

**The Relationship between Background Variables and
Attitudes of Teachers and Students towards Classroom
Management Styles of Teachers and Behavior
Characteristics of Students**

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Abstract

The relationship between teachers and students, the teacher' role is to impart knowledge, skills and intellectual training, reform his students character and instill values in them, whereas the student role is to be educated and learn. Both sets of roles sometimes involve difficulties in adapting to the demands and requirements of the institutional standards, the accompanying expectations could lead to conflicting situations, classroom management styles could address these conflicts.

In this present research, our aim was to observe connections between various class management styles and students' behavior characteristics, likewise to observe relationships between different backgrounds and class management styles as well as students' behavior characteristics, following reports by both groups, the students and the teachers. Based on the theoretical setting we assumed that positive connections would be found between positive class management styles of the teachers and the positive behavior characters of the students, likewise, positive connections of a negative style of class management by teachers and positive behavior of the students, as well as connections between different backgrounds to class management styles and students various reactions, all these elements were to be found in both, students and teachers, reports. In addition, we assumed that differences between teachers and students in regard to class management styles and their views on various students' reactions would be formed. Finally, we looked into the relationships between class management styles and students' behavior character, according to students' reports, both in public and religious education.

The study population included 848 students, in grade 6-12 in state school (secular and religious). The 236 teachers who participated in the study taught the students participants. Students and teachers filled in a five-part questionnaire; (a) personal details;(b) six classroom management styles, as shown above;(c) degree of responsibility. (d) degree of resistance, avoidance and obedience;(e) free expression. The questionnaires for each group differed slightly, but maintained the same structure, in the present study six teachers' styles of classroom management were defined;(a)unintentional insinuation;(b)a conversation with a student;(c)students are involved in class roles' formulations;(d)public recognition of students' positive behavior;(e)punishment and increase of the penalty.(f)aggressive technics, such different styles are subject to change depending on the school politic, the teacher style and students' character. In this study, were examined different class management styles and the connection to students' behavior character in terms of resistance and avoidance, obedient and responsible behavior.

Based on the existing theoretical background, it was found that teachers who frequently used positive style of class management involving positive behaviors recognition of students via conversation with them, hinting to their misbehavior and giving them the opportunity to get involved with class roles, these characteristics were linked positively in creating responsibility in the students. Conversely, teachers whose classroom management style is characterized by aggressiveness, will have students whose characteristic behavior is one of avoidance or resistance. There were equally found that positive class management styles were in accordance with students' obedience based upon the teacher premises such as human touch, professional knowledge and personal values. While negative class management styles were linked to negative students' obedience based on aggressiveness and fear of punishment.

In comparing teachers and students views as to class management styles and students characterized behavior, it was stated that teachers would more frequently report on negative management styles than their students. Equally, there were found differences in the way teachers and students saw the students' behavior. For example, the teachers found the students' behavior less responsible than the students themselves. Finally, in this study, four different models to the teachers and the students are proposed, these models examine the connections between the class management style and the students' behaviors in the public and the religious education.

The results confirm the hypothesis that positive classroom management style predicts responsibility among students. Teacher who often discuss their students' problem behavior with them and imply when a behavior problem first starts. cause students' positive perceptions including collaboration, personal and community involvement, increase of their learning motivation and so on and so forth. It appears from the students' answers that the more the teacher recognizes their positive behavior the more responsible his students become.

Another finding emerges, a teacher who gets his students involved in behavioral roles decision making process in the class will alternate more frequently between positive and negative class management styles, meaning that attentive teachers who frequently use such methods will employ diversified means to regain their authority and control. There was found a link between students' punishment and a conversation with them, likewise, a linkage was established between teachers who often punished their students but at the same time took care to hint to their misbehavior, such findings point to negative class management styles that the students perceived as effective. Meanwhile, a distinction should be made between those attentive and involved teachers

who rather employ a negative class management style involving punishment as the need arise, to aggressive teachers.

Also, the results from the teachers' reports show that teachers who often speak with their students, make them taking part with class roles, hint to their misbehavior and recognize students' positive behavior will succeed in increasing their responsibility sense. Conversely, teachers whose classroom management style is characterized by aggressiveness, will have students whose characteristic behavior is one of avoidance.

There have been clearly found many similar attributes regarding the discussion comparing the public and religious education, we found connections between teachers positive class management styles and students positive behavior. In addition, there has been found a similar connection in the two sectors between an aggressive class management style and the students' resistance and avoidance behavior. Based upon this assumption we can infer that teachers from both sectors who employ an aggressive class management control in order to resolve a conflict, will encounter resistance or avoidance from their students. In addition, the usage of a positive class management style by a teacher who frequently hints to his students their misbehavior has been found linked to students obedience, whereas in the religious sector students obedience has been linked to a negative class management style and punishment.

These findings may point to the difference inherent in the two sectors. A teacher from the religious sector get his students obedience as a result of their conformism, from their necessity to feel as an integral part of the group as well as their adherence to an acceptable code of conduct, whereas such an obedience doesn't characterize the liberal society that finds its expression in the public secular sector which put the individual at the center of the universe.

Using quantitative methods, this study is unique in that it systematically examines classroom management styles and variables, comparing different class management methods and students' reactions to them, involving a discussion as to the complex connections of the social interaction in a class, as well as taking into account the students and teachers points of view, this can contribute to deep and comprehensive understanding of their relationship.

The study also wants to examine the connections between class management styles and students behaviors in the public and religious education. It seems that reference to different educational sectors is considered a research challenge on empirical and theoretical criteria. Using quantitative methods, this study is unique in that it systematically examines classroom management' styles and variables, which have not yet been studied to this extent. This type of research should be an inseparable part of a school's system, and should be repeated every few years to determine the characteristics of teachers' classroom management styles and students' responses, as a starting point for establishing programs and perhaps even constructing theories and models of classroom managements. The teachers' vast and various experience, combined with the students' feedback could form the theoretical basis for constructing classroom management styles that are not only intuitive or subjected to the skills or character of a particular teacher, but could serve as the school's credo and management policy and relations with its teachers and students.