

Investigating the Effectiveness of Classroom Management Techniques in EFL Classes in Preparatory Schools

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Abstract

The aim of this study is to explore the classroom management techniques used in EFL classes by preparatory school teachers. To be more specific, the study examines how effectively the teachers of EFL use classroom management techniques in their classes. The sample of the study consisted of 5 teachers from one preparatory school. The qualitative data analysis process has been used in this study to collect the data. In other words, the data were collected from five randomly selected participants by means of a 40-minute face-to-face interview of six open-ended questions. A qualitative method was used to analyze the obtained data as the researcher transcribed the responses so as to find out the common themes. The results of the study show that effective room management techniques, namely effective communication, the constant engagement of learners in activities, regular use of questions by teachers, use of behavior contracts, teachers acting as models of good behavior, and monitoring, are all used by the members of the sample. The study recommends that school administrators should regularly organize seminars that aim at training teachers on these classroom management techniques due to their important role in the teaching and learning process.

Keywords: EFL classes, Classroom management, Behaviour management, Academic motivation, Time management

1. INTRODUCTION

Throughout history, scholars have used varied definitions of the phrase "classroom management"(henceforth CM). In its broad sense, CM refers to the methods and techniques employed by teachers to uphold discipline (Doyle, 1986). According to Martin, Yin, and Baldwin (1998), CM outlines teachers' whole efforts to supervise a variety of activities such as learning, social interaction, and learning misbehavior in the classroom. CM comprises three main components, namely people, instruction, and discipline (Martin & Baldwin, 1992). According to Bellon, Bellon & Blank (1992), "The term 'classroom management' and 'discipline' are often used interchangeably". Many teachers are extremely concerned about CM techniques because of their ability to significantly improve learners' academic performance and learning. This is especially true of new teachers and teachers who are initially trying out new instructional methods (Delong & Winter, 1998).

1.2 The Problem of the Research

CM is an essential aspect of education that must be addressed by educators at all levels, including those working in universities and other educational institutions, as well as by system administrators and school leaders. Yet, to the researcher's knowledge, not

much study has focused on EFL classroom management difficulties and classroom management approaches utilized in EFL classrooms by preparatory school teachers. This research aims to fill a gap in the literature. The aim of this study is to explore the CM techniques used in EFL classes by preparatory school teachers.

1.3 Research Question

To bring about the preceding aim, the following research question has been posed by the researcher: How effectively do EFL teachers use CM techniques in their classrooms?

1.4 The hypothesis

It is hypothesized that Teachers of EF are not aware of the right techniques to implement CM.

1.5 Limits of the Research.

The current research is limited to a sample of 5 preparatory school teachers of EFL. It is further confined to the use of CM techniques by the sample of EFL teachers during the second semester of the academic year 2021-2022.

1.6 Significance of the Research

The results of this research are expected to be of some help to teachers in switching between the CM models, which can improve learners' motivation in learning. It will also aid learners to understand how to act in a moral and ethical way in society. This is because the key to understanding how to behave morally and ethically in society is to understand how to behave morally and ethically in school. The results of the study will also be useful to teachers as they will use the techniques as much as possible and also correctly manage the classes they teach.

2. Literature Review

The terms "classroom management" and "classroom discipline" are frequently used interchangeably. Teachers prefer to use the phrase "classroom management" instead of "control" or "discipline," which may sound more authoritative (Robertson et al., 1996). All the techniques and tactics teachers use in the classroom to deliver the lesson successfully and ensure maximum learning may be summed up as classroom management (Prodromou, 1992). Consequently, it is possible to state that the primary goal of CM is to promote a climate that encourages learning (Bender, 2003). Learners' ability to study and participate in class is further nourished by this supportive environment. Contrariwise, poorly managed classrooms have a detrimental impact on learners' engagement, learning, and academic success (Kayikci, 2009).

2.1 What is Classroom Management?

According to specialists in the field of education, CM stands for the techniques that aim at encouraging and establishing learners self-control through a process of promoting learners' academic achievement, teacher efficacy, and teacher and learners behaviour (Froyen and Iverson, 1999). CM, according to Doyle (1986) (as cited in Krause, Bouchner & Duchesne, 2003), more broadly involves the planning, organization, and control of learners, the learning process, and the classroom environment to create and maintain an effective learning experience.

2.2 The Role of Classroom Management in the Teaching-Learning Process

CM is a major concern in schools today. According to Kayikci (2009), CM entails an "umbrella of definitions that include learning interactions, learning, and the behavior of learners". Robertson (1996) stated, "The best teachers don't simply teach content; they teach

people" (p.122). According to Bender (2003), to effectively teach their learners, teachers need to employ effective behavior management strategies, implement effective instructional strategies, and develop a strong curriculum.

Numerous studies suggest that one of the key elements influencing learning is CM. For instance, Wang, Heartel, and Walberg (1993) ranked CM as the most crucial component affecting learners learning in their study. Additionally, Marzano and Marzano (2003) designated CM as the primary variable that impacted school learning. Ben (2006) asserts that a competent teacher's ability to give teaching depends on having effective CM tactics. To conclude, CM is very effective as a means to set up the environment for effective teaching, which is essential for the learning process to advance.

The positive effect of effectively managing the physical environment is that it makes the teaching and learning process more comfortable, which in turn increases learner engagement in the classroom. On the other hand, a classroom environment that is not well prepared and is not well managed has a negative impact on the learning and engagement in activities of the learners, which increases the number of CM issues (Zepeda, 2002). The inability to properly manage the available resources in the classrooms is one of the reasons that contribute to the emergence of CM issues. In addition, Baker (2002) claimed that the origin of CM difficulties may be traced back to the individual's personal circumstances, such as issues within the family or the home, feelings of inadequacy, as well as financial considerations. In a study conducted in the same domain, Dreikurs (1971) identified four primary problems that hampered CM. These were time management, socio-cultural differences, a lack of learners' motivation, and the size of the classroom. In conclusion, the inability to properly manage the resources associated with CM is the root cause of the associated difficulties.

Regardless of gender, age, experience, or the grade level of the class, CM is very important to daily teachers. There is some evidence in the literature that suggests that ELTs have a lot of trouble managing classes (Prodromou, 1992). Valdez, 2000, discusses the challenges young teachers have when it comes to managing classrooms, but studies in the literature also point out the challenges CM presents for teachers with

25 years or more of experience. Managing classrooms becomes significantly more challenging when there are elements of a foreign or second language present, according to Fowler and Sarapli (2010).

2.3 Basic Components of Classroom Management

Because managerial qualities—especially when the lesson is being taught—cannot always be distinguished, the topic CM also covers behavior management. A strong sense of belonging can have positive effects on a variety of outcomes, including academic motivation, a sense of efficacy, a liking for school, and a sense of emotional well-being, according to earlier studies on CM that focused on learners' sense of belonging in school contexts (Goodenow, 1993; Wentzel, 2003).

According to Bender (2003), the factors of CM may be broken down into two primary categories: the physical environment and the teacher's personal effect. Both of these categories are extremely pertinent to this research. Both kinds are necessary for the efficient administration of the classroom, which in turn makes for better education. This study will concentrate on both of these topics. The term "classroom management" refers to the collection of strategies and practices that educators put to use and adapt when they are in charge of a group of learners in a learning environment. Communication skills, learner management skills, content management skills, time management skills, and pedagogical skills are some of the several CM tactics that can be found in the literature. Planning activities for the classroom, deciding on ground rules, and devising strategies for enforcing those rules are all essential components of effective classroom management. Learners need to be treated with respect at all times; this is a key component of efficient CM and is required for the rules to be effective. In addition, it is often believed that teachers are required to spend the majority of class time dealing with disciplinary concerns. As a direct consequence of this, they do not have enough time to devote to teaching. Seeing as how CM is an unavoidable component of education, it is necessary to investigate the methods that teachers use in order to maintain order in their classes.

2.4 Nature and Characteristics of Classroom Management.

The term "CM" refers to the vast range of abilities and strategies teachers use to keep their learners on track,

focused, orderly, and academically productive during a lesson. The essay claims that it is crucial to practice CM since it improves prosocial behavior and raises learners' academic engagement. The traits of the learners and their behavior have an impact on CM. Learners' behavior is determined by their age, academic prowess, objectives, hobbies, and family environments, according to Valdez (2000). A classroom with an effective management strategy will devote more time to learning rather than reprimanding learners. The following are some characteristics of effective CM:

2.4.1 Appropriate levels of Dominance

According to Zepeda (2002), dominance is defined as "the teacher's ability to provide a clear purpose and strong guidance regarding both academics and learning behavior." Dominance refers to "the teacher's ability to provide a clear purpose and strong guidance regarding both academics and learning behavior." Therefore, teachers are able to create acceptable degrees of dominance via the establishment of explicit expectations in their classroom rules and procedures, as well as the establishment of consequences for learners conduct. In addition, it is essential to define crystal-clear learning objectives in order to establish suitable degrees of dominance. The establishment and maintenance of clear learning objectives may be assisted by teachers via the use of rubrics, the provision of feedback on the goals in a methodical way, and the provision of explicit goals about the teaching at the beginning of each unit. Finally, demonstrating forceful conduct helps teachers create proper degrees of authority.

2.4.2 Appropriate Levels of Cooperation

In contrast to the dominance model, in which the teacher is the one who drives change, the cooperative model encourages collaboration and teamwork between the teacher and the learners. According to Marzano & Marzano (2003), one of the most important factors in successful learner-teacher interactions is the interplay between dominant and cooperative learners behaviors. Teachers are able to create appropriate levels of collaboration by giving learners adaptable learning objectives. It is possible to instill a sense of cooperation in learners by giving them the opportunity to determine their own learning objectives for a given

lesson. This also demonstrates that the teacher genuinely cares about the learners' educational progress and is willing to adapt to meet their individual requirements (Marzano & Marzano, 2003). By showing a genuine interest in each individual kid in their classroom, educators may inspire the kind of cooperative behavior that is suitable. They may show compassion for the learners by greeting them in a casual manner, talking about the learners' personal interests and successes, discussing the learners' extracurricular activities, and other such topics. The last point is that teachers are able to develop and sustain acceptable levels of classroom collaboration by using fair and pleasant classroom practices.

2.5 Principles of Classroom Management

Allen (2010) points out that three principles emphasize learning expectations for behavior and learning, encourage active learning and learning engagement, and identify critical learner behaviors for success are the cornerstones of successful class management systems. An educator should be ready for efficient CM by:

2.5.1 Efficient Use of Time

Before classes begin, the teacher sets aside time to establish routines and processes that will ultimately save them time. It becomes a natural part of the routine once the learners are aware of what to do. He no longer needs to direct them after a few weeks. Knowing this, the learners get out their planners, jot down their homework, and assemble all of their materials at the end of the day. For instance, by teaching his learners how to do tasks during the school day, he can get them out the door quicker at the end of the day and spend less time delivering instructions.

2.5.2 Consistency

For his learners, a teacher who has great CM abilities establishes consistency. When it comes to the daily regular tasks, the learners are aware of what to anticipate. If you have expectations for routine chores, they could do better without you. They may assist the replacement teacher in running the classroom since they are familiar with its operations. For instance, if the learners are aware that they should enter the classroom and begin working on a problem before the teacher arrives, a replacement does not need to waste his time

directing the learners or attempting to keep them busy before the teacher and the other teachers arrive.

2.5.3 Creating an Inquiry-Based Classroom Environment

Learners must be able to pose questions and then choose how to respond to them if they are to guide the learning process. As they come across new material, both learners and teachers need to "wonder out loud." KWL chart, which stands for What Do You Know? What do you want to learn? What have you discovered? This may direct learners toward learning that is really self-motivating.

2.5.4 Encouraging Creativity

Throughout each class, teachers should inspire learners to be creative. Learners may convey what they have learnt in unique ways via creative activities. These knowledge synthesis and personalization activities help learners retain information long after the lesson has ended. It makes the lesson more concrete (Allen, 2010)

2.5.5 Collaborative Teaching

The teacher's use of cooperation creates a classroom that is healthy, lively, and conducive to sharing. In a language lesson, learners are even more social beings. Every opportunity should be used by the teacher to encourage learners to form pairs and small groups. This not only promotes the growth of speaking and listening abilities but also shows learners how to work successfully as a team to accomplish objectives.

2.5.6 Discipline Management and Academic Performance

It is the responsibility of teachers to maintain a classroom environment that is focused on learning. However, if school safety and order are not taken into consideration, it is difficult to do this. When discipline is not operating effectively, achieving academic objectives might be difficult. Schools become dysfunctional as a result of teachers and learners finding it difficult to work effectively and efficiently in unfriendly conditions. Teachers and learners cannot both learn in an unsafe environment. Only in a safe and structured learning environment can learning and teaching occur. There must be order and discipline in the classroom and across the whole institution for teachers to do their duties (Tauber, 1995). Additionally, Digulio (2000) supports this point of view by asserting

that in classrooms that run smoothly, learners learn more successfully.

2.7 Previous Related Studies

In the following pages, the light will be shed on a number of previous studies that have been conducted on the topic of CM or some other topics related to it in one way or another.

270 learners and 19 grammar school teachers were evaluated by Prodromou in 1992, and he came to the conclusion that "the findings of this research study suggest that relationships exist between some CM strategies and higher learning achievement scores in diverse elementary settings."

Valdez (2000) examined 83 various research works to look into the alleged issues with starting teachers. The issues were categorized and sorted from the most often identified issues to the less frequently reported issues based on the findings of 83 studies in the field. 'Classroom discipline is by far the most serious problem type experienced by starting teachers,' the statistics indicated. Other significant issues included dealing with individual differences, evaluating learners' work, and parent-learners relationships.

Zepeda (2000) discovered that although international and US teaching assistants encountered many of the same issues, they also each had their own particular issues. CM issues were reported by more US teaching assistants than international teaching assistants. The amount of CM issues and worries expressed by teaching assistants was substantially correlated with the number of years of teaching assistant experience. The study also discovered that gender was not a significant predictor of problems and concerns in the classroom but rather the type of teaching assistant, the teaching experience, and the academic subject.

Baker et al. (2002). discovered issues with classroom management and teacher-generated coping mechanisms. Time and energy, classroom limitations, reading levels, and language abilities, learning immaturity, safety concerns, necessary thinking skills, sequencing, assistance, and materials management were used to group the potential CM issues and their potential solutions.

According to Clarck (2002), the primary objective of CM is to keep the classroom climate conducive to speaking English during class activities. Given that

every learner had an equal capacity for learning and other talents, the teacher would still need to enforce rules. CM can be challenging due to problems like learning absenteeism, a lack of teacher training, personal issues like family issues, domestic issues, feelings of inadequacy, and financial concerns, as well as other issues like time management, demographics of the learners, a lack of learner motivation, and large class sizes (Zepeda, 2002).

Fowler (2010) examined the ability of collaborate teachers and STs to make decisions. The study involved four cooperating teachers and seven learners and used a variety of research tools, including videotaping the learners' classes, interviews conducted during post-teaching sessions, written retrospectives, and a questionnaire. The study's findings demonstrated that while time and CM were key factors in why learners changed their plans, collaborating teachers were more worried about behavior issues. The study's participants said they frequently had to make snap judgments on CM. These choices concerned adjustments to the learners' seating assignments and instructional materials. The participant learners also noted that they were unfamiliar with educating teens and the classroom environment, which might pose risks to maintaining order in the classrooms.

3. METHODOLOGY

3.1 Population and Sample of the Research

This study was carried out using a descriptive survey methodology. The study's null hypothesis was tested using a quantitative research methodology. All EFL teachers attending preparatory schools were included in the study's population. The sample of the study consisted of 5 teachers from one preparatory school.

3.2 Research Tool: The Interview

The researcher interviewed five teachers. The interview included questions such as: How do you motivate your learners to become active learners in your classroom? How do you encourage class participation? To what extent do you think that body language is important for communication in the classroom? How do you use your body language in the classroom? Which CM approach (teacher-centered or learners-centered) would be the most effective at the grade level you expect to teach? How do you deal with misbehaved learners in your classroom? Which seating

arrangement do you always use in your classroom and why? (Rows, semicircle, double E). How do you plan your time to manage all the activities in the classroom? The goal of the interview was to gather a detailed understanding of the general approaches and specific techniques that teachers use to manage their classrooms.

3.3 Data Analysis

The qualitative data analysis process was used in this study to collect the data. Data were collected through a face-to-face interview with five participants randomly. Following the interview process, the researcher transcribed the questions and responses for each of the interviews. The purpose of transcribing the interviews was to analyze the data and to find common themes. A qualitative method was used to analyze the obtained data. The subjects of this study were composed of the teachers of one preparatory school.

4. RESULTS AND DISCUSSION

In this study, the researcher interviewed five teachers of the English language and prepared the following (6) questions for the interview and classified the study into the following categories:

4.1 Motivation

The first interview question for the participants was about the motivation in their classes and asked; "how do you motivate your learners to become more active learners in your classroom?". The participants of this study gave different explanations of the given question as one of the participants said: I use the star learners of the week to help encourage the learners to try harder and do their best. Whoever does the best gets rewarded at the end of the week. Another participant motivated his learners in another way as he said: I have lots of ways to get their attention; one of them is the reward in class that includes watching videos academically or fun like movies etc. Different methods will occupy different responses to learning. Moreover, advising them.

Another participant used another technique to motivate their learners in the classroom as he said (I use a reward system and grouping learners (Red, blue, green .yellow then and I choose leaders for each group).

Two of the participants stated the same explanations to motivate learners in their classes, as they said; Treating them

with respect, giving them responsibility, and trying to treat them with a friend rather than someone younger or less capable.

There are many strategies that teachers use to manage learners, but the most effective strategies are the ones based on the principle that learners need to be self-motivated and self-monitoring of their own behavior. Motivation is key to classroom management and success in the ESL classroom, especially for young learners. A strong sense of belonging can have positive effects on a variety of outcomes, including academic motivation (Goodenow, 1993; Wentzel, 2003). In short, motivation stimulates the interest of learners and inspires them to take part in classroom activities. Teachers should keep in mind that they should build upon both types of motivation in order to achieve the most success.

4.2. Body language

The second question for the teachers focused on body language and asked; "how do you use your body language in your classroom to communicate?", The teachers who participated in this study had different ideas about this interview question, they answered and gave various explanations here are their explanations. One of the teachers said: I use my facial expressions and body to help the learners understand the subject we are learning. One of the teachers said: I use body language in the class such as communicate and help the learners to understand. And another teacher said: Using a good voice and face. I tend to be a bit theatrical to make them understand the lessons better. Additionally one of the teachers had a different idea about using body language in the classroom as he said: Use hard and different parts of the body.

How effective your classes mostly depend on how you and your learners behave. Your presence in the classroom will frequently be communicated through your body language, and your learners will react accordingly. Body language is a powerful tool that effective teachers utilize to interact with learners, establish rapport, and give them a sense of security and support.

4.3 Classroom management approach

The third research question was about the approaches of classroom management and asked; "which CM approach (learner-centered or teacher-centered) would be the most

effective at the grade level you expect to teach? For answering this question the teachers also reported different ideas and explanations. One of the teachers said: *For stage one, it's much better for me to be teacher-centered. The learners then know that I am the one who controls the class, not them.* Another teacher said: *For level one, it should be teacher-centered because the learners are too young to know or to have an opinion about what they want to do in class.* Another participant said: *They can also act like leaders and manage the class. First, I teach them about leadership qualities and then choose the learners to lead.* Another participant said: *Upper grades always treat them as young adults and friends, they always make them have more respect and raise their self-esteem.* Another teacher said: *I use both.*

Teachers always strive for a strategy that will benefit all of their learners while deciding on their approach to education. In addition to wanting the classroom to be regulated and tidy, teachers also want their learners to enjoy the learning experience. Managing classrooms becomes significantly more challenging when there are elements of a foreign or second language present, according to Fowler and Sarapli (2010). As a result, the issue of whether education should be teacher-centered vs. learner-centered has been on educators' minds for a long time. However, in recent years, more teachers have shifted toward a learner-centered approach. Some learners, however, believe that a teacher-centered approach to education is a more successful one. Most of the time, it is preferable for teachers to combine several strategies to make sure that all of their learners' requirements are satisfied. Learners can benefit from the advantages of both educational philosophies when both are applied in tandem. Learners can gain from a well-balanced educational environment instead of growing bored with teacher-centered education or losing focus in a wholly learner-centered classroom.

4.4 Dealing with misbehaved learners

When we asked the fourth question to answer *"how do you deal with misbehaved learners in your classroom?"*. Based on the interview data, our participants reported various techniques that they used. A teacher said: *Talk to them and try to advise them. In form their parents and the supervisors if they refuse and keep doing that all the time.* Another teacher said: *Give them 3 verbal warnings, then ask them to go out. Usually, for one or two minutes then, I will go out and talk to them.*

As a teacher, you will experience many different learners with many different strengths and weaknesses. It is important to know how to handle a certain situation, especially when it comes to behavioral issues. There are many techniques that teachers have to deal with misbehaved learners. In this study, the participants stated some of the techniques when they face behavioral issues in the classroom.

4.5 Seating arrangement

The fifth interview question was asked *"which seating arrangement (rows, semicircle, double E) do you always use in your classroom and why?".* There are three styles that are commonly used in the classroom: rows, semicircle, and double E. According to the question that we asked the participants in this study, four of the interviewees answered the question and gave the same explanations. Only one of the participants had used a different style in the classroom seating arrangement; as he said: *In all 3 classes, I use the "U" shape seating arrangement because it works best for me it's easier to control the classroom. The learners pay attention to the seating arrangement like this.*

For interaction, mood, and conduct in the classroom, seating arrangements are crucial. It is simple to take sitting for granted or to perceive only some of the benefits it offers, but the right arrangement may help learners achieve their learning goals. This study is not agreed with the findings of Norazman et al. (2019) as he mentioned that the orderly row style is the most popular model to give students the opportunity to learn individually.

4.6 Time management

The final question was about one of the most important things of class management which is *Time Management* the teacher is supposed to answer the question; *"how do you plan your time to manage all the activities in the classroom?"* Here the interviewees used different techniques to prepare their planning to manage activities. One of the participants said: *I follow my weekly plan.* Another participant shortly said: *I prepare it on the weekly plan so I can follow the pacing chart. I plan everything in advance.* Another one said: *Depending on the activities and learner capability.* Another participant said: *I use an on-time each day to keep track of time.*

Teachers can use time management in the classroom to optimize learning opportunities for learners. Time and CM were key factors in why learners changed their plans, and collaborating teachers were more worried about behavior issues (Fowler, 2010). When we think of the concept 'time' with regard to learning, we often think of pace, in other words, moving quickly through the planned learning activities. But it's easy to think that pace means having to rush through an activity, which sometimes can be a mistake. Pace needs to be appropriate: the learning needs to proceed briskly, but not be rushed. When considering effective time management in the classroom as a means of making learning most effective for learners, progression needs to be planned for as well as pace. As indicated by (Zepeda, 2002) CM can be challenging due to problems like time management.

5. Conclusion

From the results of this study, the effective CM techniques included effective communication, the constant engagement of learners in activities, regular use of questions by teachers, use of behavior contracts, teachers acting as models of good behavior, and monitoring, among others. The conclusion drawn is that teachers' CM effectiveness is a significant predictor of learners learning and academic performance. The goal was to show the importance of CM and how to attain useful techniques for classroom structure. With the recent changes in educational laws and new CM opportunities, learners are becoming more actively engaged in instruction. Unfortunately, Kohn (2008) states that learners-centered CM is rare because it requires "a willingness to give up some control and let learners take some ownership, which requires guts as well as talent" (p. 4).

The participants in this study needed an array of skills that would allow them to handle negative situations in a positive way. By following these simple strategies, the teacher can have an orderly classroom environment that will improve learners' learning outcomes while providing an atmosphere that is structured and consistent and shows that you are serious about teaching and learning. Motivating, challenging, and engaging learners as you strive for high expectations will not only help to improve learning behavior in school and academic accomplishments but will also provide the key for

learners to understand how to act in a moral and ethical way in society. Teachers who participated in this study have used the techniques as much as possible and also in the correct way for managing the classes which they teach. These techniques make them create and provide an effective classroom environment. In addition, the teachers felt that the strategies listed in the study should all be introduced from the beginning of the school year to help learners learn expectations right from the start. One teacher reported that he had always motivated his learners to be self-motivated because motivation stimulated the interest of learners and inspired them to take part in classroom activities, and he also reported that he reminds his learners that everybody in the classroom has the same level of knowledge in that way he could encourage his learners to be more active. Body language should be used a lot in foreign language classes; as the researcher found out from the study, most of the participants in the study were good at using body language to manage their classrooms to make their classes more communicative and convey the message correctly.

Effective CM involves more than simply enforcing consequences when a learner misbehaves; it also entails finding proactive solutions to issues before they arise and fostering a supportive learning environment. One of the most difficult components of teaching and one of the toughest skills to acquire is creating a conducive environment for learning. Setting the wrong tone may seriously limit your ability to educate, especially if you're new to the field. In fact, poor CM can annoy even seasoned teachers at times.

5.1 Recommendations

Since CM effectiveness is one of the important criteria for assessing the teaching effectiveness of teachers and since CM effectiveness enhances learners learning, school administrators should ensure that they regularly organize seminars aimed at intermittent training of teachers on these classroom management techniques.

As a result of the importance of CM techniques in the teaching and learning process, school administrators and teachers should ensure that they do not use corporal punishment as a classroom management technique.

Teachers should also be models of good behavior in the way they dress, the way they talk, and the things they do, particularly in the classroom.

They should further ensure that they create a positive learning environment. Teachers should set classroom physical environments conducive to learning in order to develop learners' positive attitude towards schooling learners attentive in class during instruction.

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