



# The Impact of Classroom Management on Students' Communication Skills in English Language Classrooms

Neda Moradi

Ministry of Education, Iran

**Received:**

25 April 2020

**Accepted:**

09 July 2020

**Abstract**

The way the teacher manages and controls the classroom plays an important role in enhancing students' learning abilities. Teachers apply different styles of classroom management based on their attitude to student development and learning, each of which can have different effects on students. The main purpose of this study was to investigate the impact of classroom management on students' communication skills in English language teaching. Interventionist style, Interactive style and Non-Interventionist style are considered based on Wolfgang and Gleickman theory as three types of classroom management styles. The study population was all female secondary high school students in Iran, Bojnourd city in the academic year 2019-2020. The classroom management style of English language teachers was measured by using the Wolfgang and Gleickman Classroom Management Questionnaire in a sample of 20 teachers. Based on the results of the data analysis, the students of the interaction oriented teachers have higher and stronger communication skills compared to the students of the interventionist teachers.

**.Keywords:** communication; communication skills; classroom management

**Correspondence concerning this article should be addressed to:**

**Neda Moradi, Ministry of Education, Iran.**

**E-mail: [Nedamo88@gmail.com](mailto:Nedamo88@gmail.com)**

**DOI: [10.32038/ltf.2020.02.03](https://doi.org/10.32038/ltf.2020.02.03)**

## 1 INTRODUCTION

School as a place for students to get a formal education. School is also a means of assistance in developing students so that students can achieve developmental tasks. Developmental tasks are related to attitudes, behaviors, and skills of each student. William Kay explained that one of the tasks of adolescent development was to develop the ability to communicate and learn to interact with peers or other people, both individually and in groups (Yusuf, 2009). Communication is an important element in ongoing social activities that students will take in the school environment. In the relationship between interpersonal communication, communicators make predictions about each other based on psychological data (Budyatna & Ganiem, 2011).

Increasing students' communication skills is one of the most fundamental issues that can be addressed in the educational sciences. In this regard, an important issue to be discussed is the issue of classroom management. Addressing this issue can provide researchers with indescribable educational strategies. (Rezaei, 2016). One of the most important issues in increasing students' communication skills in classroom management, which can play a decisive role in the research results of researchers in educational sciences.

Researchers in educational sciences believe that scientific research and meaningful issues can be presented in connection with increases in students' communication skills, which is one of the most important aspects of researchable educational sciences. (Hosseini, 2015). Statistics show that the issue of increasing students' communication skills is one of the most fundamental issues to be discussed, and it plays a decisive role in the opinions of thinkers and researchers in the field of educational sciences. What is important is that addressing students' communication skills, as well as topics such as classroom management, can open new horizons for educators; therefore, the issue of increasing students' communication skills and classroom management needs to be addressed more broadly and extend this to future issues and future research perspectives (Karampour, 2016).

Education is one of the main institutions of society that is responsible for educating and creating a desirable and effective human being in society. To nurture desirable people, an effective educational system is needed, the components and elements of which, including teaching materials, students, teachers, teaching aids, and space, interact with each other to achieve the expected goals, on the other hand, teaching and learning is inherently a system of mutual communication and the school, as a dynamic group, seeks to prepare people to enter the community on a much larger scale.

The classroom, as a small social group and the smallest social subsystem in the education system, seeks to achieve educational goals, so it needs management. The difference is that in the classroom, management functions are more intertwined than in other social and formal organizations, and they are not easily separated. Communication is an acquired thing and the most important place to get it in the classroom. Communication is also a major factor in learning. "Classroom management" and "communication" have a wide and complex interaction, in which disruption and weakness in each of them will face deep challenges in achieving the goals of education.

Classroom management that includes: extensive knowledge of what is likely to happen in

the classroom, and ability to process a large amount of information rapidly, and skill in carrying out effective actions over a long period. To determine the content of the concept of classroom management, the authors distinguish different dimensions that make its structure. Watkins and Wagner (2000) speak of two broad dimensions of teacher's leadership in the classroom:

- a) Integrative behavior – encouraging group members to work towards achieving common goals, and in a way that gives each group member satisfaction; and
- b) Directive behavior – directed to the task, which involves the use of specific means for achieving the set of goals and coordinating learning activities.

Classroom management styles: Simply put, classroom management refers to the wide variety of skills and techniques that teachers use to ensure that their classroom runs smoothly, without disruptive behavior from students. According to teacher Ben Johnson (2000), it boils down to having a structured learning environment with clear rules that promote learning as well as consequences that diminish or eliminate behaviors that get in the way of learning. Classroom management style is one of the variables that can play an important role in students' communication skills. Classroom management style is all the teacher's efforts to supervise classroom activities that include social interactions, student behavior, and learning (Wolfgang, 1999).

Nancy Martin and Beatrice Baldwin (1993b) distinguish three main styles of classroom management. These styles are based on concepts formulated by Wolfgang and Glickman (1980), explaining the different teachers' beliefs about discipline. They speak about the continuum that represents three approaches to interacting with students—non-interventionist, interventionist, and interactionist. The non-interventionist approach is based on the belief that a person has his own needs that tend to express and accomplish them, so the teacher has minimal control.

On the other side, there is an intervening approach, based on the belief that the external environment (people and facilities) affects human development in a certain way so that the teacher tends to achieve complete control. Between those two extremes, there is an interactionist approach that focuses on what an individual does in order to change the environment, as well as how the environment affects the individual. In this case, control over the situation in the classroom is shared between teachers and students. Each teacher performs different approaches in the classroom, but it is possible to talk about different styles depending on the most common and prevailing mode of behavior in the classroom. Having in mind characteristics of productive classroom climate and the ways to create it, it could be said that interactionist classroom management style is the best way to build a stimulating learning environment—classroom climate that will produce the best students' achievement.

According to Wolfgang, there are three types of classroom management styles, which are:

Non-interventionist style (assigning responsibilities to students and more opportunity for free interaction in the classroom and following their interests),

Interactive style (control and discipline in the shadow of student-teacher interaction and student participation in class planning and organization) and

Interventionist style (emphasis on greater control and supervision over student activities and behavior and emphasis on class rules and discipline).

## 2 Communication Skills

Communication skills are defined as those skills through which individuals can engage in interpersonal interactions and the communication process; it is the process by which people share information, thoughts, and feelings through the exchange of verbal and nonverbal messages. These skills include sub-skills, “understanding verbal and nonverbal messages”, “emotion regulation”, “listening”, “insight into the communication process”, and “communication assertiveness,” which form the basis of communication skills (Chari &

Fedakar, 2005).

Kahn et al. (1973) showed in a study that children who do not have enough communication skills have much more referrals to mental health professionals (Sadeghi, 2004).

Research also shows that communication with others promotes one's health, while social isolation is associated with stress, illness, and premature death.

Cartel's research (2006) also shows that many people suffer from psychological complications such as anxiety, depression, and personality disorders in terms of communication skills, they seem to be inadequate, and teaching communication skills to these people will improve their situation.

Therefore, the general purpose of this article is to "examine the role and importance of classroom management styles on student communication skills in the English classroom."

Now, with these three classroom management styles in mind, the main research question is, which classroom management style paves the way for students to develop communication skills?

### 3 Literature Review

What is important is that the increase in students' communication skills and related topics has a significant impact on research issues in the field of educational sciences.

The issues discussed in this regard include many cases, each of which has a direct and meaningful relationship with the case. Among these, we can mention the category of classroom management.

Interpersonal communication and confidence are important for every individual, especially students, as individuals who socialize in the school environment. Several studies related to interpersonal communication and confidence have been conducted. Like the research conducted by Sahputra et al. (2016), which researches the contribution of self-confidence to interpersonal communication in students, which results in the finding that self-confidence contributes significantly to interpersonal communication. Research by conducting surveys related

to interpersonal communication for several years was also carried out by Dockrell et al. (2014) found that in 2011 children 5-16 years of age experienced communication difficulties, and these difficulties increased by 71% since 2005. Given that junior high school students are individuals who are in their teens, the research is relevant to support this research.

In fact, from a researcher's point of view, classroom management is an inevitable issue in increasing students' communication skills. It should be noted that the issue of classroom management proves that it is possible to open new horizons for researchers in the field of educational sciences (Rezaei, 2016), although most of the relevant research has focused on how this is related, however, limited studies have been conducted to examine the variables associated with it that provide the basis for an effective preventive and intervention approach.

In particular, the form of research regarding the increase in students' communication skills and their nature has changed in recent years. Most researchers agree that increasing students' communication skills and their relationship with classroom management is one of the most important issues in the research community (Karampour, 2016).

The effectiveness of the unavoidable relationship between increasing students' communication skills and classroom management has been reported by a wide range of scientific and educational research. These include:

Investigating the relationship between increasing students' communication skills and classroom management (Taklavi, Zare, & Ahmadi, 2017), the importance of attitudes towards increasing students' communication skills (Bahrami, Barzgari, & Zamini, 2016), increase students' communication skills and related issues (Babaei, Yazdi, & Hosseinian, 2014), the issue of increasing students' communication skills in educational sciences (Jalali, Kar Ahmadi, Molavi, & Aghaei, 2017), analysis of classroom management and relationship with increasing

students' communication skills (Khalatbari, Todar, & Abolfathi, 2016), analyze the problem of increasing students' communication skills (Rashidi Zafar, Jan Bozorgi, & Shaghghi, 2017) and classroom management analysis in the field of educational sciences (Mehrdad, 2015).

One of the best research methods for increasing students' communication skills is to use the opinions of successful researchers. Since the issues related to increasing students' communication skills include different dimensions and aspects, therefore, it is difficult to provide comprehensive information on related research factors (Amir, Hassanabadi, Asghari Nekah, & Tabibi, 2016). According to Mehrdad (2015), research is about increasing students' communication skills of self-selection and self-guidance, which has structure and rule, a rule that is the product of the minds of thinkers. It has a different nature and beneficial educational consequences (Khoshbakht, 2016). So far, in our society, the issue of increasing students' communication skills in higher education institutions and its impact on classroom management and their performance has not been much studied. Lack of appropriate tools to evaluate the research conducted and its use in educational activities, conferences, and scientific and educational calls are very noticeable. Lots of research has been done in higher education institutions is more about classroom management and is theoretically focused. If each of the implemented strategies is not fully implemented, it may be time to look for new ways to identify research issues. However, there are several quantitative and qualitative studies on increasing students' communication skills. However, most of the research in this area has been limited. It does not address the issues of the classroom management process, which is a major factor in increasing students' communication skills. Considering the effects of scientific research on the issues of increasing students' communication skills and classroom management, it was necessary to research to clarify how to investigate this issue due to the lack of sufficient research in the field of increasing students' communication skills and the novelty of the implementation of this research in the study community; the present study was conducted with this aim (Hosseini, 2016).

The results of the study revealed that the relationship between communication skills and classroom management competency was fully mediated by the problem-solving skills of pre-service teachers. In this sense, it can be interpreted that problem-solving skills of pre-service teachers are a perfect mediator on the relationship between communication skills and classroom management competency. This result of the study revealed that having a high level of communication skills may positively but indirectly affect classroom management competencies of pre-service teachers via problem-solving skills (Kavrayıcı1, 2020).

Classroom management was an important element influential in students' perceptions of confidence and stress, and teachers' classroom management efficacies were found to have significant effects on confidence in teachers and on students' stress. Especially the fact that human management efficacies predicted all variables significantly pointed to the importance of basing teachers' relations with students on affection, respect, and tolerance (Akman, 2020).

## 4 Method

In this research, we wanted to know what classroom management styles are important for effective English class and how teachers can improve students' communication skills by using the appropriate style. English teachers at five schools filled out a questionnaire on the Classroom management styles area. This questionnaire for the teachers required approximately 20 minutes to fill out. My observations of the teachers needed at least 20 to 30 minutes per teacher. For this study, I used quantitative methods (data collection) for the questionnaire for teachers and both quantitative and qualitative methods for my observations. The benefits of using two sources of information are that it is important to have different perspectives and triangulate. For the quantitative method, I had a questionnaire for 20 English teachers and also the questionnaire protocol for 100 students. I also added important points that I had observed

for the qualitative analysis could see whether the self-analysis was the same as the analyses from the observer.

## 5 Participants

The research was conducted in 5 schools in the 2019-2020 academic year. The structure of these schools is very similar, and approximately 24 students are placed in each classroom. The study group was composed of 100 secondary female school students studying in Bojnurd district of North Khorasan province. While 27 of them were the tenth graders, 41 were the eleventh graders, and 32 were the twelfth graders that they were randomly selected.

At the time of this research, a total of 20 female English teachers working in these schools at different classes were asked to participate in the study.

## 6 Materials

Data collection in this study was evaluated using Wolfgang and Glickman class management questionnaire in a sample of 20 English teachers and variable communication skills using the Jarabak communication skills questionnaire in a sample of 100 students.

### 1. Wolfgang and Gleikman Class Management Style Questionnaire (1986)

This questionnaire has been translated into Persian by Ali and Amin Yazdi (2005) and has 25 standard questions.

### 2. Jarabak Communication Skills Questionnaire (2004)

To measure students' communication skills, a revised version of the communication skills questionnaire developed by Jarabak (2004) was used.

All questionnaires are prepared in the same structure, and the research was conducted on the community individually. It took 20 minutes to answer the questionnaires also Controls were used to eliminate duplication of the responses.

## 7 Results

The questionnaires are graded based on the Likert spectrum, and then the data obtained according to the scores of the questionnaire. The scoring of the Wolfgang and Gleikman Class Management Style Questionnaire (1986) is on a distance scale, 4-point Likert scale, which is shown in Table 1, and the scores are in the range of 25 to 100.

Table 1.  
Wolfgang Questionnaire based on Likert spectrum

Options	Points
Never	1
To some extent	2
Usually	3
Always	4

Jarabak Communication Skills Questionnaire (2004) has 34 items that require the use of a 5-point Likert scale. This questionnaire has subscales for listening, emotion regulation, message perception, insight, and assertiveness, which is listed in Table 2.

Table 2.  
Jarabak Questionnaire based on Likert spectrum

Options	Points
Never	1
Rarely	2
Sometimes	3
Most often	4
Always	5

## 7.1. The classroom management style of Bojnurd secondary school teachers

The first task was to determine which style is more frequently used in a sample of secondary school teachers. Precisely, research is aimed to investigate the distribution of different classroom management styles practiced in a sample of English teachers. Table 3 below shows the percentage of classroom management in three styles: Interventionist, Interactive, and Non-interventionist by English teachers in each class. According to Wolfgang's model, the top score in this spectrum show the style of interventionist management and low score style show non-interventionist style and Interactive style is also in the middle of this spectrum between the other two styles. So that the scores of 25 to 40 are related to the non-interventionist, 41 to 75 are related to the interactionist, and 76 to 100 are related to the interventionist style. Also, the reliability of the questionnaire was obtained through Cronbach's alpha coefficient of 0.68. (Ali & Amin Yazdi, 2005).

Table3.  
Statistical indicators of classroom management

Classroom Management style	Interventionist	Interactive	Non-interventionist
	%20	%45	%35

## 7.2. Classroom management styles and communicative skills

The next step in the analysis was to investigate the relation between English teachers' classroom management styles and relationship with communicative skills, estimated by teachers and by students. Communication skills questionnaire was performed among 100 female students, and a questionnaire containing management style questions was performed among 20 relevant English teachers. The results were recorded to measure the effect of classroom management style on students' communication skills in English class.

Table 4 indicates the percentage of students' communication skills in different classroom management styles that it was analyzed in three levels: weak, medium, and strong.

Table 4.  
Statistical indicators of students' communication skills

Students' Communication Skills in the English Language Course			Type of Classroom management
Strong	Medium	Weak	
%35	%40	%25	Non-interventionist
%75	%15	%10	Interactive
%15	%30	%45	Interventionist

The purpose of the Wolfgang and Jarabak questionnaire was to collect participants' demographic information to gain a significant statistical relationship between classroom management by English teachers and communication skills in English classes on the research. Statistical techniques were used to tabulate the results of this study. The primary data were analyzed using a percent of responses. To compute the percent of responses, the number of responses to each choice was divided by the total number of respondents who answered the question.

Figure 1 below demonstrates the impact of three types of classroom management (Interventional, Interactive, and Non-interventionist) on students' communication skills.

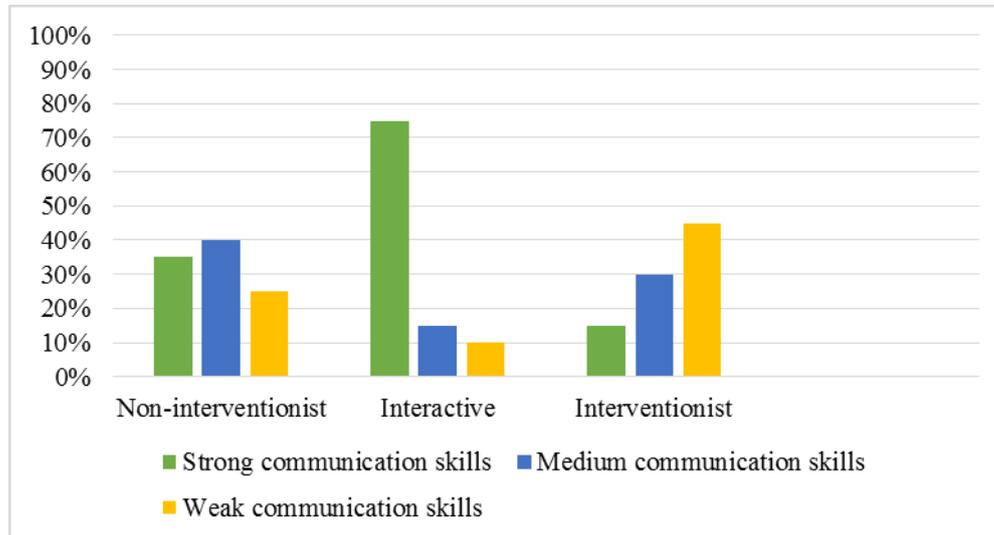


Figure 1. Demonstrates the impact of classroom management on students' communication skills

The findings of this study provide empirical findings on the impact of classroom management on students' communication skills in English language classrooms.

There were more students with stronger communication skills in an interactive English class, so classroom management has a significant role in improving the communication skills of the students. Therefore an English teacher must adopt good classroom management while teaching to the students.

## 8 Discussion

This study has explored three types of classroom management that can surface in English language classrooms.

The findings have important implications for the field of foreign language teaching. It is clear that English language classroom management is different from general classroom management, as it requires intensive interaction and communication between the students and also between the teacher and the students. This very issue seems to affect the classroom management of the teachers greatly. It seems that many of the theoretical ideas, techniques, and approaches to classroom management that are considered effective often lack practicality and communication skills in English language classrooms. English teachers should be given greater practical freedom, or be supported by self-assessing reflective activities in order to evaluate their perceptions and communication skills, related to certain issues. Only in this way may they be enabled to develop a critical stance in evaluating the realities of the English language classroom, and adapt their techniques or upgrade their views of effective classroom

management. It can be possible to generate a well-organized class through proper use of teaching methods and techniques. It is the teacher's responsibility to help students learn through different communicative activities and teaching techniques. A teacher can be called efficient only if he/she has the skill of managing the classroom properly along with the teaching skill. But the environment of classroom and family also plays a huge role for the students in learning any language.

This is important and worth to correctly interpret the results and interesting facts revealed by the findings of this research that confirmed the effect of classroom management on students' communication skills in English class. Our study revealed classroom management could create a safe and stimulating learning environment, and it involves many aspects, such as the management of space, time, activities, skills, materials, social relations, the behavior of students. It was associated with arranging the defining and practicing classroom procedures, observation of students' behavior, encouraging students' responsibility, and improving English communication skills by the English teacher in the classroom.

One of the major objectives of this study was to determine the extent to which English teachers apply classroom management style. The reported findings indicate that these strategies (Non-interventionist, Interactive, and Interventionist) are partially applied by Iranian secondary school teachers in English class. Based on finding interactive management style was, respectively, used more than the others, while Interventionist strategies have got the least score.

Data also indicate that the participants admitted that their teachers' main priority is communicative, and maintaining a good classroom interaction. Findings also made it clear that they do not put much emphasis on teacher-center strategies.

The second aim of this study was to explore the relationship between applying classroom management strategies and the EFL students' communication skills in English school. As Table 3, Table 4, and Figure 1 specify, the results of the correlation revealed that there is a weak positive correlation between students' English scores and the extent to which their teachers apply classroom management strategies in EFL classrooms. Such finding reveals that in addition to adopting the management strategies, teachers need to consider other influential factors such as learners' and learning strategies and teaching methods to achieve successful educators.

It can be said that the management in the classroom means creating the necessary conditions for the realization of learning, and based on this, it can be said that classroom management skills are the foundation of success in teaching. Effective classroom management is very important in Iranian over-crowded classrooms, to apply classroom management and create optimal conditions for learning, the teacher must use effective classroom management styles, and teachers should be familiar with classroom management practices and student communication skills, and apply them appropriately according to the classroom situation, time and space. Findings show that there is a significant and positive correlation between the Interactive management style and students' communication skills. Our results demonstrated that an Interactive management style increases students' communication skills in English class.

On the other hand, there is a negative correlation between Interventionist class management style and students' communication skills, and this kind of management style reduces students' communication skills. Together, the present findings confirm that the classroom management style paves the way for students to develop communication skills and effective relations in English class. Our study, being of an exploratory and interpretive nature, raises many opportunities for future research, both in terms of theory development and concept validation. More research will be necessary to refine and further elaborate on our findings.

The findings in this study can be considered to be used as one of the reasons for developing communication skills in the English class, especially with classroom management styles. The findings in this study are also expected to be one of the bases in providing appropriate services and in accordance with the problems experienced by students.

Furthermore, the effect of classroom management style on students' communication skills

can be informed through our study. Our results suggest that Interactive classroom management is at the very heart of teaching and, ultimately, affects your students' learning outcomes and can have an impact on their wellbeing. In a general conclusion, Interactive classroom management: Creates an environment for students that allows them to learn without distractions, teachers can support students' individual learning needs, reduces poor behavior and distractions, so students are focused on learning, facilitates social and emotional development, promotes positive interactions between peers and allows for more time to be focused on improving communication skills.

Therefore, I would say that managing a class effectively would not be tough for a teacher if he/she has enough knowledge of teaching methods and management issues. Despite the attempts to conduct the current research, some limitations need to be acknowledged. Firstly, the study was limited in scope and conducted with a limited number of students who studied in high school. Thus, the findings of this study need to be verified with different groups of the students and different scopes. Secondly, further research can be conducted using techniques such as observation, interview, and other ways of data collection to verify the findings.

## 9 References

- Amiri, R. (2016). Investigating the effectiveness of research on increasing students' communication skills. *Journal of National Research Quarterly*, 4 (1), 489-473.
- Akman, Y. (2020). The role of classroom management on confidence in teachers and educational stress. *International Journal of Contemporary Educational Research*, 7(1), 335- 345.
- Azar, A. (2014). *Research and its application in various sciences*, Tehran, Samat.
- Azeri, H. (2016). *A Study of Increasing Students' Communication Skills and Related Research.*, Tehran, Samat.
- Baadi, M. (2015). *A study of research efficiency in relation to increasing students' communication skills*. Tehran.
- Babaei, M. (2014). Deep concern about classroom management and the relationship between increasing communication skills of students and new educational ideas. *Australian Journal of Teacher Education*, 7 (1), 64-49.
- Bahrami, Alireza. (2016). Analysis of issues related to increasing students' communication skills and Arak classroom management. *Journal of Teacher Education*, 15 (5), 9-1.
- Bazargan, A. (1997). *Research Methods in Behavioral Sciences*, Tehran, Agah.
- Birami, M. (2014). Researcher Attitudes and Analysis of Increasing Students' Communication Skills. *Journal of Teacher Education*, 2 (3), 56-38.
- Bru, E., Stephens, P. &Torsheim, T. (2002).Students' Perceptions of Class Management and Reports of Their Own Misbehavior. *Journal of School Psychology*, 40(2), 287-307.
- Dulberg, CS., Wells, GA. (1994). Statistical power, sample, and their reporting in randomized controlled trials. *JAM*, (272), 122-124.
- McCabe, G. (2013). *Introduction to the Practice of Statistics*. New York, WH Freeman & Co.
- Dawas, E. (2014). *Survey in Social Research*. Boston, Allyn and Bacon.
- Elliott, C., & Woodward, A. (2007). *Statistical analysis quick reference guidebook*.
- G.A. J. (2014). "A paradigm for developing better measures of marketing constructs", *Journal*

- of Marketing Research, 16 (1), pp. 64-73.
- Hafeznia, M. (2013). *An Introduction to Research Methods*. Tehran, Samat,
- Hassanzadeh Kalateh, Z. (2009). Investigating the effectiveness of social skills on increasing the popularity of preschool children. *Quarterly Journal of Studies*, (2), 26-7.
- Hossein Chari, M., & Fadakar, M. M. (2005). The investigation of the effect of university on communication skills on the basis of comparison of the students and university students. *Journal Of Behavior scholar scientific-researching*, 15, 21-32 .
- Jafari, A., Todar, R. & Abolfathi, H. (2014). Investigating the effect of new findings on increasing students' communication skills in education. *Quarterly Journal of Studies*, 6 (18), 7-16.
- Karampour, M. (2016). *The effectiveness of teaching executive functions on children's social and communication skills*.
- Keppel, G. & Wickens, T.D. (2015). *Design and Analysis: A Researcher's Handbook* (4th Ed.), Pearson Prentice Hall. *Journal of Education*, 19 (6), 17-26.
- Khaki, Gh, R. (2016). *Research Methods with an Approach to Research*. Tehran, Darit.
- Leo, M& et al. (2015). *Conceptualization and scale development*, European Journal of Marketing, 39(September), 1264 – 1290.
- Martin, N. & Baldwin, B. (1993a). An Examination of the Construct Validity of the Inventory of Classroom Management Style, *New Orleans*. Retrieved from [http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/15/30/70.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/30/70.pdf).
- Martin, N. & Baldwin, B. (1993b). Validation of an Inventory of Classroom Management Style. Retrieved from [http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/13/f0/9e.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/13/f0/9e.pdf).
- Martin, N. K., Yin, Z., & Baldwin, B. (1997). *Beliefs Regarding Classroom*.
- Martin, N. K., Yin, Z., & Baldwin, B. (1998). Construct Validation of the Attitudes & Beliefs on Classroom Control Inventory, *Journal of Classroom Interaction*, 33 (2), 6-15.
- Rezaei, G. (2019). Public Policy Line in Management. *Journal of Educational Research*, 33(3), 37-52.
- Saputro, N., D., & Suseno, M., N. (2010). Hubungan antara Kepercayaan Diridengan Employability. Retrieved from <https://setiabudi.ac.id>.
- Sarmad, Z. (2016). *Research Methods in Behavioral Sciences*. Tehran, Agah.
- Sarukhani, B. (2013). Research Methods in Social Sciences. *Institute of Humanities and Economic Studies*.
- Takloo, Hassan. (2015). The effect of teaching on issues related to increasing students' communication skills in society. *Journal of Behavioral Sciences*, 6 (1) 77-69.
- Walfgang, C.H. & Glickman, C.D. (1980). *Solving discipline problems: Strategies for classroom teachers*. Boston, MS: Allyn and Bacon, Inc.
- Wang, M.C., Haerted, G.D. & Wallberg, H.J. (1993). Toward a knowledge base for school learning. *Journal of Educational Research*, 63( 3), 249-294.
- Watkins, C. & Wagner, P. (2000). *Improving school behavior*. London, Paul Chapman.

Wolfgang, C. H. (1999). *Solving discipline problems: Strategies for classroom teachers*. *Journal of Educational*, 24( 3), 49-94.

### **Acknowledgments**

Not applicable.

### **Funding**

Not applicable.

### **Ethics Declarations**

### **Competing Interests**

No, there are no conflicting interests.

### **Rights and Permissions**

### **Open Access**

This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. You may view a copy of Creative Commons Attribution 4.0 International License here: <http://creativecommons.org/licenses/by/4.0/>.