Classroom Management in Iraqi Universities

Shahad Hatim Kadhim

Continuing Education Center/ University of Baghdad/ Iraq

shahed.hatim@dcec.uobaghdad.edu.iq

Abstract

Classroom management refers to how instructors could organize their classrooms and student interactions to keep students interested, eliminate distractions, and promote learning. The current study aims to finding out the classroom management techniques most frequently used by EFL college instructors according to their frequencies and discovering the influence of classroom management on the teaching/learning process used by university instructors.

The sample of the current study is 40 instructors from University of Baghdad. After determining the questionnaire's validity and reliability, it is administered to the sample. The results indicate that instructors utilized classroom management techniques with a weighted mean score greater than (3). This demonstrates that university English instructors have successfully employed classroom management to teach the English language. In light of the findings, some conclusions and recommendations are provided.

Key words: classroom management, University instructor

1. The Problem and its Significance

Teaching English as a foreign language is a significant challenge for many instructors of English, who look for effective strategies, activities, approaches, and ideas to help students acquire the language. As a result, numerous instructors investigate techniques for supporting these students. Utilizing classroom management seems to be supported by many voices. According to Sepulved (2016), classroom management refers to techniques instructors use to organize and set up their classrooms and student interactions in a manner that maximizes learning, decreases interruptions, and keeps students interested.

2. Aims

• Finding out classroom management techniques most frequently used by EFL university instructors according to their frequencies.

• Discovering the influence of classroom management techniques on the teaching / learning process used by university instructors.

3. Limits

The current study is limited to

• English instructors at the Department of English Language\ College of Education for Women and College of Education Ibn Rushd \ University of Baghdad during the academic year (2023-2024).

• The questionnaire is divided into three sub terms.(managing classroom behavior, specific teaching techniques, and planning and support).

4. Literature Review

4.1 Classroom Management

Janine Sepulveda(2016)defines classroom management as a set of practices instructors utilize to promote successful learning by avoiding interruptions and difficulties. Classroom management is often overlooked as a component of teacher preparation. Even while teacher preparation programs include classroom management, new teachers may need to be equipped to handle all of the practical difficulties that arise in the classroom. A teacher may create fantastic lesson plans and resources. But effective learning cannot occur if a teacher is unable to control her or his class.

Dicke et al. (2015) define classroom management as the activities that instructors do to establish an atmosphere that promotes and facilitates both academic and social-emotional learning. Good classroom managers use techniques for managing that are appropriate for their teaching objectives, classroom activities, and student characteristics. In their meta-analysis, they obtained expanded classroom management and relationships between instructors and students (academic and social) as major predictors of student learning, adding that this influence is directly related to a decrease in disciplinary concerns such as off-task behavior.

4.1.1 Managing Classroom Behavior

Carlson et al (2011) state that instructor behavior may influence various conditions, including the classroom atmosphere, how staff and students respond, and general behavior control in the classroom. The instructors might influence the student's behavior. The topic of this lesson will focus on management techniques used by instructors in the classroom, interactions between instructors and students, and labeling.

The instructor plays an important role in the general operation and management of the classroom. When instructors do not want to learn, it is obvious that the students are not going to learn either. It indicates that

how the instructor runs the class will have a big effect on how well the students do academically. Students will observe and be less interested in learning than they could be if an instructor is not passionate and interested in what they are teaching.

The presence of disruptive behavior prevents the delivery of engaging lessons and activities, academic engagement time, and the implementation of constructive classroom management measures. Instructors in these difficult learning contexts are more likely to feel stress, dissatisfaction with their employment, and transfer (Carlson et al, 2011).

A proficient instructor often becomes a reflective, thinking, and acting professional leader. Several aspects of this leadership role will assist them in managing a classroom. Having goals and objectives, inspiring and motivating others, collaborating well with others, being well-prepared, eager about their work, and maintaining concentration is a few examples of these characteristics (Vijayan et al, 2016).

4.1.2 Specific Teaching Techniques

Many instructors like to utilize a variety of management techniques daily. This will be determined by the instructor's preferences, personality, and ideals. According to Levin and Nolan (2010), instructors can utilize a variety of instructional techniques and management approaches to enhance effective classroom management. They propose three approaches to classroom management: student-directed management, collaborative management, and teacher-directed management. The goal of the student-directed method is to foster and develop a community of learners within which they may work. Work productively together and take care of one another. This means that in a collaborative classroom, the learning process involves both the student and the instructor.

Similar to the student-directed method, students are allowed to regulate their behavior. This allows students to be accountable for their learning and behavior. Within teacher-directed classroom management techniques, the instructor is solely responsible for what happens in the classroom and how students learn and behave. This technique might be useful in some learning contexts when instructor guidance is required.

Instructor-student interactions in the classroom can have an important impact on academic achievement and behavior management. Instructors who are skilled and effective have a higher impact on their students' lives than instructors who are neither proficient nor successful. A successful classroom

encourages relationships between students and instructors. These interactions should be based on trust and the student's comfort level. These exchanges might have a huge impact on your student's life, not just in the classroom but also in the future. Students, particularly those of a young age, want role models, someone to look up to who can influence their lives. Creating close relationships with the students you teach is essential. Effective classroom management and strong instructor-student relationships will give a conducive learning environment for students (Levin and Nolan, 2010) .

1.1.1 Planning and Support

According to Simonsen et al (2008), classroom management is a crucial skill area. It is important to provide teachers with the training and assistance they need to adopt evidence-based methods that have a high chance of success. The relationships you have with the students will also be impacted by the language you employ.

According to Cangelosi (2013), instructors' language choices might have an impact on the relationship they have with their students. Instructors can frequently categorize students based on the language they employ. This is demonstrated by the teacher's possible use of judgmental or descriptive language while speaking with a student (Wong & Wong, 2009).

It's critical to give instructors the tools and training they need to successfully manage classroom situations. Helping teachers build the competences required to alter the classroom environment to better meet the learning requirements of children at risk of developing chronic behavior issues offers great promise for preventing later conduct difficulties (Carlson et al, 2011).

According to Burden (2020), it's critical to keep in mind that each student in a classroom is an individual, and they all react differently. Teachers may need to spend more time fostering positive connections with certain students, particularly those who have special needs or trust concerns. If teachers want their classes to go well, they must interact well with every student. According to indicates, students who feel loved by their professors do better academically and behave more well in the classroom than those who feel their teachers don't think highly of them.

4.2 Factors Effected Classroom Management

Classroom management involves all of the actions instructors take to create an environment that fosters academic and social-emotional growth. It includes all of the actions that an instructor performs to create the social and physical environment of the classroom, supervise daily activities and

routines, and prevent and correct conduct. According to Apriani (2017), other factors influencing classroom management included keeping regulations, offering comments, assigning seats, and the dynamics between teacher-students (TS) and students-students (SS). These factors have the following clarifications:

a. Maintaining Discipline

Several key elements of classroom management have been covered, with a particular emphasis on problem-solving and maintaining order in the classroom through the employment of the following procedures:

• Careful planning: instructors must thoroughly design the lesson. They must remember that the lesson should achieve the objective and be appropriate for the student's level.

• Clear instruction: Instructors must provide students with clear instructions and allow them to understand the material by following the procedures.

• Keep in contact: instructors must keep an eye on every student's activity. They must always have their eyes and ears engaged and be aware of what is happening, for the students to be conscious of the instructor observing them.

b. Giving feedback

Apriani (2017) states that feedback refers to the comments made by instructors toward their students. There should be two distinct components in the feedback: the assessment and the corrective. Instructors may assist students in understanding where they made a mistake and provide them with ideas on how to fix it by providing feedback. There are two categories of feedback:

• Written feedback: Written feedback is when instructors provide students with a written performance report that includes suggestions and comments on both good and negative work. Both the speaking and writing exercises are used in written feedback.

• Oral feedback: This type of feedback is provided when instructors point out errors to their students and make suggestions verbally. Oral feedback is mostly utilized for oral activities.

C. Seating arrangement

One of the key components of an instructor's classroom management technique is seating arrangements. Instructors must take into consideration not only the physical layout of the classroom but also the characteristics of the students who are enrolled. The physical layout of the room is planned to facilitate as much effective teaching and learning as feasible. The instructors must be able to go around the classroom without having to relocate the students'

desks. Instructors must remember that the students are situated in the front center of the classroom. Instructors can choose from a variety of seating arrangements; six popular configurations are as follows: cluster, rows, table rows, semicircle, pairs, and centers or activity zones. The scenario determines the most effective arrangement (Apriani ,2017).

d. Classroom interaction

According to Apriani (2017),   the observed classroom interactions are divided into two categories: instructor talk (all speech acts aimed at students) and student talk (all utterances directed at the instructor). The following are the first categories created for coding instructor data:

- Academic instruction, which includes the instructor's scholarly presentation, responding to inquiries from the students, and providing constructive criticism;

- Assessment—both positive and negative comments and different illocutionary activities meant to attract students' interest

- Classroom management: establishing procedures and providing discipline.

The sources used to characterize student discussion are as follows:

- Student-initiated utterances include academic and procedural questions, initiative calls, and calling out of run.

- Teacher-initiated: student utterances directly induced by the teacher and addressed to them (including all types of student responses, academic, procedural, and disciplined).

5 Methods

5.1 The Population and Sample

All of the research individuals represent the population (Mohammed & Al-Bakri, 2022). The population of the current study is English language instructors at the Department of English/ College of Education for Women &College of Education Ibn Rushd\ University of Baghdad during the academic year 2023-2024. A sample is a group of individuals chosen to represent a population (Kadhim, 2015). A random sample is chosen from this population. The sample includes a total of 40 instructors.

5.2 Validity

A valid instrument is one that properly measures what it is designed to measure (Alsaadi & Hatem, 2016). Face validity is used to confirm that the test and its scoring system are valid (Kadhim & Saalh, 2020). (Kamil,2022). As for face validity, the questionnaire is exposed to a jury of experts in English Language Teaching. Jury members have reviewed the questionnaire and slightly

modified them. They agree that the questionnaire is valid and suitable as shown in Table (1). It takes 30 minutes to finish the questionnaire items.

Table (1) jury members are arranged according to scientific degree.

Name	College \University
Prof. Fatin Kharee, Ph.D.	College of Education \Ibn –Rushd \ University of Baghdad
Prof Shaima Mahdi Salah, Ph.D.	College of Education for Women/ University of Baghdad.
Asst. Prof Elaf Riyadh,Ph.D.	College of Education/Ibn Rushd for Human Sciences /University of Baghdad.
Asst. Prof. Maysaa Husam,Ph.D.	Psychological Research Center\Ministry of Higher Education and Scientific Research
Asst. Prof. Maysaa Rasheed Abdul-Majeed	College of Education for Women\ University of Baghdad

5.4 Reliability

Reliability refers to the degree of stability and consistency in the results received from the assessment instrument. The degree of dependability of an evaluation instrument is determined by the consistency and predictability of its results. Reliability refers to the extent to which a measurement of a phenomena yields reliable and consistent results (Taherdoost, 2016).

The Pearson correlation formula is used to calculate questionnaire reliability; after using the Spearman Brown formula, questionnaire reliability is determined to be (0.833). This demonstrates that the questionnaire is acceptable and quite dependable.

5.3 Instrument

A questionnaire is a research instrument comprising a sequence of questions designed to elicit information from respondents (McLeod, 2018). To achieve the current study's aims a questionnaire has been developed to collect information regarding classroom management for university instructors. The classroom management questionnaire has 30 items. The items are rated using a Five-Likert scale. Instructors are required to assess their level of agreement with 30 items using a scale of 5 (always), 4 (often), 3 (often), 2 (sometimes), and 1 (never).

Regarding the scoring criteria, the classroom management questionnaire has 30 items. Based on the instructors' comments, each item is scored on a scale of 1

to 5. As a result, the maximum score that might be awarded is (150), while the minimum score is (30).

6 Data Analysis

6.1 Results

The instructors' views on classroom management are demonstrated by the weighted mean score of greater than 3, which indicates that all of the items are strong, and by statistically manipulating the data using Fisher's formula to determine the weighted mean for each item.

Table (2) The weighted mean score for the items of Classroom Management Questionnaire:

	Items	Weighted Mean Scores		Items	Weighted Mean Scores
A	**Managing Classroom Behavior**		16.	"I warn of consequences for misbehavior (e.g loss of privileges)".	3.230
1.	"I am confident in managing current behavior problems in my classroom".	4.320			
2.	"I am confident in my ability to manage future behavior problems in my classroom".	3.598	17.	"I use clear classroom discipline plan and hierarchy".	4.132
3.	"I am confident in my ability to promote students emotional, social, and problem-solving skills".	3.456	18.	"I use nonverbal signals to redirect students who are disengaged".	4.105
B.	**Specific Teaching Techniques**		19.	"I use persistence coaching (focusing, being, and patient, working hard)".	3.234
4.	"I coach positive social behaviors (helping, sharing, and waiting)".	3.908	20.	"I model self-regulation strategies for students".	3.989
5.	"I describe or comment on bad behavior".	3.545	21.	"I teach specific social skills in circle time".	4.130
6.	"I reward targeted positive behaviors with incentives (e.g. stickers)".	5.165	22.	"I set up problem solving scenarios to practice prosaical solutions".	3.576
7.	"I use time out (time away to calm down) for aggressive behavior".	3.768	23.	"I promote respect for cultural differences in my classroom".	4.100
8.	"I praise positive behavior".	4.105	c.	**Planning and Support**	
9.	"I reprimand in a loud voice".	3.200	24.	"I use self-reflective inventories to plan	3.589

				"personal teaching goals".	
10.	"I use problem-solving strategy (e.g. define problem, brainstorm solutions)".	3.988	25	"I review my progress in reaching goals for individual student behavior plans".	4.350
11.	"I prepare students for transitions with predictable routine".	3.895	26.	"I review my discipline hierarchy according to the students' developmental ability".	3.945
12.	"I use group incentives".	3.345	27.	"I collaborate with other teachers for solutions and support".	3.678
13.	"I use special privileges (e.g special helper, extra computer time)".	3.766	28.	"I read about classroom management techniques and strategies from different sources".	4.205
14.	"I set up individual incentive program (e.g stickers, prizes)".	4.140	29.	"I mange my stress level utilizing positive cognitive strategies".	3.240
15.	"I give clear positive directions".	4.145	30.	"I encourage a positive class community".	3.855

6.2 Discussion of Results

Item No.6" I reward targeted positive behaviors with incentives"

This item ranked the first and has gained (5.165). This means that most instructors prefer using teaching technique in teaching English language for students who participate actively in classroom activities.

Item No.25" I review progress in reaching goals for individual student behavior plans"

This item has got the second and obtained (4.350). This item related to planning and support strategies in classroom management. This means that most instructors review their progress in goals according to plans they prepared.

item No.1" I am confident in managing current behavior problems in my classroom".

This item has gained (4.320) and occupied the third rank. It is related to managing classroom behavior as a strategy in classroom management. This means that most instructors have confident to treat with behavior problems in classroom activities.

7 Conclusion

Based on the results of this study, it can be concluded that:

• English instructors are successfully used classroom management techniques in teaching English language.

• It has been found that most of instructors prefer to use specific teaching techniques in classroom management techniques than other such as (managing classroom behavior and planning and support).

• Furthermore, it has been found that planning and support technique has occupied the second rank while managing classroom behavior has obtained the third rank in the classroom management.

8 Recommendations

The following recommended

• EFL instructors ought to be skilled in employing various instructional methods and exercises to help students overcome difficulties with language.
• EFL instructors may foster a friendly and participatory learning atmosphere by promoting class discussions, group activities, and positive feedback to increase students'   confidence.
• EFL instructional designers ought to think about designing tasks that effectively interest students in learning environments.

References

• Alsaadi, S. and Hatem, S. (2016). Investigating Iraqi EFL College Students'Multiple Intelligences. J. Of College of Education for Women Vol. 27 (1) 2016.

• Apriani, E. (2017). Utilizing preservice English teachers strategies and classroom management at Junior High School in Rejang Lebong Regency. ENGLISH FRANCA: Academic Journal of English Language and Education, 1(2), 149-194.

• Burden, P. R. (2020). Classroom management: Creating a successful K-12 learning community. John Wiley & Sons.

• Cangelosi, J. S. (2013). Classroom management strategies: Gaining and maintaining students' cooperation. John Wiley & Sons.

• Carlson, J. S., Tiret, H. B., Bender, S. L., & Benson, L. (2011). The influence of group training in the Incredible Years Teacher Classroom Management Program on preschool teachers' classroom management strategies. Journal of Applied School Psychology, 27(2), 134-154.

- Dicke, T., Elling, J., Schmeck, A., & Leutner, D. (2015). Reducing reality shock: The effects of classroom management skills training on beginning teachers. Teaching and teacher education, 48, 1-12.

- Kadhim, S. H. (2015). The Effect of the Problem Based Learning on EFL Learners' Achievement. Journal Of Educational and Psychological Researches, 12(44), 367-386.

- Kadhim, S. H. (2022) Iraqi EFL University Students' perspectives of a blended learning. https://www.iasj.net/iasj/download/6b5ac8b3b2d3919b.

- Kadhim, S. H. & Saalh, S. M. (2020).The effect of the portfolio and other types of alternative assessments on ESP learners' performance in essay writing.International Journal of Psychosocial Rehabilitation, 24(2), 5006-5017. https://www.psychosocial.com/article/PR2020932/30727/

- Kamil, S.A.J. (2022). Investigating Strategies Developed by University Students in Learning English Vocabulary. Alustath Journal for Human and Social Sciences, 61 (4), 410-421. https://doi.org/10.36473/ujhss.v61i4.1870.

- Levin, J. & Nolan, F. J. (2010) Principles of Classroom Management, Sixth edition, Boston, Pearson Education Inc.

- McLeod, S. (2018). Questionnaire: Definition, examples, design and types. Simply psychology, 78, 350-365.

- Mohammed, I. J., & Al-Bakri, S. A. (2022). Iraqi EFL University Students' Cultural Intelligence and Language Proficiency: A Correlational Study. *Journal of Language Studies. Vol*, *5*(3), 56-65.

- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based Practices in Classroom Management: Considerations for Research to Practice. *Education and Treatment of Children*, *31*(3), 351–380. http://www.jstor.org/stable/42899983

- Sepulveda, Janine(2016) Classroom Management. University of Oregon, College of Arts and Sciences, American English Institute. file:///C:/Users/HP/Downloads/M1-Introduction-Classroom Management%20(5).pdf.

- Taherdoost, H. (2016). Validity and reliability of the research instrument; how to test the validation of a questionnaire/survey in a research. How to test the validation of a questionnaire/survey in a research (August 10, 2016).

- Vijayan, P., Chakravarthi, S., & Philips, J. A. (2016). The role of teachers' behaviour and strategies in managing a classroom environment. International Journal of Social Science and Humanity, 6(3), 208.

• Wong, H. K., & Wong, R. T. (2009). The first days of school: How to be an effective teacher. Harry K. Wong Publications.

"إدارة الصفوف في الجامعات العراقية"

ا.م شهد حاتم كاظم

مركز التعليم المستمر/جامعة بغداد

shahed.hatim@dcec.uobaghdad.edu.iq

مستخلص البحث:

تشير إدارة الصفوف إلى كيفية تنظيم الاساتذة لصفوفهم وتفاعل الطلاب للحفاظ على اهتمام الطلاب والقضاء على التشتت وتعزيز عملية التعلم. تهدف الدراسة الحالية إلى معرفة تقنيات إدارة الصفوف التي يستخدمها معظم اساتذة اللغة الإنكليزية لغة أجنبية في الكليات وفقًا لترتيب تكرارها واكتشاف تأثير إدارة الصف على عملية التعليم/التعلم المستخدمة من قبل اساتذة الجامعة. عينة الدراسة الحالية هي 40 تدريسي من جامعة بغداد. بعد التحقق من صدق وثبات الاستبيان، تم تطبيق الاستبيان على العينة. أظهرت النتائج أن الاساتذة استخدموا تقنيات إدارة الصف بنجاح تزيد عن (3). وهذا مؤشر على أن اساتذة اللغة الإنكليزية في الجامعة يستخدمون تقنيات إدارة الصف في تدريس اللغة الإنكليزية. في ضوء النتائج، تم تقديم عدد من الاستنتاجات والتوصيات.

الكلمات المفتاحية: ادارة الصفوف، اساتذة الجامعات.