ORIGINAL ARTICLE

Investigating the classroom management styles and undesirable educational behaviors in students of Medical Sciences: Cross-sectional study

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ABSTRACT

Background and Aim: Classroom management has a significant impact on controlling and managing student behavior. The management of the classroom is an art and a science. The present study set to investigate the status of classroom management styles and types of undesirable educational behaviors among students of Zahedan University of Medical Sciences.

Methods and Materials: In this descriptive study, 300 students were selected by stratified random sampling to study a variety of undesirable behaviors in an academic setting. Also, 100 faculty members from Zahedan University of Medical Sciences participated in the study to explore classroom management styles. Classroom management style inventory designed by Amini et al. (2014) were used. The self-administered questionnaire about undesirable educational behaviors was used to gather data. The validity and reliability of both instruments have confirmed .The data were analyzed in SPSS software version 16.

Results: The findings showed that the faculty members' average score of class management is 45.16 out of 100 , which indicates that the faculty members of this university have an interactive style. Also, the average score of undesirable educational behaviors was obtained 71.21. out of 135.

Conclusion: Based on the findings of research on the use of interactive styles by faculty members, it is recommended to prepare training workshops for university professors. In order to reduce the undesirable educational behaviors of students at the beginning of the semester and upon entering the university, justification classes should be hold to control various educational behaviors and misbehaviors and management classes should be hold by cultural and social officials of university and oblige students to participate in such classes.

Keywords: classroom management style, undesirable educational behaviors

INTRODUCTION

University is one of the main institutions of the society, which is responsible for educating and building a desirable and effective human being in the society [1]. Universities are known to be one of the most valuable resources for the advancement and development of the society. Due to their age and social status, students possess a high power for being active and have various creative aspects. Undoubtedly, the important and influential role of students in various fields cannot be ignored [2].Classroom management is a set of techniques and skills that allow teachers to effectively control learners to provide a positive learning environment. Some other experts, who are so-called proponents of the Post-Newtonian approach, see classroom management as maintaining and enhancing educational standards in a humane atmosphere in order to satisfy teachers and learners as much as possible [3].In another definition, classroom management is all about a teacher's efforts to supervise classroom activities, which include teaching, social interactions, and learners' behavior [4]. Today, educational psychologists believe that effective classroom management can increase students' learning opportunities [5]. Classroom management is, in fact, the art and skill of organizing all the activities of a teacher so that effective learning takes place without wasting the least

energy and time [6]. Therefore, It is believed that the management of the classroom is an art and a science (7). The classroom management is important subject to improve student achievement. There is common knowledge among teachers that classroom management is an essential skill and art for teacher survivability and student success. Majority of results about class room approves that classroom management is really a core component of effective teaching. Effective classroom management's has an effect on student achievement and it has been determined to be one the most powerful skills teachers(8) .Wolfgang and Glickman listed three styles of managing education, behavior, and people to manage the classroom. Education management includes aspects such as monitoring the classroom environment, building daily curriculum activities, and allocating training materials to learners. The management of individuals, according to a teacher, is about learners and his efforts to develop relationships with learners. Behavior management is closely related to the management of individuals and is an important part of classroom management. This aspect includes disciplinary strategies that are used to prevent undesirable behavior of learners; consequences such as setting rules, determining the structure of reward, and providing opportunities for learners' self-discipline are

related to disciplinary strategies [7]. In principle, three types of classroom management approaches can be identified and distinguished: 1) interventionist, 2) non-interventionist, and 3) interactionist, believing in interaction according to observations; intervenors believe that a learner evolves based on environmental conditions. In this role, the teacher is considered a part of the environmental conditions and his/her duty is to manage the environment using conditional principles. In this view, the teacher is the pioneer and plays a key role. Non-interventionists believe that learners have an intrinsic motivation, so it is enough to provide an environment in which this motivation is developed. And we need to give more opportunity for free interaction in the classroom so that they can follow their personal interests. Followers of the theory of interaction believe that problems cannot be solved without shared responsibility and the full participation of all parties involved in decision-making[10]. Surusor, quoting Bouich and Tombari, names four styles of classroom management. This division is based on the teacher's use of love and control in the classroom: A) dictatorial, B) authoritarian, C) neglectful, D) negligent (low intimacy). Teacher A is known as a frigid and controlling teacher. The classroom of such task-focused teachers is similar to a rough work environment. Such a classroom style is more in line with the old view of education .Teacher C is genial and neglectful. The teacher plays a guiding role rather than controlling the behavior of the students. If there are rules in this class, they are informal and non-verbal. Classes with D conditions have frigid and neglectful teachers. Such teachers spend most of their time being aggressive with students. They are less likely to formulate and enforce laws to control or limit critical behaviors. Group B teachers are intimate but nonetheless controlling. In these classes, teachers share their control with their students to elicit student participation when generating the classroom rules, and incentive methods are emphasized to motivate students. The most successful management is an authoritarian style with mutual respect and love, also known as a democratic style [11]. Classroom management is one of the most important issues in teaching-learning situation and is one of the criteria for effective teaching [12, 13]. Teacher's classroom management is classically identified as one of the most important variables to understand students' classroom misbehavior (14). Classroom management refers to the collection of strategies applied by the professors to maximize students' cooperation ,engagement and to decrease students' disruptive behaviors, thus keeping an appropriate learning environment(15). It included the management of classroom space, time and activities, as well as the management of students' behaviors, taking into account teacher's characteristics, skills and competencies (16). Jaafari et al (2017)quoted that classroom management is defined as the treatment of misbehaviors and disorders that occur in the learning environment. The goal of classroom management is creating and maintaining social order in order to promote teaching -learning process. The educational system of the classroom as universities achieves the educational goals through .The proper management of the classroom. Student misbehaviors in the classroom is the most common concern of novice and experienced teachers even teachers with good teaching

skills . It spent many of class time to solving disciplinary issues and controlling the classroom. Professors can apply modern teaching methods (student-centered- and participatory training) by increase their teaching efficacy, decrease students' misbehaviors, and effective control of class help better teaching through proper classroom management. Professors who use an interactive style in managing their classroom .They dramatically improve, creativity and academic achievement of students and improve the learning of learners . Interactive classroom management increases the learning of the self-directed learning [17].

In the literature some terms have been applied to define problematic behaviors of students such as misconduct, disciplinary violations, misbehavior, problem behavior, and disruptive behavior. Classroom behaviors can be described as misbehaviors that disrupt and impede the teaching-learning process affecting the quality of learning negatively, violating teachers' right to teach and students' right to learn , teacher stress (Tsouloupas, Carson & MacGregor, 2014); self-efficacy (Hong, 2012), burnout and retention (Aloe & Shanahan, 2014; Chang, 2013;). Misbehavior is defined Misbehavior in this study can be defined as any kind of behaviors that violate explicit rules or implicit norms of the classroom, interfere the classroom order and interrupt the process of teaching and learning(18).

Therefore, the teachers need to be aware of these interactions as well as the way in which these interactions result in normal or out-of-norm behavior. Accordingly, they should adopt appropriate strategies to manage misbehavior (19). The undesirable behavior in an academic classroom: It is defined as "actions of some of the students or a group in academic classrooms that violate the clear rules, the implied rules, and the expectations of the classroom. These actions destabilize the system, disturb or disrupt the education and the learning processes" (20).Undesirable educational behavior refers to behavior that is not compatible with the classroom atmosphere and disrupts the learning process. Undesirable educational behaviors are divided into two groups. Undesirable behaviors interfere with the learning of an individual and other learners. Some of these behaviors include being offensive to other students, making unnecessary noise, joining peers, opposing the teacher, unfairly criticizing the class, laughing and distracting others, passing notes, and so on. The other group of undesirable behaviors are weak and only hinder learning only in that learner himself/herself and do not disrupt classroom or the learning of others, for example, negligence, irregularity, not asking for help if needed, doing tasks slowly, etc. Distinguishing between these two behaviors helps the person to have a correct image of learners, because very undesirable educational behavior requires silence, punishment, or penalty. However, less undesirable behavior requires reinforcing the right behavior to stabilize it (21). In fact, power and time which can be invested more effectively to plan and increase the quality of teaching are spent for disciplinary issues of students. Disciplinary problems cause academic failure in learners and negatively affect the overall atmosphere and learning of the classroom [5]. Learners have a fundamental right to enjoy a safe and respectful environment for learning. Such

situations will undoubtedly increase the psychological pressure on teachers, so destructive behavior is a disciplinary problem and must be technically addressed [14]. Effective classroom management involves more than merely supplying knowledge. The faculty member is a major player in setting the classroom climate, which is so important to student learning. Minimizing tension inside the classroom, moderating students' behavior, listening to students' complaints, encouraging them to excel and being serious when needed. These are effective parts of effective classroom management. Thus the faculty member needs to assess the impact of the management styles utilized in order to develop skills of human relations and decision-making [15].

Classroom management is a multi-faceted activity and extends beyond the traditional behavior management techniques recommended to deal with students with disruptive behavior. Teachers should develop caring, supportive relationships with and among students; organize and implement instruction in ways that optimize students' access to learning; they may use group management methods that encourage student engagement with academic tasks; promote the development of student social skills and self-regulation; and use appropriate interventions to assist students who have behavior problems (16ch). In a study, entitled "Presenting a Model for Establishing a Healthy Classroom Management" by Khalkhali et al.(2019), the results showed that a classroom is associated with five factors, including 1) communication, 2) motivation, 3) teacher's leadership style, 4) incentive, and 5) growth [4]. In another similar study conducted by Amini et al.(2014), the classroom management styles of the faculty members of Kashan University of Medical Sciences were investigated. They demonstrated that the mean score obtained from the management score of professors indicates that professors have an interventionist style [15].Another study examined the causes of students' destructive behavior in classrooms in Pakistani schools (2013). The results proved that one of the reasons for students' undesirable behaviors in the classroom was the lack of effective rules and management of such behaviors. They emphasized paying more attention to such behaviors [16].

Classroom management skills are the cornerstone of overall teaching success. The term classroom management involves controlling students in the classroom with the help of discipline and creating a suitable environment to facilitate learning and behavior change [17]. Due to the importance of classroom management styles for effective learning and determining its association with undesirable educational behaviors and insufficient research conducted in this field, the current study set to investigate classroom management styles and the frequency of undesirable educational behaviors.

METHODS AND MATERIALS

The present research is descriptive study .The statistical population includes all students of Zahedan University of Medical Sciences in 2018, who had been studying for at least one semester in this university. Statistical sample of students based on According to the formula for calculating the sample size for cross-sectional studies and according to the similar study conducted by Amini et al.(2014)(18)

titled surveying the management style of faculty members of Kashan University of Medical Sciences) the sample size was calculated as follows:

$$n = \frac{Z^2_{1-\frac{\alpha}{2}}S^2}{d^2} = 270$$

By considering the values of s = 5.7, d = 0.46 and α = 0.05, the sample size of study is 270 subjects. Therefore, 270 subjects were selected according to the size of the population. Then they were selected by stratified random sampling method. The present study was conducted to determine the classroom management styles and undesirable educational behaviors and investigate the prevalence of various undesirable educational behaviors.

In addition, the professors' questionnaires were given to them during their working hours in the colleges and the purpose of the project was explained to them, and then the questionnaires were gathered after being filled.

The convenience method was used for faculty members. In total, 103 subjects are filled out the questionnaires but 100 questionnaires were completed and excluding the distorted questionnaires.

Data collection methods and tools
The following questionnaires were used to collect data : Demographic information form: gender, marriage, age, education level, accommodation (dormitory and non-dormitory), native in Zahedan and non-native in Zahedan, faculty, and the field of study.

Faculty members' classroom management inventory: In order to gather data about different types of faculty members' classroom management styles. Classroom management style inventory designed by Amini et al. (2014) were used (18). This questionnaire measures university classroom management styles about classroom control based on three approaches (interventionist, interactive, and non-interventionist) and consists of 25 items : five of which are general features, and 20 items are four-choice in three components (behavior management, individuals, and education). To determine the reliability of the questionnaire, Cronbach's alpha coefficient was used; it was 0.82 for classroom management; for training management, it was 0.83; for individuals' management 0.77, and 0.80 for behavior management. Cronbach's alpha for 25 items of the questionnaire was obtained 0.72. Scoring method in classroom management style questionnaire: The scoring of the questionnaire is based on an interval scale (never: 1, to some extent: 2, usually: 3, and always: 4). The scores are in the range of 25-100. Accordingly, high score indicates an interventionist management style and a low score indicates a non-interventionist style. Also, the mean score (45-55) is a sign of an interactive management style.

To investigate the frequency of various types of undesirable educational behaviors, the questionnaire of undesirable educational behaviors (self-administered) was used. The items of this questionnaire were compiled in 27 items using the book of Educational and Training Skills (Hassan Shabani, 2013) and review of literature in similar articles. This questionnaire has 27 items, and based on the

Likert style, each item has five options (very low = 1 and very high = 5). This questionnaire was developed in five components: 1) undesirable physical behavior, 2) undesirable behavior regarding critical difference, 3) undesirable behavior in attention attraction, 4) undesirable behavior of negligence type, and 5) undesirable behavior with respect to power-seeking. .To measure its validity, ten university faculty members ,two psychology professors and one educational psychologist approved the questionnaire's content validity. Cronbach's alpha coefficient was used to determine its reliability, which was 0.914. The higher a person's score is on this questionnaire, the higher the undesirable behavior have occurred in the classroom. The scores are in the range of 27-135. Considering that the researchers intended to evaluate the types of undesirable educational behaviors from the students' points of view and also the types of classroom management styles from the professors' points of view as self-declaration. Both professors and students were examined as two independent groups. Therefore, statistical tests could not measure the correlation between these two variables, so the questionnaires were coded separately and analyzed independently in the SPSS version 16.0.

To analyze the relationships between the variables, Pearson's correlation coefficient test and independent paired t-test, ANOVA, and Mann–Whitney test were used, and for descriptive statistics, statistical descriptive tests were used. A significance level of 0.05 was considered.

Ethical considerations
This research has approved by Committee of Ethics affiliated to Zahedan University of Medical Sciences, Zahedan, Iran (NO. 8489), and it complies with the declaration of Helsinki."
The purpose of the research was fully explained for subjects. The subjects were assured that the information collected was confidential and that they did not need to mention their names and telephone number too. The research subjects were explained that they would not be subject to any financial costs or damages. After fully explaining the objectives and conditions of entering the study, informed consent was obtained from the subjects. The research results were provided to the research units and the authorities (if they wished). All those who contributed to the research were appreciated in publishing the final results of the research.

In summary, Participants were fully informed about the research, duration of the study, confidentiality, and anonymity of the questionnaire, and voluntary participation in the study. Informed written consent was obtained from the participants.

RESULTS
According to Table 1, the number of faculty members participating in this study was 100, of which 48 were female and 52 were male. The maximum age range for faculty members was 41 to 45 years, including 28 faculty members, followed by age range of 51 to 55 years, which included 19 participants. According to the rank of professors, there were 46 instructors, 44 assistant professors, nine associate professors, and one full professor participating in the project. According to the

project data, the lowest score of management style was 34 which indicates a non-interventionist style and the highest score of management style was 58 indicates a interactive style . The one-way ANOVA test results showed a significant relationship between the educational management of individuals and the rank of professors (instructor-assistant professor-associate professor, and full professor) (P <0.05), i.e. the component of individuals' education in associate professors and assistant professors was more notable than instructors .

According to Table 2, the statistical results of the t-test show that the highest score is related to the educational management component in female faculty members (23.5), and the lowest score is related to the behavioral management component in female faculty members (6.62).

The one-way ANOVA test results revealed that the highest mean score of undesirable educational behaviors among colleges is related to the School of Medicine with a mean score of 74 (Table 3). Also, the lowest score of undesirable educational behavior is related to the Faculty of Health with a score of 65.4 (total score: 135).

DISCUSSION
Classrooms are environments that are organized with the aim of facilitating learning in learners. Undoubtedly, providing an appropriate classroom environment is necessary for the teaching-learning process [9]. In order to improve the quality of education and prevent the effects of undesirable educational behaviors, disruptive resources of effective management should be identified and necessary measures should be taken to eliminate or reduce it. One of the criteria for achieving teaching effectiveness is correct management of classroom [10]. Teachers and instructors will not be able to focus on the teaching-learning process until they are not able to organize and manage the classroom properly [11]. In the present study, several types of classroom management approaches of professors in Zahedan University of Medical Sciences (interventionist, interactive, and non-interventionist) and the prevalence of various undesirable educational behaviors among students were explored. The results manifested that the highest level of professors' attention was related to education management, showing the high position of education among professors of Zahedan University of Medical Sciences. For teachers, no challenge is higher than student behavior, and professors cannot cope with this challenge simply by learning a general management approach [1], such as recurrent indiscipline in the classroom, talking out of turn and without permission, not doing the given tasks and homework, non-verbal communication, and not paying attention to the class, of which talking out of turn and without permission is the most unacceptable and the most problematic and undesirable type of educational behavior [18].

The results showed that undesirable behaviors among students increase with the increase of their semester, perhaps the main reason for this is that the students become more familiar with the classroom atmosphere, professors, hence not getting worried about the possible consequences of their behavior. The findings of this project showed that professors pay more attention to

education management, and individuals' management and their behavior are of secondary importance to them. Perhaps the main reason is that education includes aspects such as monitoring the classroom environment, building daily curriculum activities, and identifying instructional materials for learners [15]. Professors often try to guide students in this direction due to their high academic load, and perhaps the lack of time prevents them from paying attention to these issues. Trying to control destructive behaviors takes a significant amount of time from university professors instead of academic instructions in the classroom. In addition, learners have a fundamental right to have a safe and respectful environment for learning. Therefore, destructive behaviors of indiscipline, i.e. undesirable educational behaviors, must be technically eliminated [14] in order to make use of the maximum training time.

Learners' disciplinary problems have multiple causes that have negative effects on various aspects of the teaching-learning process. Research shows that classroom behavior management is one of the main challenges facing teachers around the world, and the most stressful factor in their work environment is the disciplinary problems of learners [9]. It seems to be a little difficult and problematic to deal with all kinds of students' undesirable behaviors without identifying how to deal with them. Due to differences between some cultures and the fact that students with different cultures and customs are present in different classrooms, the classroom management should be directed in a direction so that the least loss occurs to the main goal, i.e. education. It was also indicated that the management style of professors of Zahedan University of Medical Sciences is interactive. Interactive approach, as an intermediate approach, emphasizes the interaction of an individual and the environment. In this approach, monitoring and control over the classroom is divided among the teacher and learners, which means that learners participate in classroom planning and organization [7]. Djigic and Stojiljkovic believed that most teachers have an interactive style that is consistent with the results of the present research [12]. Attention to the interactive classroom management style as the most effective mathematical classroom management style plays an important role in improving learners' motivation and academic achievement [19]. Rasouli found that professors who use an interactive style in their classroom management dramatically improve the creativity and academic achievement of their learners [20]. Classroom management is the term that it applys to highlight all of those positive behaviors and decisions teachers that make to facilitate the teaching- learning process of students. It refers to all those needed activities necessary to create and maintain an orderly teaching- learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules (28). In summary, classroom management is a process of ensuring that classroom lessons run smoothly despite disruptive behavior by students ; closely linked to issues of motivation, discipline and respect (21).

However, this study is not in line with the findings of Aali and Izadi who believe that most Iranian professors

have an interventionist style. According to the present study, the average score of individuals' education management style was higher in male professors, which was statistically significant (P<0.05). However, Aali and Izadi found that there is no difference between males and females' classroom management styles [21]. The mean score of educational management style in professors with educational backgrounds less than 5 years, 5 to 10 years, 10 to 15 years, 15 to 20 years, and more than 20 years did not differ much. Therefore, teaching experience had no effect on classroom management; university professors use identical educational styles with different teaching experiences. After teaching for a while, the professors seem to choose a management style and continue it. Obviously, there are many management techniques that can increase the quality of the classroom.

According to the current results, there is a significant relationship between individuals' education and professors' academic rank (instructor, assistant professor, associate professor, and full professor) (P<0.05). In other words, the individuals' education component is higher in the associate professors and assistant professors compared to the instructors. It seems that more and continuous presence of professors in academic environments provides them with better techniques and methods for better management of individuals in the classroom. Gordon (2001) noted that professors with high self-efficacy feel more confident managing students' misbehavior. These professors hold a more humanistic perspective about behavior management and seem to attribute less negative consequences for students' undesirable behaviors (17) . The results of our research are inconsistent with the results of Amini et al. research, who believed that scientific level has an effect on education management but does not affect management of individuals and behavior management (19) .One of the techniques of classroom management is justice and creating motivation. One of the common reasons given by transgressive learners as a reason for their inappropriate behavior is that the teacher does not value them(29). Having a good and effective relationship with the learner can reduce the incidence of undesirable educational behaviors.Feldman argues that undesirable educational behaviors in the classroom is a behavior that is inconsistent with the classroom environment and disrupts the learning process Yaguti et al. demonstrated that there is a direct relationship between the student's point of view and having undesirable educational behavior in the classroom. The more negative the view is to inappropriate behavior, the less it is committed. Also, according to the research, the relationship between undesirable educational behavior and gender of students is significant only in the attention attraction component, which means that attention attraction behavior is more in men (P<0.001).In addition, according to the results, there is no correlation between learners' average score and undesirable educational behavior, which does not correspond to the findings of Yaguti et al. found that as the learner's average score increases, the rate of undesirable educational behavior rises as well(30).

Kaykci showed that there is a correlation between classroom management skills and learners' indiscipline (31). Usually, some class control issues occur unexpectedly and suddenly, which can be manifested as

inappropriate behaviors. Boyce acknowledges that undesirable behaviors among higher education students are increasing and is no longer limited to lower grades as controlling these behaviors has become a serious problem. Making awareness of the students regarding misbehaviors in the classroom and applying disciplinary approaches appropriate to the type of educational misbehavior is one of the proposed ways to eliminate or reduce educational misbehaviors. It seems that given significance of this issue, and for finding practicable, logical, and appropriate academic solutions, it is better to use views of students as the actor and agent of these behaviors(33).

CONCLUSION

Analysis of research hypotheses showed that classroom management considering professors' academic rank is effective in the style that they manage their classroom,. This effect is significant as in associate professors the educational management behavior is better than the assistant professors and instructors. By identifying strategic management techniques in the classroom and adopting strategies to improve this skill in faculty members, classroom management can be improved to create a constructive and educational atmosphere and minimize undesirable educational behaviors for learners. Therefore, it is emphasized to give the students the chance to have meeting with new students so that they can exchange new habits and adjust the undesirable behaviors.

What is very important is the need to train efficient, specialized, and motivated human force to better serve the health, treatment, and medical education system. This article and other articles in this field can hopefully pave the way to improve education. Research limitations include mere use of self-report questionnaires and students' imprecision in filling out the questionnaires.

Disclosure of Potential Conflicts of Interest: The authors declare that they have no conflicts of interest in this study.

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Table 1: Investigating the relationship between classroom management component and the professors' ranks in Zahedan University of Medical Sciences

Management Style component / Professors' ranks	Instructor	Assistant professor	Associate professor	Full professor	P-value
Education management	24±3.5	23.18±2.75	22.2±2.75	22	0.28
Individuals' education	15.56±3.2	14.31±3.2	14.88±3.3	23	0.027
Individuals' management	6.5±1.6	6.7±1.08	6.66±1.32	8	0.6
Total management	46.15	44.22	43.77	53	0.12

Table 2: Comparison of the mean of classroom management components by gender

Variable	Gender	No	Mean	t	P
Education management	Female	48	23.5	0.63	0.23
	male	52	23.4		
Behavior management	Female	48	6.62	0.34	0.34
	Male	52	6.63		
Individuals' management	Female	48	14.2	2.4	0.25
	Male	52	15.7		

Table 3: Mean score of undesirable educational behaviors by components and faculties

College / Component	Medicine	Dentistry	Nursing	Rehabilitation	Public Health	Paramedicine
Physical behavior	12.91	12.94	12.78	12.14	11	12
Critical difference	11.6	11.35	11.43	11	10.3	11.2
Attention attraction	13.8	14.6	13.3	13.21	12.4	13.5
Failure to pay attention	30	29.4	30.2	28	26.7	28.9
Power-seeking	5.6	5.17	5.14	4.92	4.91	5.14
Total undesirable behavior	74	73.41	72.9	69.3	65.4	70.7