

EXPLORING UNIVERSITY TEACHERS PERCEPTIONS OF AGGRESSIVE CLASSROOM MANAGEMENT

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ABSTRACT

Aggressive classroom management is the one in which teachers is rude, strict or uses harsh words with the students. This harms students mentally, physically and emotionally, which affects teacher-student relationship. Students feel fear, low confident and less participation just because of teachers aggressive or rude behavior in the classroom. The study aims to investigate or explore university teachers perceptions of aggressive classroom management. The study was conducted in university of Gujrat. This qualitative research study includes interview with 10 university teachers from 2 to 3 different departments. Most of the teachers were in favor of positive and polite environment of the classroom because they think that positive management of teacher builds confident in students, good teacher-student relationship and creates more confidence in students. Students respects and positive response to those teachers who gives polite, respectful and caring environment to their students. But most of teachers thought that the classroom management is aggressive just because of students behavior and responses. We uses strict words and sometimes become rude to students just because of students misbehavior. This may effect the friendly and positive learning environment of the classroom. Mostly teachers suggested that if we come to know about the problem behind students behavior we are able to solve their issues. So, there must be some kind of training for teachers because they need to know about how to deal with such kind of students. There must be teaching licenses. The study ends by suggesting training for the teachers and better policies from university authorities for positive classroom management.

Introduction

Classroom management is the backbone for teaching and learning at any level of the class. Most of the researchers pay more attention in primary and secondary level but less in university level. At present times, teachers rude or aggressive behavior is common in universities also. Teachers aggressive behavior results in students become low confident, takes no interest in subject, starts to dislike teacher and feel less motivated. Teaching is

a noble profession and teachers are the founders of building a nation. They can change a student life, thinking style, make them more motivated through their positive behavior and if she/he has not a good or friendly relation with their students, the results may be negative.

A successful teacher is the one who knows every student needs. The teacher knows the reasons behind the students rude behavior if they deal with them politely the results are positive and

good, less stressed, instead of torturing them or in reaction using harsh, strict words or giving them tough time. The environment of the class is also less stressed, students feel relaxed, confident, friendly and builds a good teacher-student relationship.

Some teachers in universities have their own considerations about student personalities and they deal with the students according to their physical appearance, that is not a quality of a good teacher. A good teacher gives equal importance and attention to all students. Teachers biasness also creates a negative impact in students, they misbehave due to ignorance from teachers. When a teacher is aggressive it affects the learning of students, bad control in class and affects teacher-student mental health. Teacher should control all these by having good communication with all students, respect and giving equal time to all students

One of the reason behind students rude and misbehavior is lack of attention from their parents. Children spend most of the time on internet, their screen time is more than the physical interaction with people. There is a gap between children and parents relation. It's the most important age of life, students need attention, care, friendly and secured environment from their parents and teachers. If their requirements are not fulfilling they become aggressive which is not good for children itself, parents and teachers also. The children is out of control from their parents and teachers.

This study explores university teachers perceptions of aggressive classroom management in Gujrat Pakistan. The study helps teachers to come know how to deal with students in humorous or funny way instead of punishing them or taunting them. Also, this helps to understand the impact of aggressiveness on teachers and students.

Objectives

- Explore how university teachers define aggressive classroom management
- Identify teachers perception regarding aggressive classroom management

- Examine impact of aggressive classroom management on students engagement and learning
- Recommend strategies to overcome the aggressive classroom management

Research Questions

1. What is the definition of aggressive classroom management near university teachers?
2. Why do they consider that the classroom management should be aggressive? / What is the reason behind their aggressive classroom management?
3. How do teachers viewed the impact of aggressive classroom management on students engagement and learning?
4. What recommendations do teachers give to control or overcome the aggressive environment?

Literature Review

Classroom management is an essential part of any effecting learning environment. Most of the people thought that there is no need to be aggressive with adults because they know how to control or behave in the class.

But now the recent studies find that the university teachers also faces challenges with students behavior just like coming late in classroom, using mobiles, arguing with the teachers and many other aspects just like that (Martin and Baldwin 2020). This shows that classroom management is also compulsory at university level.

Most of the teachers think that they are not aggressive with the students they are controlling the class only. They control the class by shouting in class, scolding students in front of others, showing frustration in class and imposing strict rules on them. The teachers need to know difference between assertive and aggression. The way they are using to control the class by ignoring students feeling is called aggressiveness. While assertive classroom management is you focuses on discipline by respecting students (Jones 2019).

Teachers have their own meanings of aggressive management. There is difference between them due to background, teaching style or individual personality. One takes this as leadership quality

and the other called this harsh or strictness (Ahmed and Lee 2021).

Different studies explained about use of aggressive classroom management. Usually teachers copy their teachers follow the experience they have as a student. If their teachers are strict they go on the same way just like their teachers. But many studies found that students need a positive and less stressed environment to have interaction and for communication in the class. Aggressive classroom management reduce their confidence they have less interaction with others. They feel less motivated and do not take interest in learning (Deci and Ryan 2008).

Teachers who are more stressed due to over work load got mostly frustrated in the class they do not know how to overcome or release their stress. So students faced all the frustration. They lose patience and react harshly to students (Smith and Johnson 2022).

In most of the cultures teacher thinks that to show yourself dominating and a strong leader he/she needs to be strict and harsh. He/ She has good control on class when she uses strict words or shouts in the class. They want student fearful of them. They called it professionalism (Khan 2020).

Many researches found that aggressive management have negative effect on students. They show less participation in class, low confidence, have negative feelings for teacher and subject. According to (Patel and Green 2023) sometimes teacher wants to correct the behavior of the student and he/she scold the student unintentionally. But this harms the teacher-student relationship.

Most of the studies suggest that instead of using aggressive classroom management teacher must use alternatives that is positive behavior in the classroom. If a teacher wants to control class positively he/she should set some classroom rules, maintain consistency of routines of itself, give proper time to students, encourage students with positive words, give incentives instead of punishment. A teacher needs no strictness to control the class. The class comes automatically on line, students feel respectful by behaving or showing good responses. Teachers need training and sessions on how to control their emotions and

show less aggressiveness in the class (Lopez and Carter 2021).

Methodology

Research Design

The study uses a qualitative research design to explore the teachers perceptions of aggressive classroom management. Qualitative research is used to explore the participants in-depth experiences, behaviors and meanings behind their actions or reactions. Especially, phenomenological research, in this the participants tell about their lived experiences and what strategies they use during their happening time.

Population/Sampling

There were 10 university teachers from 2-3 different departments of university of Gujrat. Sampling was purposive because we want some rich data that is clear, in-depth and strong insights from most experience teachers, it may include HOD of any department.

Instrument

A semi-structured interview was conducted, with open-ended questions. There were some follow-up questions for in-depth data.

Data Collection Method

Data was collected through one-on-one interviews with the participants, to get rich and detailed insights. The interviews took 20 to 30 minutes for each participant. The notes were taken for the record and later will be helpful for the analysis.

Data Analysis

To identify the patterns and themes within the data we use thematic analysis. Thematic analysis involved:

- Reading taken notes several times
- Giving codes to important statements/points
- Grouping same coding/points into categories
- Creating main themes or patterns from them

To make sure findings were correct, these were again reviewed and confirmed by the participants.

Ensuring Reliability and Validity

To make sure that the instrument or tool we are using is reliable and valid. We took the following steps for reliability and validity:

Reliability

- Consistency in interviewing:
Because interviews were taken by a single person on a same plan.
- Pilot testing:
The pilot testing was done by two instructors to refine questions.
- Clear documentation:
Record was clear and detailed. There was consistency also.

Validity

- Content validity:
The questions were reviewed by the experts to ensure that the tool was exactly measuring what a researcher wants from the participants.
- Checked Interpretation:
The interpretation of the interviews in the form of notes were checked by the participants to ensure the accuracy.
- Rich and detailed data:
The detailed insights from participants made the tool valid due to thick descriptions.

Findings

Every teacher has its own perceptions about aggressive classroom management. They defined and explained their form of aggressive just because of different reasons. There were many teachers who don't like aggressive environment in the classroom. They thought learning and environment is affective when there is a polite atmosphere given to the students.

Theme 1

Aggressive Classroom Management Just because of Students Misbehavior

There were teachers who said that we took serious and strict actions or reactions just because of students. Most of the students were present in the class just to disturb the overclass or the teacher. They don't have any aim, they don't took any talk serious in the class, use mobiles in the class, always talking with peers, don't listen to their teachers

and do the same things again and again. That's why he has to use strict and harsh words to control the classroom. Otherwise many other students may follow the same steps and it becomes difficult to create a learning environment. They said that most of the students behavior is just because they are not interested in studies and came forcefully. They suggested that parents should know about their child choices and allow child to participate in work or activity that is beneficial for their child.

Theme 2

Aggressive Classroom Management just because of Teacher own Stress and Work Load

Two of the teachers defined that most of the time they were not aggressive in the classroom. Their teaching style is normal sometimes it's the pressure, stress or workload which makes us irritating and we became harsh in the classroom. They also thought that this behavior affects the students and they do not participate in the class just because of our behavior. They said most of the time they were itself who made the environment aggressive. And they are trying to overcome this kind of behavior.

Theme 3

Aggressive Management because of Lack of Support from Institution

There is only one teacher who felt that they did not get enough support or sources from the university, so they have to be aggressive to control the class. The teacher thought there must be clear rules, notifications or support to reduce the problems.

Theme 4

Aggressive Classroom Management have only Negative Impact on students

Most of the teachers thought that the aggressive classroom management have a bad impact on students. They feel fear and low confident. There learning outcomes is affected. They do not take participation in the class, avoid interaction with teacher, became silent and go down and down just because of teachers behavior. When the environment is friendly and teacher gives equal attention and importance to all the students, the

students feel confident, take active participation in the classroom. They suggested that a teacher should be polite he/she can change a child's behavior through their positive gestures and words. And students like that teacher the most.

Conclusion

The study shows that mostly university teachers become aggressive due to the responses from students, stress or work load or lack of support from institution. But teachers must know that if they use harsh or strict words to control the class there is gap between teacher and student. The outcomes are not good. Teachers also need to understand and there must be training sessions for teachers and support from university.

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