



Effective Teacher's Behavior in Classroom

Research Project

Submitted to the department of (English) in partial fulfillment of the requirements
for the degree of B.A in (Salahaddin University)

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Certification

We certify that this study was prepared by students (Zaynab Azad and Sana Rizgar) under our supervision at College of Education/ Salahaddin University- Erbil in partial fulfillment of the requirement for the degree of Bachelor in the English Language.

Signature

Professor, Assistant Professor, Lecturer, Assistant Lecturer.

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Acknowledgments

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Abstract

This research which is entitled “Effective Teachers Behavior in Classroom” focuses on the characteristics of effective teachers, their effectiveness on the students and how they should treat the students. The problem of this study is to show that to which extent students can understand and get from strict and aggressive teachers. It is a Qualitative and quantitative research, 34 students had participated in the online survey questionnaire that used as a tool, and it has been concluded that strict and aggressive teachers’ behavior had a bad implement upon the students and this led to affect their understanding, psychology side also made them to be absent and skip the lectures as more as also led them to participate less than what they used to participate. In conclusion, we reached that effective teachers recognize that creating a positive and supportive learning environment is critical to student success. Furthermore instead of being strict and aggressive, effective teachers motivate their students through positive reinforcement. They emphasize their students' strengths and successes rather than criticizing their weaknesses or mistakes. This fosters a more positive learning environment in which students are encouraged to take risks and learn from their mistakes.

Keywords: Teacher, Teachers Behavior, Effective Teachers behavior, Problems.

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Section one

Introduction

1.1 Introduction

Teacher behavior is a key factor when it comes to ensuring quality education for all (Poisson, 2009). Teaching is a larger action effort in which the instructor instructs, supports, and stimulates students to improve their behavior in the classroom. In this instance, the teacher's behavior has an impact on how the students learn. The instructor acquires this kind of teaching behavior through experience and training. Plans are being made to improve these instructors' classroom behaviors using a variety of educational and psychological measures. Since students frequently model teachers after them, the instructor will be the one with the ideal character.

1.2 The problem

The common problems that the students are facing are having ineffective teachers, for instance, strict teachers and aggressive teachers.

1.3 The aim of the research

The current research aims to discuss both strict teachers and aggressive teachers which leads students to be less successful, less motivated, not understanding the lectures clearly, and less enjoyable.

1.4 Methodology

The scope of the study will explain the effective teacher's behavior at the College of Education-Salahaddin university English department as well as the problems that teachers will face when it comes to teaching. Qualitative and quantitative tools are used in this research and data was collected through using an online survey questionnaire from Salahaddin University College of Education-English Department.

1.5 Significance of the research

The research is significant for the following sorts of people, so it is important:

1. For teachers who are new in this field.
2. The teachers who want to improve their proficiency.
3. For students.

Section Two:

2.1 Theoretical background and Literature review

The relationships between the teachers and the students are the basis of learning and education (Vural, 2004). Throughout history, lots of researches were carried out to enhance this relationship positively. “Teachers are the most important part of education”

Keskinkılıç (2007) answers that effective teacher is someone who knows how to educate people and how to solve the problems during education. Without question, if you are dealing with people, you will inevitably face with different problems. Whenever a problem occurs, teacher effectiveness is the important factor that directly affects how this problem will be solved. Yüksel (2003) says effective teacher enables students to develop themselves according to the future and gain the objectives and features stated in the schedule effectively and productively. Also, “great teachers remain intellectually alive and open to responsible change grounded in theory, research, and practice” (Scherer, 2003).

Along with these definitions, Darling-Hammond and Baratz-Snowden define the effective teacher as follow; “Effective teachers use many different tools to assess how their students learn as well as what the students know. They use this information to help all students advance from where they are to where they need to be. They carefully organize activities, materials, and instruction based on students’ prior knowledge and level of development so that all students can be successful. They know what conceptions students bring with them about the subject and what misconceptions are likely to cause them confusion—and they design their lessons to overcome these misinterpretations. They adapt the curriculum to different students’ needs— for example, making content more accessible for students who are still learning English and for those who have special educational needs”. (2005:112)

2.1.1 Who is a teacher?

A teacher has been defined as "an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. The teacher also provides to the learners knowledge, skills and values that enhance development. » (Senge 2000:26)

Thus, A teacher is a person who provides education for pupils and students.

Teaching and learning take place all over the world as it becomes a part of our daily lives. There is always something to teach, whether in a classroom, on a football field, in a kitchen, or even out in the wild. This is due to the fact that knowledge transfer has no boundaries. A teacher is the person that makes this possible. Jackson in Koh (1993) stated that teaching is a contribution and the goal is to make the world and those who lives in it better. Koh (1993) also stated that teachers are not qualified and allowed to teach as he or she likes due to the agreement on the responsibilities given to them thus they should keep the promise to educate the generation as the community wanted. The term contract social in this case may yield positive effects or sometimes the opposite. Teachers as professionals need to be rational and intelligent in dealing with this issue to ensure education for society serves its meaning.

2.1.2 Teachers Effectiveness

Teacher qualities that influence students are labeled as effective (Kennedy, 2008). One way that effectiveness can be identified is by questioning students. Pratt (2008) and Biddulph and Adey (2004) studied the topic of teacher efficacy from the perspective of the student. Biddulph and Adey (2004) found that it was not the content of the curriculum that peaked students' interest in a subject, but rather it was the quality of the teaching and meaningfulness of the learning activities that influenced students' opinions about a teacher and the subject area.

Other researchers also reported qualities related to humor as effective traits of teachers.

Mowrer-Reynolds (2008) found teachers who were humorous, funny, and entertaining to be ranked highly as exemplary teacher characteristics. In addition to being humorous, teachers who were easy to talk to, approachable and provided outside help often were considered exemplary (Mowrer-Reynolds, 2008).

2.2 Definition of Effective Teacher's Behavior in the classroom

“Effective teacher is good at organization, uses time effectively, helps students to overcome their problems, gives more importance on reward, and his/her decisions are very appropriate.” (2004)

An effective teacher is someone who understands how to instruct individuals and how to address issues that arise during teaching. There is no doubt that if you work with people, you will certainly run into a variety of issues. Every time a problem arises, the key element that directly influences how this problem will be solved is the effectiveness of the teacher. Good teachers are organized, pleasant, kind, and patient. Effective teachers are those who are familiar with their learners and understand how to interact with them on an individual and group level.

2.3 Characteristics of Effective Teachers behavior

- An effective teacher as a **leader** is one who can motivate and influence students via knowledge and power, but never through pressure, which is what makes a teacher effective. This instructor is polite and respectful to his students and is an expert in his field. Along with encouragement, support, and flexibility, he also has high standards and expectations. This teacher gives students confidence and inspires them to take on challenges they never thought possible. This teacher's pupils are superior to him.
- In an effort to "bust bubbles and plant seeds" so that neat and stereotypical explanations are unmasked and rejected, the effective teacher is a **provocateur** who probes, prods, asks incessant why questions, pose problems, throws curves, plays "devil's advocate," and stimulates frustration and conflict.
- The effective teacher embodies what Maxine Green refers to as the **teacher as a stranger**. By keeping students at a healthy emotional distance, this teacher can employ greater objectivity in her ability to balance the needs of individuals with the needs of the class as a whole through continuous reflection. This enables the teacher to determine not only what those needs are, but also how they can be met through innovative approaches.
- The effective teacher exemplifies **enthusiasm** for his subject as well as for teaching and learning in general. The effective teacher communicates to his

students that he would rather be somewhere else by displaying exuberance, a positive attitude, excitement, and passion.

- The effective teacher is an **innovator** who changes tactics, approaches, texts, and resources, when better ones are discovered or when the ones that are currently being used are no longer able to give her students a meaningful learning experience. Additionally, in order to accommodate different learning styles and present the material from various perspectives to encourage insights and connections, this teacher uses a variety of lecture-discussion, simulation, service learning, cooperative learning, visual media, role-playing, guest speakers, debates, and whatever else is age and grade appropriate. This teacher respects and makes use of the suggestions made by students for improving their learning.
- The effective teacher is an **entertainer** who employs humor to aid learning rather than to divert attention from it makes for a good instructor.

2.4 The problems

There are many problems that students are facing it during their studying life. It was discovered that "behaving aggressively toward students" was the most frequently mentioned negative teacher behavior. "Speaking quickly" in class, "threatening students with low grades," and "discriminating among students" were the most frequently expressed negative teacher behaviors by students. Furthermore, the two main problems that students are facing a lot during their studying is strict teachers and aggressive teacher.

2.4.1 Strict Teacher

A strict teacher is extremely harsh on students. He/she is always insistent on meeting deadlines. Such a teacher despises any errors or carelessness on the part of his or her students. Students must exercise extreme caution in the presence of such a teacher. He or she acts as a disciplinarian, constantly keeping students on their toes. Students who have a strict teacher are constantly forced to maintain an unrealistically high standard. Even if the teacher has good intentions, the students are too young to understand and appreciate them.

A harsh instructor never manages to gain the students' trust, always remains a teacher, and fails to touch their hearts. Such a teacher never earns the respect of their students. Only out of necessity or fear do they accept him or her. A rigorous instructor will have a very tough time winning over his or her students, especially those who are younger. A student may eventually come to comprehend a rigorous teacher's motivation, but it is exceedingly unlikely that they will come to enjoy it.

Strict teachers are less approachable; discouraging attitudes; and students' rebellion. Many teachers believe that by maintaining a strict attitude, they can gain students' respect. Teachers with stern personalities, who are usually perfectionists, are unaware that students will be afraid to approach them. It will have a negative impact on students' psychology, so they will never feel free to ask teachers questions or be active in class, such as raising their hands to answer questions. It is critical to

be a little flexible with students in order to encourage them to be closer to teachers so that teachers can help them solve their learning problems.

Furthermore, their strict rules discourage students from attending their classes. They try to make excuses for missing classes, which harms their academic performance. It is one of their methods of avoiding making mistakes, and as a result, he/she makes silly mistakes like mispronouncing, which invites further criticism from a strict teacher and hurts his/her confidence. Furthermore, being a strict teacher will cause students to rebel because it is an undeniable fact that being a strict teacher frequently means that we will be a teacher with a lot of haters, who are our students. Those haters usually do not agree with our strict rules, so they try to oppose them by engaging in such rebellion. Rebellion can take the form of making noise, interrupting teachers for trivial reasons, or even fighting with their peers.

2.4.2 Aggressive Teachers

Aggressive behavior, defined as "any behavior directed toward another individual that is carried out with the proximate (immediate) intent to cause harm" (Anderson and Bushman, 2002, p. 28), can be done verbally or physically, and can be done reactively to express anger or proactively to achieve educational goals. Swearing, teasing, threatening, and other verbally aggressive behaviors are examples. Previous research has demonstrated the negative impact of aggressive behaviors, both verbal and physical, on students (Brendgen et al., 2007; Deb et al., 2017). Students' aggressive behavior, withdrawal from class participation, and ignoring their teachers increased as a result of verbal aggressive behavior.

A study by Brendgen et al. (2007) showed that teachers' verbal aggression has long-term effect.

Section Three

Methodology

Many methods are available to collect data for research, so different researchers use different ways to help them tackle their issues and they have their reasons for preferring one method over another. The factors behind their choice might include time, place, cost, and the number of participants who agree to take part in answering the questions, and so on. In this paper, two methods of data collection have been used: the quantitative and qualitative methods.

3.1 Context

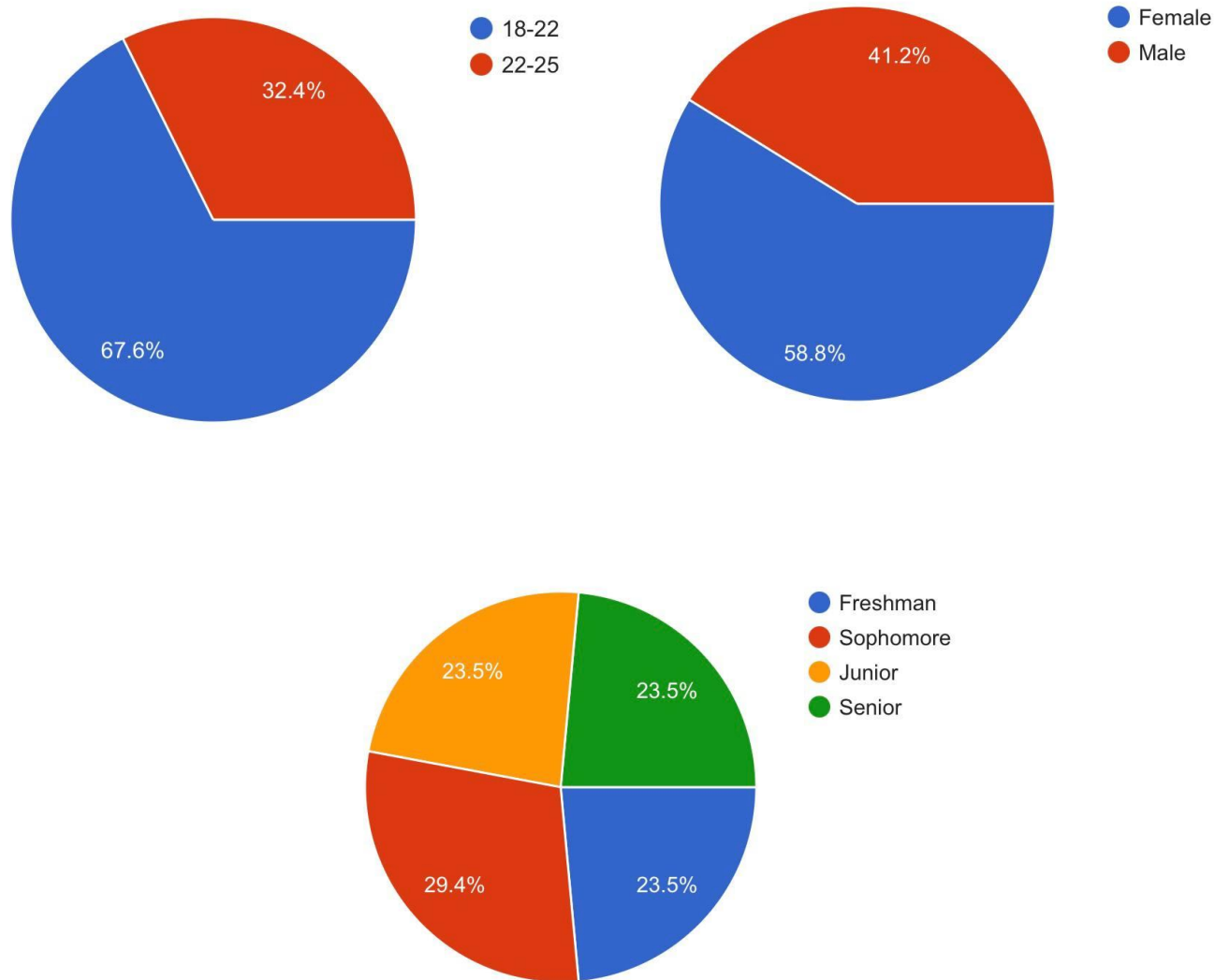
The research has been carried out In Kurdistan region/ Iraq within Salahaddin University, students of college of education/English department. Through the academic year of 2022-2023.

3.2 Tools

The tool that has been used for this research paper is an online survey questionnaire, and it consists of two sections the first section includes 3 questions which seek the participant's information about Gender, age, and stage and section 2 contain 10 questions which are asked students.

3.3 Participants

34 people had been chosen from Salahaddin University, college of education-English department. Including students in different stages. (20) females and (14) males between the ages (18-25)

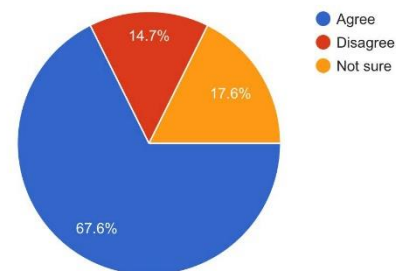


Section four

Data analysis, Results, Discussion

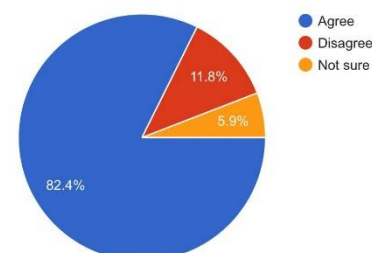
4.1.1. Do you think that we have strict teachers in our college?

Chart (1) shows all participants' views about having strict teachers in our college. As the statistics show, 67.6% of the participants agree with having strict teachers in our college which might affect their learning that we are going to discover that in the next charts. While 17.6% of the participants were not sure with having strict teachers as well as 14.7% disagreed with having strict teacher.



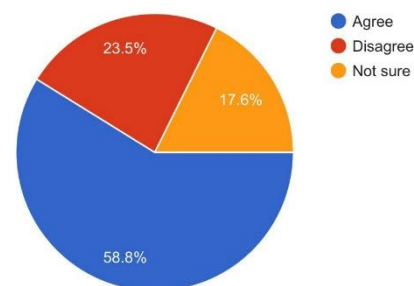
4.1.2. Strict teachers will adversely affect the psychology of students.

Chart (2) shows all participants' views about strict teachers affection upon the psychology of the students. As the statistics show 82.4% of the participants agreed with strict teachers will adversely affect the psychology of the student. Which it will reflect on their behavior, attitude, communication and their life outside the learning process. Furthermore 11.8% of the participants were disagreed and 5.9% were not sure.



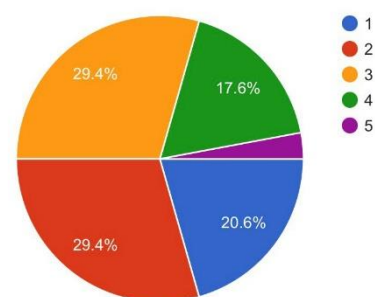
4.1.3. Because of strict teachers students being absent on their lectures.

Chart (3) shows all participants' views about absentees of students. As the statistics show 58.8% of the participants agreed with being absent from the lectures because of the strict teacher. This means that teachers' strict rules discourage students from attending their classes and sometimes this will lead the students to fail that lecture. As 23.5% of the participants disagreed and 17.6% were not sure about that.



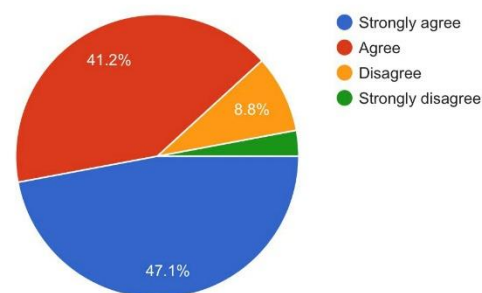
4.1.4. On a scale of 1-5 please rate yourself for the ability to understand from strict teachers.

Chart (4) shows all participants' views about understanding from strict teachers. As the statistics show that there was an equal answer on the scale 2 and 3 with 29.4%. This means that the students can somehow or barely understand from strict teachers which will lead students, not to cover materials. With 20.6% for 1, 17.6% for 4 and 3% for 5.



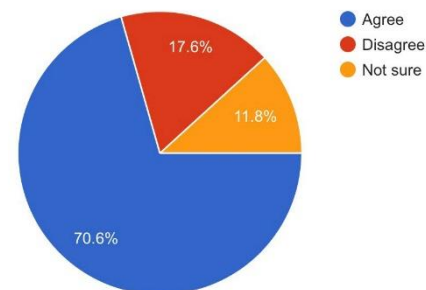
4.1.5. To what extent do you agree with these following statements “strict teachers’ are less motivated, less approachable and discouraging attitudes”

Chart (5) shows all participants’ views about strict teachers’ less motivation, approaching and discouraging attitudes. As statistics show that 47.1% of the participants strongly agreed with the statement. When teachers are less motivated and less approachable with the students then the students will not get enough motivation and passion to study the material. Also 41.2% of the participants agreed with the statements while 8.8% disagreed and 2.9% strongly disagreed.



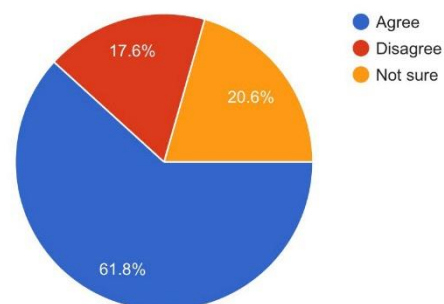
4.1.6. Do you think using verbal aggression (swearing, threatening....etc) upon the students will affect their understanding?

Chart (6) shows all participants’ views about the effect of using verbal aggression upon the students. As statistics show, 70.6% of the participants agreed that verbal aggression will affect students understanding. Whenever a teacher behaves with love, sympathy and cooperation with the students then they will understand effectively from the material otherwise it would affect their understanding. While 17.6% disagreed and 11.8% were not sure.



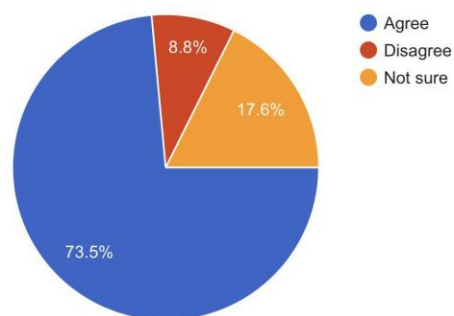
4.1.7. Do you think that teachers' verbal aggressive behavior increases students' aggressive behavior?

Chart (7) shows all participants' views about increasing students' aggressive behavior. As statistics show that 61.8% of the participants agreed that the teachers' aggressive behavior increases students' aggressive behavior. While 20.6% were not sure and 17.6% disagreed.



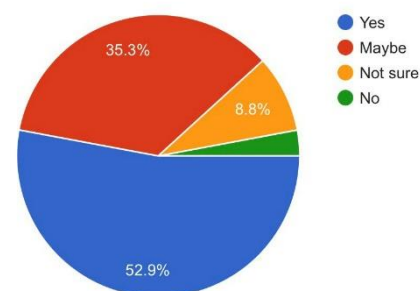
4.1.8. Do you think that teachers' aggressive behavior affects the students to have less participation in the classroom and ignoring their teachers'?

Chart (8) shows all participants' views about aggressive behavior of teachers that lead the students to less participate and ignore them. As statistics show that 73.5% of the participants agreed with the statement. When a teacher behaves aggressively with students they start to participate less than they used to do and even sometimes they ignore the teacher because of his/her aggressive behavior. Also 17.6% were not sure and 8.8% disagreed.



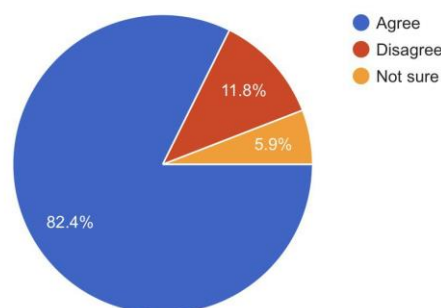
4.1.9. Does behavior of aggressive teachers leads students to hate studying and material?

Chart (9) shows all participants' views about teachers aggressive behavior leads students to hate studying and material. As statistics show that 52.9% of the participants agreed to the statement. When a teacher shows no love, motivation and understanding to the students so this will lead them to hate studying and material. While 35.3% said maybe, 8.8% were not sure and 3% said no.



4.1.10. Do you think that teachers' aggressive behavior would have a negative influence on students' socio-emotional development?

Chart (10) shows all participants' views about teachers' aggressive behavior would have a negative influence on students' socio-emotional development. As statistics show that 82.4% of the participants agreed with it. Teachers who display positive behaviors such as empathy, kindness, and patience can create a supportive and safe classroom environment that fosters emotional growth and social skills development. On the other hand, teachers who display negative behaviors such as hostility, criticism and neglect can have a detrimental effect on the emotional well-being of their students, leading to issues such as low self-esteem, anxiety and behavioral problems. While 11.8% disagreed and 5.9% were not sure.



Section Five

Conclusion and Recommendation

5.1. Conclusion

In conclusion for our online survey questionnaire, we reached that effective teachers recognize that creating a positive and supportive learning environment is critical to student success. They avoid being overly strict or aggressive because they understand how these behaviors can undermine student engagement and motivation. Instead, effective teachers foster a warm and welcoming classroom culture in which students feel comfortable taking risks and making mistakes. They motivate students by using positive reinforcement and encouragement, and they model empathy, respect, and kindness in their interactions with others. Effective teachers set clear expectations and boundaries, but they do so in a firm yet compassionate manner, always with their students' best interests in mind. Effective teachers establish trust with their students and lay the groundwork for meaningful learning and growth by modeling these behaviors.

5.2. Recommendation

1. Positive reinforcement: Instead of being strict and aggressive, effective teachers motivate their students through positive reinforcement. They emphasize their students' strengths and successes rather than criticizing their weaknesses or mistakes. This fosters a more positive learning environment in which students are encouraged to take risks and learn from their mistakes.
2. Building positive relationships with students is a priority for teachers who avoid being strict and aggressive with their students. They spend time getting to know their students and learning about their unique needs and interests. This enables them to create a welcoming and engaging classroom environment in which students can take risks and learn.
3. Creating a safe and supportive learning environment: Teachers who avoid being strict and aggressive understand that when students feel safe and supported, they are more likely to learn and engage. They work hard to create an environment that encourages students to take risks and learn from their mistakes, rather than one that causes anxiety or fear.
4. Teachers who are patient and understanding with their students are effective teachers. They understand that learning can be a difficult and sometimes frustrating process, and they work to help their students navigate it. They can also remain calm and composed in stressful situations, which contributes to a sense of trust and respect between themselves and their students.

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Appendix (online survey questionnaire)

Affective Teachers Behavior in the Classroom

<p>Stage *</p> <p><input type="radio"/> Freshman</p> <p><input type="radio"/> Sophomore</p> <p><input type="radio"/> Junior</p> <p><input type="radio"/> Senior</p>	<p>Do you think that we have strict teachers * in our college?</p> <p><input type="radio"/> Agree</p> <p><input type="radio"/> Disagree</p> <p><input type="radio"/> Not sure</p>
<p>Gender *</p> <p><input type="radio"/> Female</p> <p><input type="radio"/> Male</p>	<p>Strict teachers will adversely affect the * psychology of students.</p> <p><input type="radio"/> Agree</p> <p><input type="radio"/> Disagree</p> <p><input type="radio"/> Not sure</p>
<p>Age *</p> <p><input type="radio"/> 18-22</p> <p><input type="radio"/> 22-25</p>	<p>Because of strict teachers students * beings absent on their lectures</p> <p><input type="radio"/> Agree</p> <p><input type="radio"/> Disagree</p> <p><input type="radio"/> Not sure</p>

On a scale of 1-5 please rate yourself for *
the ability to understand from strict
teacher

1

2

3

4

5

To what extend do you agree with these *
following statements
" Strict teachers are less motivated, less
aprochable and discouraging attitudes"

Strongly agree

Agree

Disagree

Strongly disagree

Do you think using verbal aggressive(*
swearing, threatening....) upon the
students will affect their understanding?

- Agree
- Disagree
- Not sure

Do you think that teachers verbal *
agressive behavior increased students'
aggressive behavior?

- Agree
- Disagree
- Not sure

Do you think that teachers aggressive *
behavior affect the students to have less
participation in the classroom and
ignoring their teachers?

- Agree
- Disagree
- Not sure

Does beahvior of aggressive teachers *
leads students to hate studying and the
material?

- Yes
- Maybe
- Not sure
- No

Do you think that teachers aggressive *
behavior would have a negative
influence on students' socio-emotional
development?

- Agree
- Disagree
- Not sure

Abstract in Kurdish Language

ئهم تووژینهوهیه که به ناوی "رهفتاری کاریگهراهی ماموستایان له پۆلدا" تیشک دهخاته سهر تایهتهدیهکانی ماموستای کاریگهر و کاریگهرییان لهسهر خویندکاران و چوونتی مامهلهکردن لهگههل خویندکاران. کیشهی ئهم تووژینهوهیه که نیشان بدات که تا چهند خویندکاران دهتوانن له ماموستا توند و شهرانگیزهکان تیبگهن و له ماموستایانی توند و شهرانگیز وهر بگرن. ئهوه تووژینهوهیهکی چوونیهتی و چهندایهتییه، ۳۴ خویندکار بهشدارییان له پرسیارنامهی راپرسی ئونلاین کردبوو که وهک ئامرازیک بهکار هینرا، و بووه گهیشته ئهو ئهجامهی که رهفتاری توند و شهرانگیزی ماموستایان ئامرازیک خراپیان لهسهر خویندکارهکان ههبووه و ئهمهش بووه هوی ئهوهی کاریگهری لهسهر تیگهیشتیان ههبیته، لایهنی دهرووناسی ههروهها وای لیکردن که ئامادهنهین و وانهکان بهجیبهیلن وهک زیاتر ههروهها وای لیکردون کهمتر بهشداری بکهن لهوهی پیشتر بهشدارییان دهکرد. له کۆتاییدا گهیشته ئهوهی که ماموستایانی کاریگهر دان بهوهدا دهئین که دروستکردنی ژینگهیهکی فیرکاری ئهرینی و پشتیوانیکه گرینگه بو سههرکهوتتی خویندکار.

جگه لهوهش لهبری ئهوهی ماموستای کاریگهر توند و شهرانگیز بن، له ریکهی بههیزکردنی ئهرینهوه پالنهس بو خویندکارهکانیان دهههه. جهخت لهسهر خاله بههیز و سههرکهوتنهکانی خویندکارهکانیان دهکهنهوه نهک رهخنه له خاله لاوازهکانیان یان ههلهکانیان بگرن. ئهمهش ژینگهیهکی فیرکاری ئهرینیتر پهروهرده دهکات که تیدا خویندکاران هاندهدرین مهترسی بکهن و له ههلهکانیان فیربن.