishing.
9. Mohd Taib Harun, Maslawati Mohamad, Muhammad Akbar Zahidi (2015). Effective Classroom Management Skills in Physical Education at Institute of Teacher Education. *Education Journal*.

10. Obi, C.A. (2000). Communication in the Business Studies class. *A paper presented at The 13th National Conference of the Curriculum Organization of Nigeria at UNN*
11. Saber, Mohieldin. (1982). Role of Higher Education in the Development of cultural Identity. *Arab Journal of Education. Arab Organization for Education, Science and Culture.*
12. Umoren, I. P. (2010). *The concept of Classroom Management in Modern Society.* Uyo: MGO Nigerian publishers.
13. Wiseman, D., & Hunt G., (2008). *Best practice in motivation and management in the classroom* (2nd ed). Springfield: Charles Thomas.
14. Zabalza, M.A. & Marcelo, C. (1993). *Evaluación de las prácticas- Análisis de los procesos de formación práctica.* [Student-teaching evaluation--Analyzing the processes of practical training].
15. Zahidi, M. A. & Akbar, R. N. A. M. (2013). Management of disruptive behavior in physical education. *Physical Educator.*