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Optimizing Classroom Dynamics: Strategies for the Effective Management of Student Behavior

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Abstract

Classroom dynamics as an interplay of multiple variables within a classroom setting, significantly influences the overall school environment, quality of education, and the overall teaching and learning effectiveness. This is why it is necessary to look closer at what influences classroom dynamics the most - misbehavior problems: inside and outside a classroom, how to prevent them, deal with them, and what strategies to apply. The purpose of this study was to reveal the most common types of misbehavior teachers face in classrooms in Erbil city, Kurdistan Region, Iraq, and provide recommendations for educators with a comprehensive list of strategies for misbehavior management in a classroom. To achieve this, a survey was designed and distributed among teachers from schools, universities, and institutes in Erbil. The results show that, first, classroom environment and teachers have a profound impact on classroom dynamics. Second: the most common type of student misbehavior is punctuality; however, teachers also face other misbehavior problems such as talking out of turn and being out of task. This research is expected to be particularly useful for teachers, school principals, and researchers.

Keywords: Classroom Management, Classroom Dynamics, Misbehavior

1. Introduction

1.1 Background Information

Students are the main characters of the learning process, inside and outside of the classroom. This is why lecturers make every effort to improve student's learning experiences, regardless of their age, level, gender, culture, and beliefs. Sometimes, students misbehave in the classroom, which is quite natural, especially in primary, secondary, and high school. However, misbehavior of university students in the classroom is not an expected condition and is considered unnatural, as they are supposed to be mature and old enough to understand how to behave in a different environment, especially in the classes and settings. Unfortunately, university students' misbehavior still can be observed in the classes. This might be because of the lack of training in earlier stages, especially in the schools, school teachers not being able to provide enough opportunities for their students to master their behavior to get ready for their adulthood, and the general environment where the students are

brought up. This is why university lecturers and all other educators should know how to react in case of misconduct to control the class and to avoid conflicts.

There also can be cases of misbehavior that need to be investigated by the disciplinary committee of the educational institution. This is why it is crucial to know how to manage students' misbehavior and the institutional regulations in case of disciplinary issues. In testimony to this, the lecturer teacher, before showing any sudden reactions, must understand the case and know the students well enough to treat them properly because there might be a student with exceptional circumstances that need a specific approach. Otherwise, in trying to solve the problem, the educator can worsen the situation and cause psychological or physical damage. Furthermore, students must be adequately treated to prevent damaging the teacher and students' relationship.

In conclusion, Classroom dynamics whether it is in university or schools refer to the interactions, relationships, and general classroom environment. It includes how students talk to one another, their teachers, and the subject matter. Several factors, including communication styles, group dynamics, teacher-student relationship relationships, and the classroom environment influence this. Effective classroom dynamics encourage active learning, cooperation, and a positive learning atmosphere. Classroom environment - A classroom's physical, social, and emotional climate is called its environment. It includes details like the room layout, seating configurations, lighting, temperature, and classroom materials. Furthermore, social interactions among students and the connection between students and the instructor influence the classroom atmosphere. A healthy classroom atmosphere promotes student involvement, cooperation, and learning.

1.2 Problem Statement

Nowadays, in Kurdistan Region Universities and schools, a range of common misbehavior is frequently observed, adversely impacting the educational process and classroom environment.
Firstly, there are serious issues concerning punctuality. Students often arrive late to classes, disrupting the flow of learning and negatively affecting the effectiveness of the educational session. Secondly, the lecturers often face a lack of the expertise to deal with students in various situations. Thirdly, the lecturer sometimes is not able to choose the right technique/s to reduce misbehavior. If the teaching process is not in a way that the students are satisfied with or engaged with the class, there will be a lot of chaos and misbehavior issues caused by the ill classroom dynamics.

Furthermore, the selection of this topic was motivated by a university candidate. Throughout three and a half years of studying, it was observed that interaction between student-student and student-teacher relationships has a significantly negative impact on students, teachers, and the learning process, both within and beyond the university environment. It is expected that this research

will help improve the training of future educators and act as a guide for students completing graduation research projects in the future who may want to delve deeper into this crucial area of study.

1.3 Research Questions

The following research questions lead this research:

1. What are the types of students' misbehavior in the classroom?

2. What strategies/tips and techniques can be used to manage student's behavior in the classroom?

3. What is the most common type of behavior in a classroom in Erbil, Kurdistan?

4. What resources do teachers prefer to improve their classroom management?

1.4 Aim of The Research

The purpose of this study is to identify and analyze the most common types of misbehavior in classrooms in Erbil City, Kurdistan. Understanding these common behavioral difficulties will help the study establish a comprehensive set of strategies and approaches that teachers may utilize to effectively control student conduct; The ultimate goal is to provide educators with practical methods for classroom dynamics improving the learning environment and increasing student engagement and academic performance.

1.5 Methods of Research

A mixed method is used in the study. A survey was designed based on the literature review, piloted, improved, and then applied via Google Forms. Eighty teachers from different educational institutions.

1.6 Significance of The Study (Theoretical and Practical Value)

This study will help current and future teachers to use techniques that encourage students to behave appropriately in the classroom and deal effectively with classroom problems when they occur. Furthermore, this research is believed to be helpful for other research students of the faculty ` of education, teachers, and pre-service teachers.

2. Literature Review

2.1 Classroom Dynamics

Classroom dynamics significantly influence the learning environment in educational settings. These dynamics include the interactions, relationships, and behaviors of students, instructors, and the entire class structure. Understanding classroom dynamics is critical to effective teaching and excellent learning results.
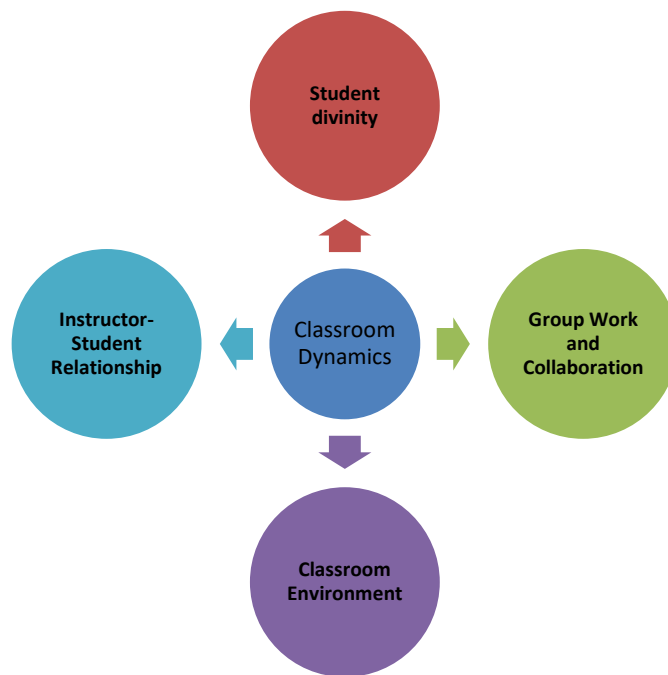
Figure 2.1 Factors influencing classroom dynamics.

According to Smith & Johnson (2022), there are several factors contributing to the dynamics within a classroom (Figure 2.1). The first factor is student variety which focuses on the differences in ethics/cultural backgrounds, learning styles, and talents, the aggregate of which significantly affect classroom relationships. Second, group work and collaboration are related to the activities that foster collaboration, such as projects or conversations, significantly influencing, which are related to the activities that foster collaboration, such as projects or conversations, significantly influencing group dynamics (García & Lee, 2023). Third, the classroom environment deals with the physical layout, seating arrangements, and classroom resources that impact interactions (Brown, 2020).

According to some other scholars establishing the classroom layout requires teachers to be able to plan and run their spaces such that both teachers and students can be creative and feel comfortable while learning there. For instance, how to set up chairs and desks, where to put whiteboards, where to put teachers' desks, and even how to decorate the classroom—all of which need to be tidy.

2.2 Influence of Stakeholders on Classroom Dynamics
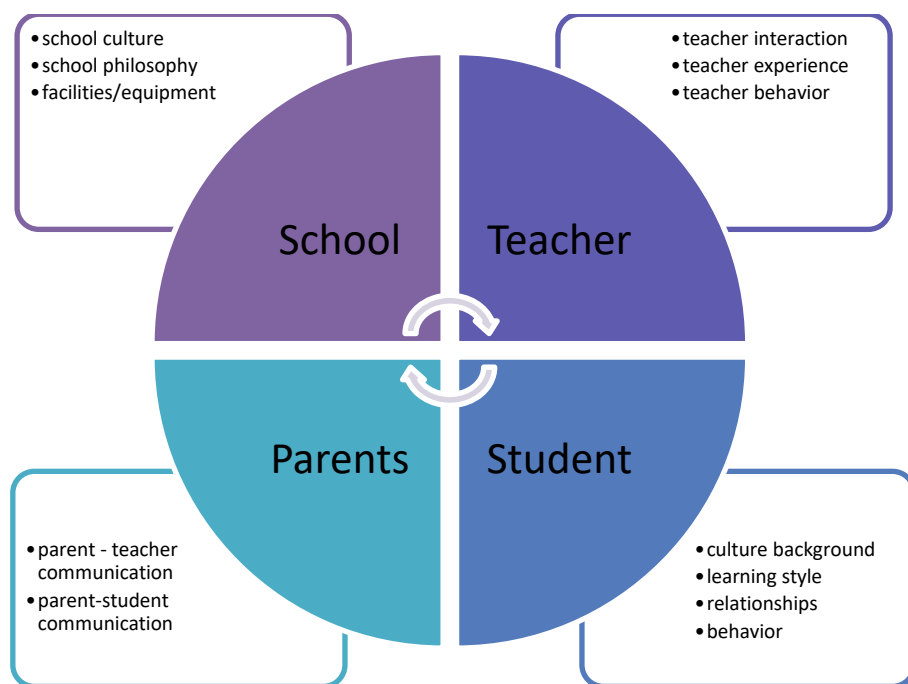
Figure 2.2 The influence of the stakeholders on the classroom dynamics

It is important to understand students' characters, preferences, purpose of being in the class, their characteristics, preferences for being in the class, students' characteristics, preferences, purpose in class, learning styles, etc. According to Chadha (2008), if the teacher knows their students well, there are better chances to promote the achievement of the students' learning goals. Thus, it is highly recommended to spend some time at the beginning of the term/year to get to know students closer to develop the course materials, methods of teaching, and management techniques suitable for the group (Chadha, 2008).

Furthermore (see Figure 2.2, p.16), the researcher influences the stakeholders in classroom dynamics, which include schools, teachers, parents, and students. Schools should focus on school culture, school philosophy, and facilities/equipment. Teachers should focus on teacher-student-parent contracts between parents-teacher contracts, parents-teacher contracts, parents-teacher contracts, and parents-teacher agreements between parents and teachers and Students. Students should focus on culture has an advantageous effect on improving teacher-student-parent interaction, teaching experience, instruction, etc. Parents should focus on the contract between parents and teachers. Students should focus on cultural background, learning style, relationships, and behavior. All of those have an advantageous effect on improving the influence of stakeholders on classroom dynamics; for

example, Stronger teacher-student relationships and higher student achievement are observed in schools that prioritize a strong sense of community and invest in contemporary teaching resources.

2.2.1 Schools

Smith Johnson 2022 and Brown, 2020 underline that schools serve as Johnson 2022 and Brown, 2020 emphasize that schools are the primary setting for classroom interactions. A recent study focuses on the following aspects: Organizational Culture and Resource Allocations. Classroom connections are influenced by the school culture, values, policies, policies, and philosophy. a school that emphasizes inclusivity and student participation to create an environment where every student feels accepted and involved, which will help build strong connections and mutual respect. For example, a school that emphasizes inclusivity and student creates beneficial relationships between the students, teachers, and parents' participation school that emphasizes inclusivity and student participation creates beneficial relationships between the students, teachers, parents, and other stakeholders. Schools that provide enough facilities, technology, and support services foster a positive learning environment. Fair resource distribution enhances classroom experiences.

2.2.2 Teachers

Ghafapour and Moinzadeh (2020) underline that teachers play a vital role in shaping classroom dynamics, and teacher-related factors: Interpersonal interaction, or how teachers interact with their students, significantly impacts the classroom atmosphere. Experienced teachers exhibit predictable and consistent behavior, resulting in a stable classroom environment. Novice instructors' interactions may be more dispersed and entropic. Effective classroom management practices have a beneficial effect on dynamics. Teachers who respond promptly to interruptions, changes, teaching/learning trends, etc., maintain a positive learning environment. Teachers can effectively maintain student attention spans and design learning experiences that align with the targeted learning outcomes. This can significantly reduce student misbehavior when combined with positive student-teacher connections.

2.2.3 Parents

Lee Kim (2022) proves that parental participation goes beyond home and life and affects classroom dynamics. Regular contact between parents and teachers fosters a collaborative environment. Parent-teacher interactions boost student engagement and motivation. Parents' expectations for their children's education influence student behavior. Thus, dynamics improve when parents embrace learning and agree to classroom rules.

2.2.4 Students

Johnson (2022) and Ghafapour and Moinzadeh (2019) believe that each student contributes uniquely to the classroom ecosystem. Students' diverse cultural backgrounds, learning styles, and abilities

enrich relationships. Acknowledging and valuing diversity enhances classroom dynamics. Student motivation influences their participation and engagement. Positive relationships with teachers result in improved overall motivation.

To summarize, a comprehensive understanding of classroom dynamics requires acknowledging the linked responsibilities of schools, instructors, parents, and individual students. Educators may build an ideal learning environment by encouraging pleasant relationships and considering these stakeholders.

2.3 Students' Behavior/Misbehavior

There are diverse types of misbehavior that students can show during the lessons or outside the class. The researcher has developed a table (Table 2.1) to demonstrate the most common types of misbehavior, sample reasons, and recommended strategies for managing them.

Table 2.1. Types of Students' Misbehavior

No	Types	Description	Reasons	Strategies
1.	**Lying** (Tiwari, ResearchGate, 2014)	Refers to the deliberate act of sharing incorrect information or deceiving people during academic instruction.	➢ Not performing the task on time ➢ Not attending the classes ➢ Psychological disorder ➢ Fear	Appointing monitors. Searching for the roots of the problem: psychology, fear, bullying, etc.
2.	**Talking** (Tiwari, ResearchGate, 2014)	Talking badly or negatively with teachers/students during class does not contribute to a pleasant learning environment.	➢ Teachers' unwillingness to acknowledge students' enthusiasm in attending class. ➢ Not interesting topic ➢ Students' knowledge about the topic/subject	Asking questions to inattentive students. Properly planning the lesson so the students are busy working on assignments/tasks during the lesson.

3.	**Inattentiveness** (Tiwari, ResearchGate, 2014)	Refers to a lack of attention or engagement while lessons.	Students are not happy with their teachers' teaching methods, leading to a decrease in attention.	Providing positive reinforcement to students for following class rules/appointing monitors.
4.	**Arguing** (Tiwari, ResearchGate, 2014)	Discussion with tension between people – students to students or between student/s and teacher. Arguing in class can be disruptive and insulting to fellow learners. It can create tension and divert attention away from the goals of the course.	Students' impatience and ego-driven behavior frequently result in fights.	Giving clear instructions. Letting the students to 'cool down' then search for resolution, agreement, etc.
5.	**Shouting** (Tiwari, ResearchGate, 2014)	Raising voice insulting others. Shouting in education is not useful and destructive because it affects learning and disrupts the classroom atmosphere.	➢ Conflict with another student/s and/or teacher ➢ Health issues	Engaging teaching approaches e.g., active listening and clear communication.
6.	**Punctuality** (Alam, 2013)	Coming to class late and leaving early, and completing assignments after the deadline.	➢ Students struggled with timeliness and time management due to personal factors. ➢ peer influence. ➢ parental ignorance.	Creating a clear and streak policy. Reward and punishment strategies.

			➤ unappealing class lectures. ➤ To flexible summation policies or passion.	
7.	**Cheating** (Davis, Drinan, & Gallant, 2008)	Talking to others during the exam, not sitting other articles, lesson plans.	➤ Students cheat because they are afraid of failing. ➤ getting a less-than-ideal grade. ➤ Not enough training.	Train them before the examination. Align learning objectives, course content, and assessment.
8.	**Verbal aggression** (Poling, 2019)	(VA) verbally installing other people.	➤ Stress. ➤ Disrespect. ➤ bulling	Searching for the roots of the problem, such as bullying, unfair treatment, family reasons, etc, can cause verbal aggression.
9.	**Physical aggression** (Uludog, 2013)	Physically installing other people.	Fighting between students, being angry.	Preventing strategies/actions can work well. Talking to the students explaining that it is unethical behavior. Solid and clear policies of reward/punishment. Talking with their parents/ sending students to principals

				in the principal's room.

2.4 Classroom Management Strategies

Every teacher uses different techniques and strategies to manage the classroom, and for sure, every teacher has a different idea to manage it. Scrivener (2012) recommends using the following eight techniques to build rapport with students:

1. **Be welcoming**. Teachers' body language is more influential than words. It is recommended that teachers speak positively to the students and use welcoming body language. For example, a teacher should not sit behind the table, as it conveys power and dominance and may negatively impact the teacher-student report.

2. **Treating every student as an individual**: every student is unique and needs different approaches and pedagogical techniques to learn; this knows; this is why the teacher is highly recommended to learn to understand the student's names, needs, preferences, levels, learning styles, etc. Every student has unique talents and abilities that deserve recognition, regardless of their performance in specific courses. Teachers can empower their students by focusing on their strengths and positive qualities. Moreover, highlighting students' strengths in other areas can boost their confidence and encourage them to persevere in challenging subjects.

3. **Remember positive things about your students**; teachers should focus on positive things, notes about the students, for example (hobbies, family, and the story that they talk about in the class) and create a supportive and encouraging learning environment that fosters student growth and success such as "Students' interests, family histories, and experiences are noted by the teacher during class. By bringing these up in class or during conversations, the instructor fosters a pleasant and encouraging atmosphere that makes students feel appreciated and inspired to achieve.

4. **Empathy is the ability to recognize, understand, and share the thoughts and feelings of another person, animal, or fictional character. It** is a powerful tool when used properly. For example, when a teacher wants to decide something about a student, He/she should put himself/herself in the student's shoes.

5. **A teacher should be a teacher rather than acting like a teacher.** Even though the teaching profession often requires acting, the teacher cannot always act, and the students understand when the teacher's behavior is fake, which can be very frustrating in addition, when students believe that a teacher's encouragement or praise isn't genuine, they may become irritated, feel undervalued, and become less inclined to work hard.

6. **Don't fake happiness or pleasure**. Teachers should not behave artificially with the students because all students know it. For example, if a teacher is sad (because of some personal issues), instead of faking happiness, s/he can tell the students that s/he has had some personal problems and does not feel good, such as when a teacher pretends to be funny or kind without connecting with the students, it might make them feel insecure or unsure. This could impede candid communication and impact their willingness to participate in the educational process.

7. **Be culturally sensitive**. Teachers must be aware of the students' culture so that students do not feel offended and/or discriminated against when discussing culturally sensitive topics in class, while teachers can handle delicate conversations more skillfully if they are aware of the cultural backgrounds of their students. To ensure that everyone feels appreciated and respected, the teacher should, for instance, ask students to share their unique customs when talking about holidays rather than concentrating only on one dominating culture. It will make the students more engaged and love the class more.

8. **Avoid sarcasm**. Educators must be aware of jokes so they do not break someone's heart. For example, a teacher should be cautious with humor in the classroom. For example, if a teacher makes a sarcastic remark about a student's struggle with a subject, it may be intended as a joke, but it can hurt the student's feelings and discourage them from participating in future discussions.

Furthermore, Scrivener (2012) adds some more techniques developed according to Neuro-Linguistic Programming (NLP) to assist rapport: mirroring, pacing, and leading. These three techniques for developing desired behavior are: 1) mirroring a student's actions (like head, arm, and leg positions), 2) pacing through soft synchronization of movements, and 3) leading until the behavior becomes a subconscious habit. Bos and Vaughn (2004) recommend using the following five techniques to prevent and/or reduce the possibility of misbehavior occurrence and, consequently, to build rapport with students:

1. **Instruction Content**: There are a number of ways to control and manage student behavior, e.g., Making activities more interesting, incorporating students' performance, reducing task difficulties or length, providing choices, and developing functional or age-appropriate activities. By controlling those programs, the teacher can understand and manage the students' behavior.

2. **Classroom Schedule**: It is the student's right to know the schedule before coming to school to prepare for the day.

3. **Classroom Rules** help students accept rules in the classroom and remember what will happen in class. For instance, when students know that raising their hands is required before speaking,

they are more likely to remember this rule, leading to a more organized and respectful classroom environment.
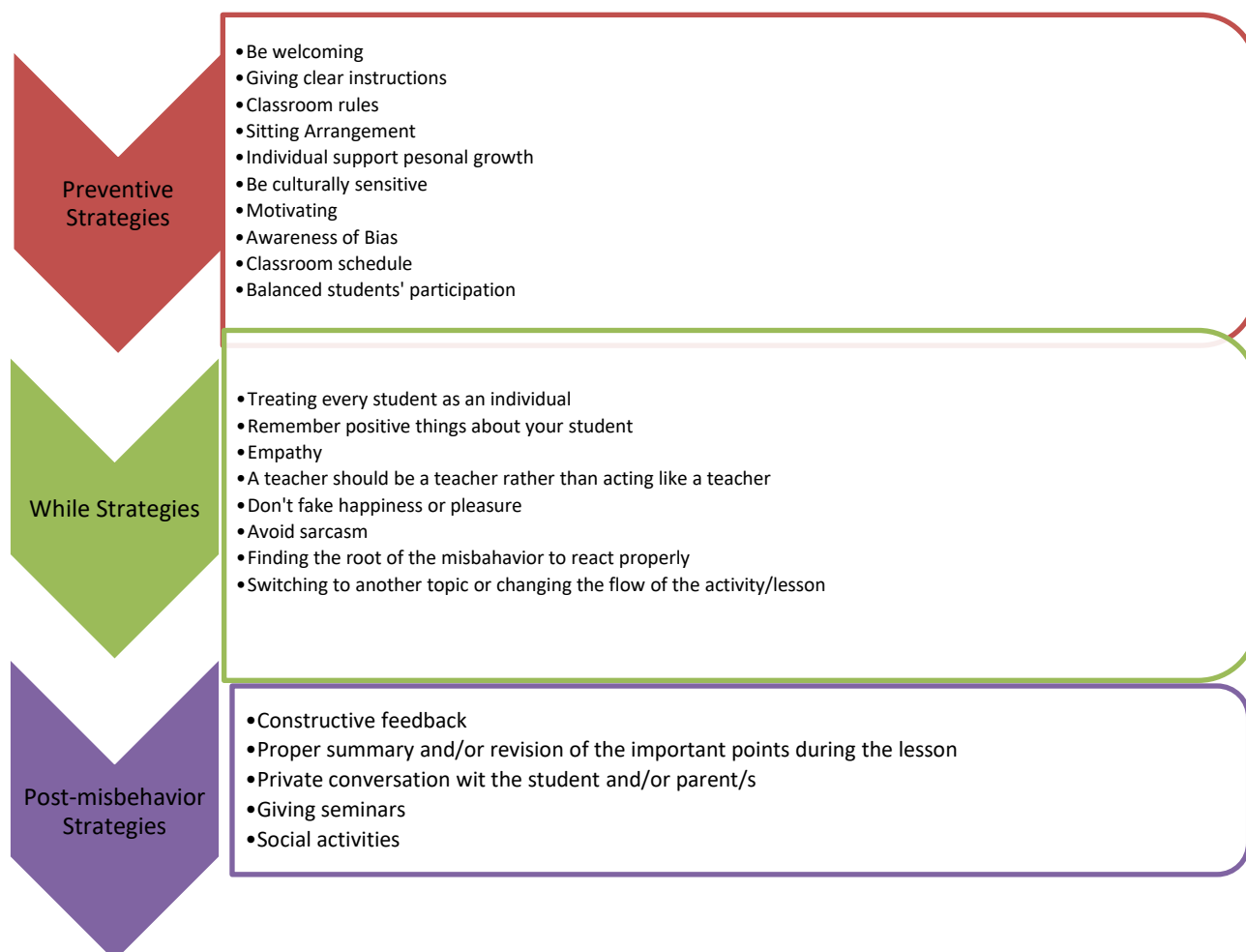
4. **Room Arrangement: the arrangement of the** classroom layout can show the students' behavior. Good arranging class, good teaching and good learning if the desks are arranged in small groups, it encourages collaboration and discussion among students, leading to more engagement and active learning. Conversely, if desks are placed in straight rows facing the teacher, it may result in passive learning and less interaction."

5. **Peer Interactions** create a classroom in the same level, age, social skill, and students with and without disabilities to increase students' behavior.

Furthermore, Oleson (2023) identifies six strategies for reducing the influence of biases in the classroom:

1. **Personal growth** One of the best aspects of teaching is helping students grow personally because it encourages them throughout their work and helps them develop perspective.

2. **Motivating** students while achieving their goals makes your classroom more entertaining.

3. **Awareness of Bias**, Teachers must be sensitive to every detail of their students' identities, histories, and experiences in order to be conscious of bias. This knowledge enables teachers to meet individual needs and lessen any biases in their teaching methods while fostering a more welcoming and encouraging learning environment.

4. **Participate**, as a teacher, it is essential to model positive behavior and encourage students to develop their talents, such as speaking language, music, and sports.

5. **Implementation strategies: Teachers should create detailed plans that include activities that students truly enjoy in order to** increase student engagement. This can involve employing of various instructional strategies, such as group projects, practical experiments, and interactive conversations based on real-world situations. For example, using project-based learning enables students to work with others to examine topics of interest thoroughly. Learning can also be made more engaging and fun by utilizing technology, such as online resources or educational games. Teachers can create a more dynamic classroom atmosphere that motivates students and improves learning results by adjusting their techniques to their preferences and interests

6. **Feedback** plays an important role in the classroom; teachers motivate students to improve themselves through feedback. However, teachers should give feedback in a way that does not demotivate students.

Thus, the strategies can be divided into three categories: preventive strategies, and strategies to be applied. At the same time,/when the case of misbehavior takes place, misbehavior occurs,

and post-misbehavior strategies (See Figure 2.3). Furthermore, it is essential to mention that these strategies very often can be used at more than one stage, for example, social activities can help with both – the prevention of misbehavior and post-misbehavior management. The division was done based on the literature review.

Preventive Strategies
- Be welcoming
- Giving clear instructions
- Classroom rules
- Sitting Arrangement
- Individual support pesonal growth
- Be culturally sensitive
- Motivating
- Awareness of Bias
- Classroom schedule
- Balanced students' participation

While Strategies
- Treating every student as an individual
- Remember positive things about your student
- Empathy
- A teacher should be a teacher rather than acting like a teacher
- Don't fake happiness or pleasure
- Avoid sarcasm
- Finding the root of the misbahavior to react properly
- Switching to another topic or changing the flow of the activity/lesson

Post-misbehavior Strategies
- Constructive feedback
- Proper summary and/or revision of the important points during the lesson
- Private conversation wit the student and/or parent/s
- Giving seminars
- Social activities

Figure 2.3 pre-, while-, and post-misbehavior strategies

In summary, teachers should know the techniques and when to use them so they do not teach and manage students randomly. Thus, every teacher should find the classroom's techniques suitable for his/her group of students.

In conclusion, it is important to understand the dynamics of classroom, school, and community. So, the teachers and educators in general can develop the strategies and methods to deal with that particular setting. First, educators should understand the gaps to find/develop strategies, pilot them, see what works better for them, and choose the most appropriate strategies to solve the problems.

Furthermore, there are many strategies for managing the class, school, and learning process; however, not every strategy is suitable for every situation. It is important to understand the reasons,

the root of the problem, and the possible suitable solutions and choose the one that is the best fit for the situation. This is why teachers and all educators should be aware of class dynamics and classroom management techniques.

3. Methodology

This chapter focuses on the methods of data collection, analysis of the findings, and conclusions based on the results of the survey conclusions based on survey results. The study implemented quantitative research.

3.1 Survey design

The survey was designed based on the literature review by the researcher. Each chapter focused on the types of misbehavior and their management, so the survey questions were inspired and designed based on the literature review chapters.

The questionnaire consists of fifteen questions: three demographic questions the first section is demographic information. The other questions aimed to answer the research questions of the study. The survey was imported to Google Forms, an online survey platform. To increase the objectivity of the study, the researcher used different types of questions: short answer, multiple choice questions, multiple choice scale (the participants were asked to rate the items from 1 – least important to 5 – most important), checkbox scale (rating items from 1 – never, to 10 always), checkboxes (choosing all that apply). To add dimension to the survey, the option 'other' was added to the questions so the participants could share their experiences and contribute to the data collection.

3.2 Survey application

The questionnaire was distributed through online platforms. The survey was distributed to students and teachers within Erbil city. The survey was distributed in the institutions that focused on educating young learners. Eighty surveys were collected for the data analysis.

3.3 Participants

The first question of the survey aimed to collect information about the participant's gender.
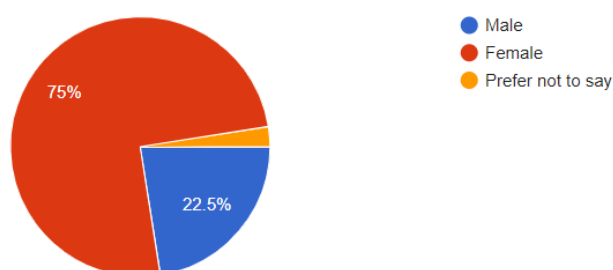
Figure 3.1: Participations' Gender

The figure (Figure 3.1) above demonstrates the participants' gender. Among eighty participants: 75% are female, 22.5% are males, and 2.5% prefer not to say. The majority of the respondents are females, and this can be explained by the popularity of the teaching profession among females.
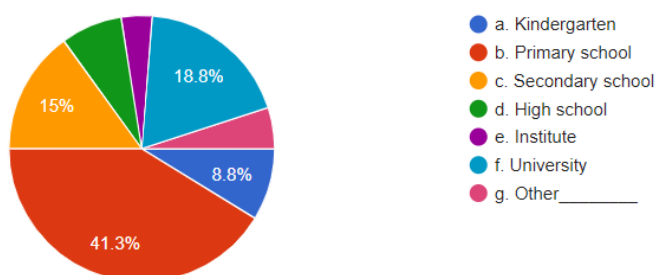

Figure 3.2: Workplace of the Participants

The variety of participants according to the place they currently work is represented in Figure 3.2. Most of the respondents are primary school teachers 41.3%, 18.8% are university teachers, the rest of the respondents are secondary school teachers 15%, kindergarten 8.8%, high school 7.5%, institutes (3.7%. And 5% of the participants are from other educational institutions.
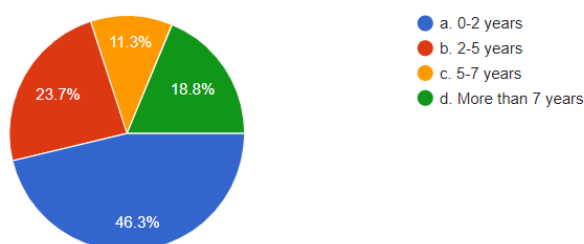
Figure 3.3: Years of Experience

To see the different viewpoints between teachers, the question related to the years of experience working as a teacher was included. Most of the respondents 46.3% were teachers who their working experiences is between 0-2 years, 23.7% were between 2-5 years, 18.8% were more than 7 years, and 11.3% were between 5-7 years experiences.
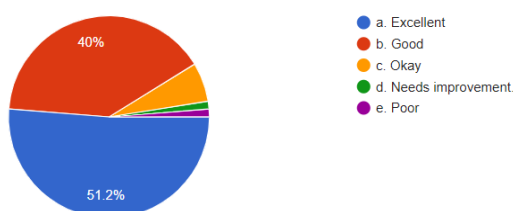
Figure 3.4: Teachers' relationship with students

Teacher relationship with the students has a big role in the education and learning process, because through their relationship, misbehaviors can be avoided according to the data collection most of the respondents have an excellent relationship with their students, 40% believe they have a good

relationship with their students, 6.3% claim to have an average relationship with their students, and 1.2% of responses stated that they have poor relationships with their students that needs improvement.
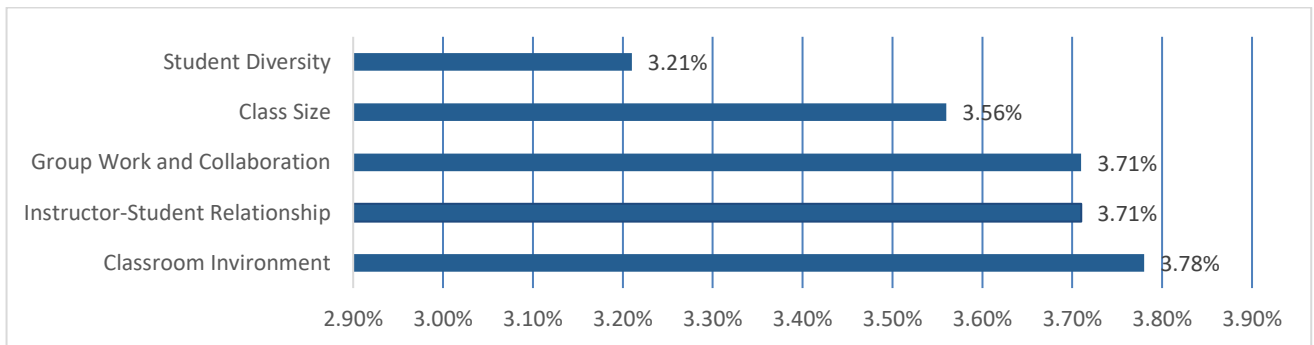

Figure 3.5: Factors Including Classroom Dynamics

According to the results of question 5 (Figure 3.5), the classroom environment has the greatest impact on classroom dynamics (3.78%). Other types fluctuate from 3.71% to 3.21%, showing close to each other's level of importance. Student diversity is the least influential but still statistically important factor in classroom dynamics.
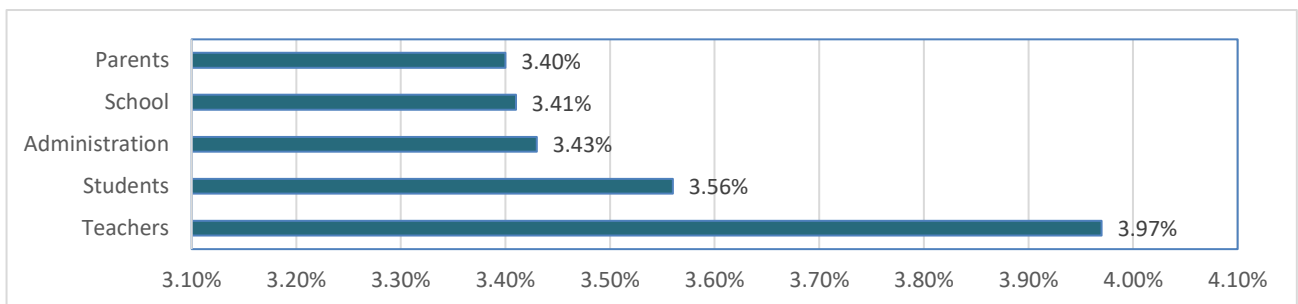
Figure 3.6: The stakeholders that have the greatest impact on classroom dynamics.

According to Figure 3.6, teachers are the most important/influential stakeholders 3.97%. The other stakeholders fluctuated from 3.56% to 3.40%. The parents seem to be the least influential, however still have a strong impact, on the classroom dynamics.
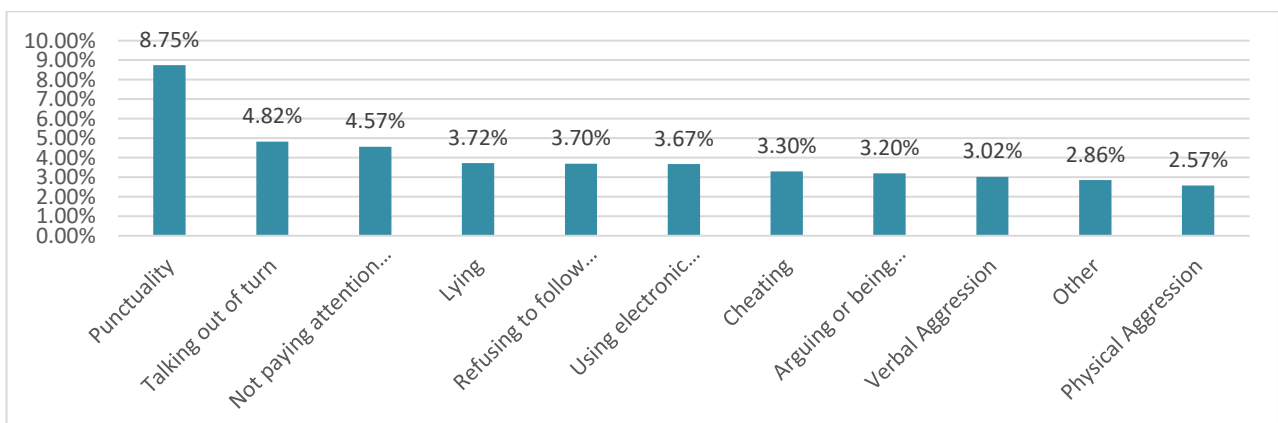
Figure 3.7: Students Misbehavior in The Classroom

The answers to Question 7 show that punctuality is the most frequent type of misbehavior that teachers face in the classroom at 8.75%, followed by 'talking out of turn' at 4.82%, then 'not paying attention or being off task' at 4.57%. The other types of misbehavior in the classroom fluctuate from 3.72% to 2.57%. In addition, six teachers responded that they also face other misbehavior types such as not doing homework, some parents not following school instructions, careless students, and students' disrespect [to peers, teachers, etc.].
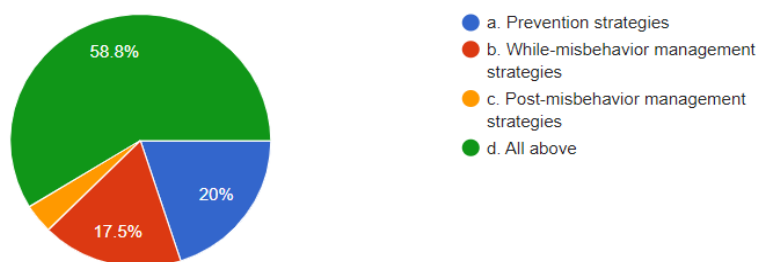
Figure 3.8: Misbehavior Management Strategies

From the above figure, it is no surprise that most of the participants chose the option 'all above', showing that the application of all strategies together: prevention strategies, while-misbehavior management strategies, and post-misbehavior management strategies, have a significant impact on misbehavior management by 58.8%. Other respondents 20% believe that prevention strategies are more effective than any other strategies. Less respondents use while-misbehavior management strategies more frequently than prevention or post-misbehavior strategies. While only 3.7% of respondents prefer post-misbehavior management strategies.

Figure 3.9: Prevention Strategies

N	Item	Number of participants	Percentages
1.	Being welcoming	34	42.5
2.	Giving Clear Instructions	54	67.5
3.	Suitable sitting Arrangement	33	41.3
4.	Classroom Rules	51	63.7
5.	Classroom Schedule	19	23.8

6.	Proper Summary and/or	35	43.8
7.	Balanced Students' Partic	45	56.3
8.	Individual Support Person	32	40
9.	Remembering Positive Thing	38	47.5
10.	Be Culturally Sensitive	33	41.3
11.	Awareness of Bias	25	31.3
12.	Maintaining Positive	39	48.8
13.	Using Verbal Praise	36	45
14.	Implementing a Reward	31	38.8
15.	Creating a Classroom	38	47.5
16.	Providing Opportunities	43	53.8
17.	Others	5	6.3
	Total	591	739.2

Question number 9 was related to misbehavior prevention strategies. The most frequently used strategy is giving clear instruction (67.5%), classroom rules (63.7%), and balanced student participation (56.3%). Furthermore, Balancing students' participation and providing opportunities for student leadership and responsibility are frequently used. The least influential seems to be the classroom schedule (23.8%).
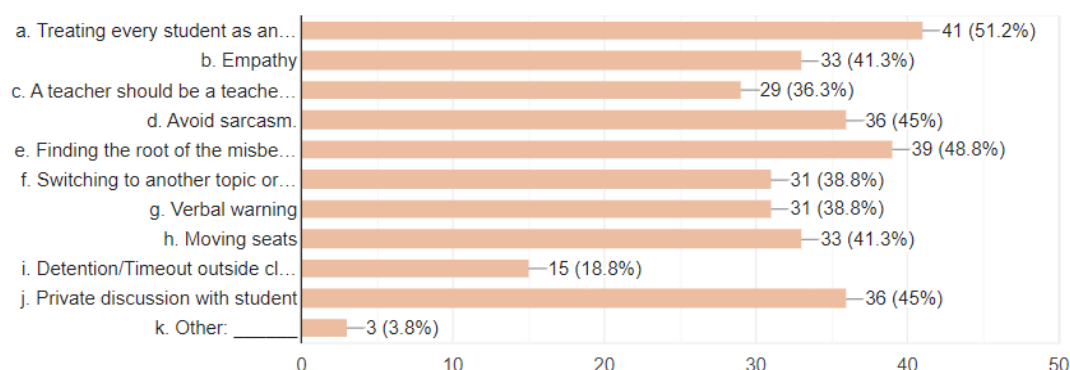
Figure 3.10: While-misbehavior Strategies

Among the while-misbehavior strategies most frequent one is treating every students as an indivisual (51.2%). 48.8%, of the respondents stated that finding the root of the misbehavior to react properly is important. Avoiding sarcasm (45%), empathy (41%), and moving seats (41%) are other common strategies used by the teachers. Other while-misbehavior strategies flactuate between 38.8% to 18.8%. Two of the teachers sugessted to 'give students responsibilities as a while-misbehavior management strategy.
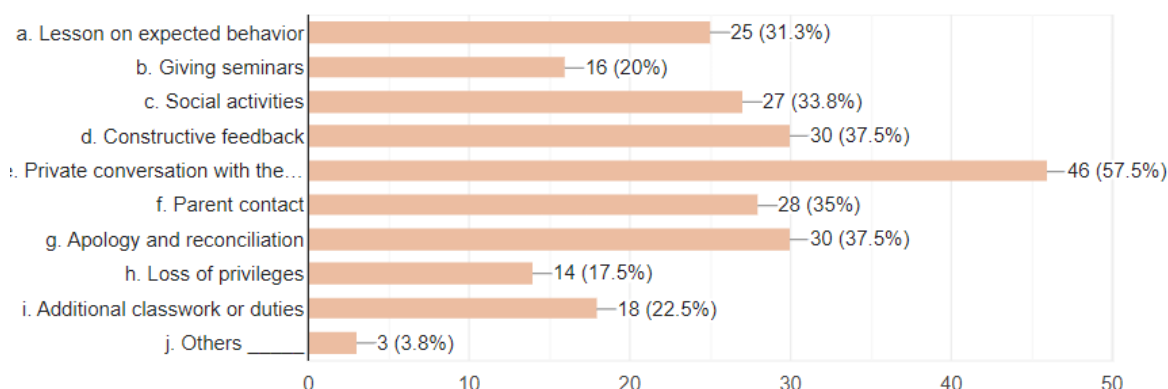
Figure 3.11 Post-misbehavior strategies

In Figure 3.11, the use of post-misbehavior strategies is demonstrated. The most common technique is a private conversation with the students (57.5%). Providing constructive feedback, apology and reconciliation are both 37.5%. making them the second most common post-behavior strategies. And the least popular seems to be the loss of privileges (17.5%) as the respondents did not clarify what they meant by other.
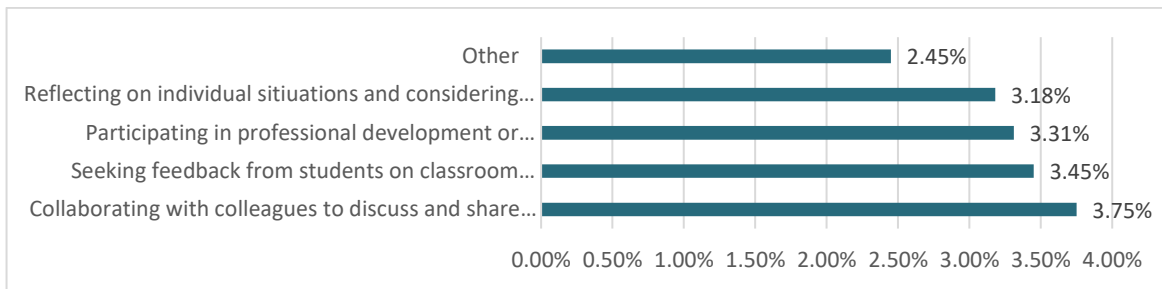
Figure 3.12: Rating Types of Classroom Management Strategies

The next question aimed to find out how teachers reflect and evaluate their own classroom management strategies. According to question number 12, collaborating with colleagues to discuss and share strategies is the most important way of reflecting on their classroom management strategies (3.75%), the next important is seeking feedback from students on classroom dynamics (3.45%), then participating in professional development or workshops on classroom management strategies (3.31%). The least frequent strategy is reflecting on individual situations and considering alternative approaches (3.18%). Furthermore, 3 teachers suggested being friendly with students, directing students to the principal, and tracking the students' progress by comparing their grades with previous marks.
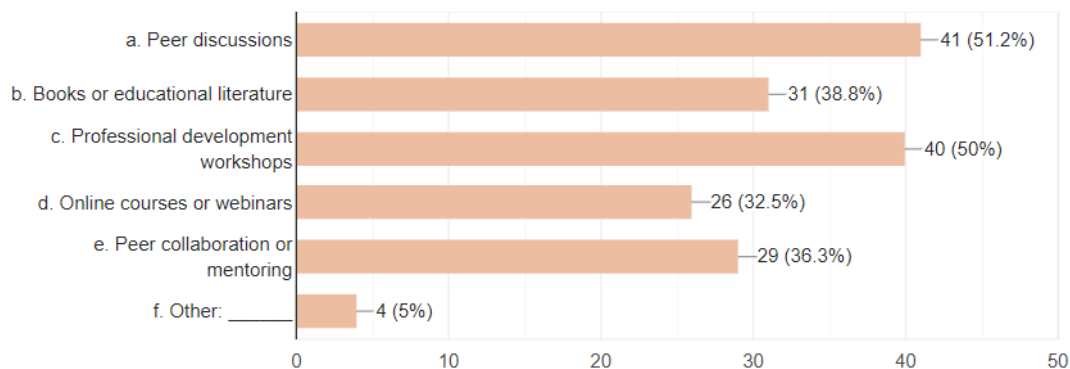
Figure 3.13: Resources to Improve Classroom Management Strategies

Figure 3.13 demonstrates the resources that may help to improve classroom management strategies, and the results show that teachers benefit from peer discussions (51.2%), professional development workshops (50%), books or educational literature (38.8%), and peer collaboration or mentoring (36.3%). The least preferred resources are online courses or webinars (32.5%).
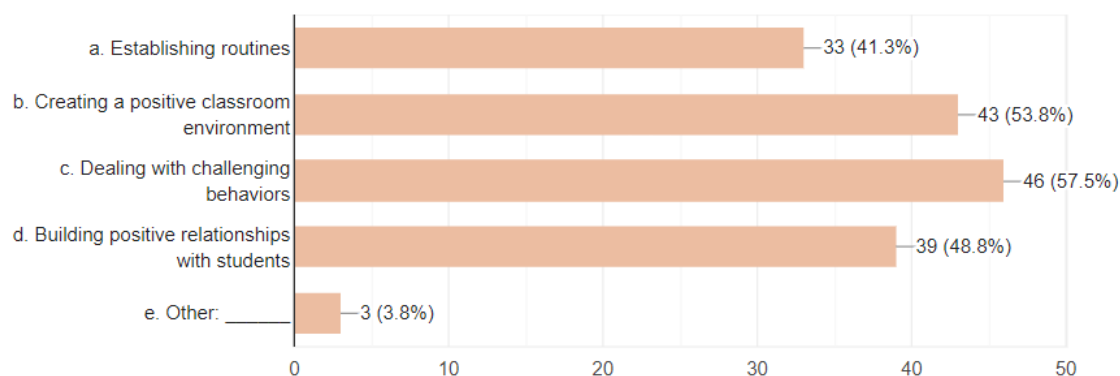
Figure 3.14: Areas' for Improving Classroom Management

According to figure (3.14), the respondents believe that the area that needs improvement in classroom management is dealing with challenging behavior (57.5%), next important aspect is how to create a positive classroom environment (53.8%), building a positive relationship with students (48.8%), and establishing routine (41.3%). Furthermore, in the comments for the option 'other', one of the teachers suggested putting a reward at the end of the week as the area for improvement.

And I in addition, the research opened a room for the comments asking the participants to write any additional comments that they would like to share regarding classroom management. One of the responses recommended providing smart boards with internet so students can sometimes practice and play educational games with teachers. This is a great idea for every school to have it because students need to improve not only the core subjects but also be prepared for real world innovations.

4. Discussion

The topic of effective classroom management techniques for positive classroom dynamics has always been one of the most crucial fields to be studied, analyzed, and discussed by all educators. The rapid changes in the world, such as technological innovations and students' psychology, directly affect the classroom environment. This is why this study is crucial to move hand in hand with the updates and requirements of today.

The finding of this study showed that classroom environment (76%) and teachers (79.4%) have a significant impact on classroom dynamics. In the study conducted by Smith and Johnson (2022), the first, most influential, factor affecting classroom dynamics is student diversity. According to the research of Ghafapour and Moinzadeh (2020), teachers are the stakeholder that has the most significant impact, which completely aligns with the findings of the current research. This can be explained by the historical importance of the teacher in the classroom and still dominating teacher-centered education.

The Second finding of this study showed that punctuality (87.5%) has frequent misbehavior in the classroom. Similarly, according to Alam (2013), punctuality is a common type of misbehavior in the classroom. Furthermore, arriving late to class, leaving early, and completing assignments after the deadline cause distortions in the classroom, which is why punctuality are common problem in Kurdistan and outside the country.

The third important finding of this study shows that teachers apply all prevention, while, and post-misbehavior management strategies in school. According to the survey results, similarly to the study conducted by Bos & Vaughn (2004), giving clear instructions is the most common preventative technique (67.5%). In contrast, according to Scrivener (2012), to be welcoming is the most important one. Furthermore, according to the survey, treating each student as an individual is the most common while-misbehavior technique (51.2%). While according to Bos and Vaughn (2004), providing classroom rules, and participation according to Oleson (2023), are the most common classroom management strategies.

As a post-misbehavior management strategy, the results of the survey show that private conversation with the student is the most common approach (57.5%) in Kurdistan. While according to Scrivener (2012), avoiding sarcasm comes first. Furthermore, according to Oleson (2023), feedback is the most popular/effective strategy.

In addition, according to Scrivener (2012), Duki (2009), and Kiefer (2006), and the findings of the current research, peer discussions and professional development workshops are the sources for the teacher development and improvement of misbehavior management and classroom management in general.

In conclusion, daily teachers face different cases that need an immediate reaction. This is why it is necessary to be aware of the possible cases and the misbehavior management scenarios, a strategic plan, in other words, a classroom management teacher's toolbox, which is available at any time and properly implemented to ensure a positive learning environment and healthy classroom dynamics.

5. Limitations of The Research

It is necessary to state the limitations of this study to avoid misinterpretations.

  I.   First, the data was collected in Erbil city, Kurdistan, only: this is why the result can be generalized only for the educational institutions in Erbil.

  II. Second the researcher collected data over two weeks, more time can give a chance to collect more responses from more different schools and teachers. Consequently, the results may slightly change.

  III. Third, only one tool was used for data collection – a questionnaire. Integration of interviews and/or observations could help to add depth to the research results.

6. Conclusion and Recommendations

This study focused on optimizing Classroom Dynamics by means of stakeholders' influence, student behavior/misbehavior management, types of misbehavior, and the strategies to manage classroom dynamics effectively. Classroom Dynamics refers to the interaction between teachers and students within the classroom setting. Preparing students for the physical, instructional, and psychological environment is directly linked to their success and overall development in the classroom.

Current research reveals several common types of student misbehavior in Erbil, Kurdistan, Notably, punctuation emerged as the most common type of misbehavior according to the teachers' responses collected in Erbil. This was followed by talking out of turn, lack of attention or being off task, lying, refusal to follow instructions, unpermitted use of phones and other electronic devices, cheating, arguments or disrespect, verbal altercations, and physical aggression.

Concluding literature review and the data collection, the following recommendations have been developed:

- **Optimize Classroom Environment**: clear instructions, classroom rules, sufficient seating arrangements, engaging content of the lesson, teacher-student rapport, etc. significantly influence interactions in the classroom.

- **Choosing the right Classroom Management Approach**: it is obvious that every teacher has a unique style and approach to classroom management, which is very natural. However, it is necessary to acknowledge this and adopt to these differences accordingly. The teachers must explore the existing strategies, methods and approaches to successfully manage their class. For example, recognizing the root of the problem first can help teachers to choose the right approach and act; accordingly, posting pictures and/or videos on the school website to show the parents/caregivers their children's performance, achievements, etc.

- **Preventing Misbehavior**: it is always easier to prevent misbehavior rather than deal with it. This is why it is highly recommended to take necessary actions, prepare, and use preventive strategies to reduce the possibility of students' misbehavior in class.

- **Professional Development Training and Workshops**: teachers and other stakeholders should periodically attend training and workshops to enhance their competencies, performance, and personal skills. By doing so, educators refine their instructional techniques, and classroom management strategies, and increase the effectiveness in facilitating student learning in general. Moreover, teachers are recommended to conduct discussions of the students' behavior, helping each other to cope with the classroom environment.

By implementing these recommendations teachers and other educators can progress in creating classroom dynamics and engaging classroom environments that lead to positive interactions,

enhance student learning outcomes, and effectively manage the cases of misbehavior inside and outside the classroom.

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Appendix: Survey

Misbehavior Management

This questionnaire is part of the research on misbehavior management techniques. The results will be published in a research anonymously, and none of the participants will be somehow threatened by them. Confidentiality and anonymity are guaranteed. Please fill in this questionnaire, it will take you only a few (about 5) minutes. Your contribution is valuable and much appreciated. Thank you in advance for your time and understanding!

* Indicates required question

1. **1. Gender ***

   Mark only one oval.

   ◯ Male

   ◯ Female

   ◯ Prefer not to say

2. **2. What type of educational institution do you work for? ***

   Mark only one oval.

   ◯ a. Kindergarten

   ◯ b. Primary school

   ◯ c. Secondary school

   ◯ d. High school

   ◯ e. Institute

   ◯ f. University

   ◯ g. Other_____

3. 3. How long have you been working as a teacher? *

Mark only one oval.

- ⬭ a. 0-2 years
- ⬭ b. 2-5 years
- ⬭ c. 5-7 years
- ⬭ d. More than 7 years

4. 4. How would you rate your relationship with your students? *

Mark only one oval.

- ⬭ a. Excellent
- ⬭ b. Good
- ⬭ c. Okay
- ⬭ d. Needs improvement.
- ⬭ e. Poor

5. 5. What factors do you think have the **greatest impact on classroom dynamics**? Please rate   *
the factors from 5 (the most important/influential) to 1 (the least important)

Mark only one oval per row.

	1	2	3	4	5
Student diversity	⬭	⬭	⬭	⬭	⬭
Instructor-Student Relationship	⬭	⬭	⬭	⬭	⬭
Group Work and Collaboration	⬭	⬭	⬭	⬭	⬭
Classroom Environment	⬭	⬭	⬭	⬭	⬭
Class size	⬭	⬭	⬭	⬭	⬭

6. 6. What **stakeholders** do you think have the greatest impact on classroom dynamics? Please   *
rate the factors from 5 (the most important/influential) to 1 (the least important)

Mark only one oval per row.

	1	2	3	4	5
a. School	⬭	⬭	⬭	⬭	⬭
b. Teachers	⬭	⬭	⬭	⬭	⬭
c. Students	⬭	⬭	⬭	⬭	⬭
d. Parents	⬭	⬭	⬭	⬭	⬭
e. Administration	⬭	⬭	⬭	⬭	⬭

7. 7. **How often** do you experience these **types** of **misbehavior** in your classroom? Rate from 10 (always) to 1(never).   *

Check all that apply.

	1	2	3	4	5	6	7	8	9
a. Talking out of turn	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. Arguing or being disrespectful	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. Verbal aggression	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. Physical aggression	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. Not paying attention or being off task	☐	☐	☐	☐	☐	☐	☐	☐	☐
f. Using electronic devices without permission	☐	☐	☐	☐	☐	☐	☐	☐	☐
g. Refusing to follow instructions.	☐	☐	☐	☐	☐	☐	☐	☐	☐
h. Lying	☐	☐	☐	☐	☐	☐	☐	☐	☐
i. Punctuality	☐	☐	☐	☐	☐	☐	☐	☐	☐
j. Cheating	☐	☐	☐	☐	☐	☐	☐	☐	☐
k. Other _____	☐	☐	☐	☐	☐	☐	☐	☐	☐

8. Other (if any) for question 7

_____

9. 8. What misbehavior management **strategies** do you prefer to use in your classroom? *

Mark only one oval.

◯ a. Prevention strategies

◯ b. While-misbehavior management strategies

◯ c. Post-misbehavior management strategies

◯ d. All above

10. 9. What misbehavior **prevention** strategies do you use? *

Check all that apply.

☐ a. Being welcoming.

☐ b. Giving clear instructions

☐ c. Suitable Sitting Arrangement

☐ d. Classroom rules

☐ e. Classroom schedule

☐ f. Proper summary and/or revision of the important points during/after the lesson

☐ g. Balanced students' participation

☐ h. Individual support personal growth

☐ i. Remembering positive things about every student

☐ j. Be culturally sensitive.

☐ k. Awareness of Bias

☐ l. Maintaining a positive learning environment

☐ m. Using verbal praise and positive reinforcement

☐ n. Implementing a reward system

☐ o. Creating a classroom community where positive behavior is valued

☐ p. Providing opportunities for student leadership and responsibility

☐ q. Other: _____

11. Other (if any) please indicate

_____

12. 10. What **while-misbehavior** strategies do you use? *

Check all that apply.

☐ a. Treating every student as an individual
☐ b. Empathy
☐ c. A teacher should be a teacher rather than acting like a teacher
☐ d. Avoid sarcasm.
☐ e. Finding the root of the misbehavior to react properly
☐ f. Switching to another topic or changing the flow of the activity/lesson
☐ g. Verbal warning
☐ h. Moving seats
☐ i. Detention/Timeout outside class
☐ j. Private discussion with student
☐ k. Other: _____

13. Other (if any) please indicate

_____

14. 11. What **post-misbehavior** strategies do you use? *

Check all that apply.

☐ a. Lesson on expected behavior
☐ b. Giving seminars
☐ c. Social activities
☐ d. Constructive feedback
☐ e. Private conversation with the student
☐ f. Parent contact
☐ g. Apology and reconciliation
☐ h. Loss of privileges
☐ i. Additional classwork or duties
☐ j. Others _____

15. 12. How do you **reflect and evaluate** your own classroom management strategies? Please *
rate from 5 (always) to 1 (never) (checkboxes)

Check all that apply.

	1	2	3	4	5
a. Seeking feedback from students on classroom dynamics and behavior management	☐	☐	☐	☐	☐
b. Participating in professional development or workshops on classroom management strategies	☐	☐	☐	☐	☐
c. Reflecting on individual situations and considering alternative approaches	☐	☐	☐	☐	☐
d. Collaborating with colleagues to discuss and share strategies	☐	☐	☐	☐	☐
e. Other: ____	☐	☐	☐	☐	☐

16. Other (if any) please indicate

_____

17. Other (if any) please indicate

_____

18. 13. What resources would you find helpful to improve your classroom management strategies?   *

    Check all that apply.

    ☐ a. Peer discussions
    ☐ b. Books or educational literature
    ☐ c. Professional development workshops
    ☐ d. Online courses or webinars
    ☐ e. Peer collaboration or mentoring
    ☐ f. Other: _____

19. Other (if any) please indicate

_____

20. 14. Which areas of Classroom Management would you like to improve? (Select all that apply)   *

    Check all that apply.

    ☐ a. Establishing routines
    ☐ b. Creating a positive classroom environment
    ☐ c. Dealing with challenging behaviors
    ☐ d. Building positive relationships with students
    ☐ e. Other: _____

21. Other (if any) please indicate

_____

22. 15. Additional comments or suggestions:

_____

_____

_____

_____

_____