



Examining English Language Teachers' Perspectives on Effective Classroom Management Strategies

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Abstract

Classroom management is about improving student learning environments. The most critical criterion for smooth student learning activities is favorable learning settings, which optimize learning results. Good class management supports student learning. Thus, the instructor must first understand and consider student traits and requirements. This study examined the classroom management views of Indian EFL instructors in Indian language colleges. Variables such as gender, age, teaching experience, educational degree, and teaching level were examined to see how they affect instructors' judgments. The research included 122 EFL teachers (69 females, 53 men). This study used the Attitudes and Beliefs on Classroom Control (ABCC) Inventory. Results indicate substantial disparities in teachers' perceptions regarding classroom management based on the variables studied. They believed in strong classroom management, with males being more interventionist and females less. Finally, these findings will give an Indian viewpoint to classroom management literature.

Keyword: Classroom Management, Teacher Perceptions, Teachers' Perspectives, English Language, Strategies.

1. INTRODUCTION

A developed, powerful, and affluent nation needs quality resources. Human resource development is linked to national education issues. Teachers greatly impact school achievement. Teachers can assist students reach their life objectives.

Teacher activities include teaching and learning and classroom management. Classroom management involves more than just influencing and controlling student conduct, yet it is often seen as solely about punishment. Accordingly, classroom managements are the tactics and strategies educators employ to create a successful and learning environment for pupils. Teachers must grasp classroom management to keep the class cheerful and disciplined, which leads to student success in teaching and learning.

Even with the best educational ideas, methods, and media, a teaching and learning process might fail. If professors lack class management skills. Classroom management involves class complexity. It covers how to teach, how to discipline misbehaving pupils, and how to handle unexpected class disruptions. Sight, sound, comfort, seating, board use, and class equipment are all part of classroom management. Successful instructors are good classroom managers. They foster a good learning environment where students direct their own learning and classroom administration.

Classroom management is crucial to teaching English. Teacher classroom management can affect students' English perceptions. English teachers must control the classroom and ensure ideal learning circumstances.

2. LITERATURE REVIEW

Lazarides, R., et.al., (2020) The self-efficacy of teachers in managing the classroom has an impact on their identity and effectiveness as educators. The development of self-efficacy and its consequences are theoretically influenced by environmental factors. The relationship between work resources and expectations and teachers' professional behavior and self-efficacy, however, is not well understood. From pre-service to mid-career, the contextual influences on the evolving dynamics between teachers' reported classroom management and their self-efficacy are examined using the Job Demands-Resources model. Participating teachers came from 395 primary and secondary schools throughout India. Teachers' perceived classroom management, particularly in the beginning, was correlated with their self-efficacy in classroom management, according to longitudinal structural equation models. The positive relationship between self-efficacy and classroom management between early and mid-career



was weakened by early career excessive expectations. ramifications for school administration and teacher preparation.

Mercer, S. (2022) records excessive stress, burnout, and attrition. Language instruction follows this worldwide trend. It may also be stressed by strong intercultural and linguistic demands and energy-intensive methods. Language teacher psychology has been disregarded in study, while private sector teachers have been almost entirely ignored. Given their employment conditions, this is very harmful to their wellness. Thus, this analysis examines the well-being of private sector English language instructors (ELT) in Malta from an ecological viewpoint. Eight volunteer instructors participated in two semi-structured interviews using diary entries and visual suggestions. Ecologically grounded Interpretative Phenomenological Analysis (IPA) was used to analyze and display the data. The major findings showed how the private sector's business model defines teachers' welfare, particularly in terms of working conditions and ELT profession standing in Malta. Teachers typically face employment and future security. Positive features of the study were also found. Teachers reported enjoying teaching, good connections with colleagues and students, and a good work environment, which varied by institution. The findings offer field best practices and research directions.

Turan, Z., & Akdag-Cimen, B. (2020) examined the trends and important findings of flipped classroom research in English language instruction (ELT). 43 papers were analyzed using Web of Science, Eric, Taylor & Francis, and Educational full text EBSCO. Systematic review was used in the research process. To examine the papers, we employed content analysis. According to the data, interest in the flipped classroom technique among ELT experts peaked after 2014, and the field saw a sharp increase in paper production in 2016–2017. Studies on ELT using flipped classrooms were dominated by mixed and quantitative research approaches. The language abilities that were assessed the most were speaking and writing. Further research has shown that flipped classrooms in EFL classes have advantages and disadvantages. The results of most studies on the effectiveness of flipped classrooms were positive. Examine the suggestions made for practitioners, and suggest more study.

Richards, J. C. (2022) The role of emotions in language instructors' and learners' experiences has been minimized by the focus on cognitive rather than emotional components of language learning in Second Language learning. The "affective turn" in applied linguistics has brought attention back to the emotional impact of teachers and students on instruction and learning. This review addresses the sources of emotions in teachers and students as well as how they affect learning. We discuss the theory and research on the emotions of teachers, language learners, and teachers in growth. Methods for enhancing emotional competence—that is, the ability to recognize and manage emotions in language learning and instruction—are provided to educators and learners.

Pishghadam, R., et.al., (202) investigated the effects of home culture on students' perceptions of themselves and their teachers. The performance, credibility, and stroke variables of Indian and Indian student teachers were reviewed in this cross-cultural analysis. WTAC was evaluated. The study included more than 200 Indian and 150 Indian EFL university participants. In multi-group modeling, metric and scalar measurement invariance was discovered. Following that, descriptive data revealed that both groups held positive opinions of their WTAC and the stroke, efficacy, and trustworthiness of their professors. Subsequently, correlational data demonstrated a substantial correlation between India and Indian students' WTAC and perceived teacher credibility, stroke, and success markers. SEM results validated these results and anticipated correlations between variables: India and Indian students' WTAC were positively correlated with perceived instructor stroke, success, and credibility. Overall, the theoretically sound claim that students' belief systems are significantly shaped and reshaped by their home cultural background is validated by our findings. In order to improve students' academic results, teacher educators should prepare instructors who can not only teach language successfully but also live up to the expectations



of their students. These teachers should be able to establish trust with their students and deliver high-quality, culturally-appropriate communication in the classroom.

3. RESEARCH METHODOLOGY

3.1. Participants

In western India, 22 private language institutes participated in this survey. They were chosen among 34 prominent language institutes and their branches based on trustworthiness and viability. Data was collected from male and female EFL teachers at various language institutes. About 187 EFL instructors taught at Indian language institutes; 121 (52 men and 68 females) were sampled for this study. The researchers selected individuals using convenience sampling, which entails choosing those who are available.

Teachers' frequencies for study factors are shown in Table 1. Institute officials checked participant instructors' experience, education, and teaching level.

3.2. Instrumentation

The Attitudes and Beliefs on Classroom Control (ABCC) Inventory was utilized in this survey. ABCC looked into the attitudes and opinions of instructors about classroom management. There are 26 Likert items with four possible answers. The three subscales, Instructional management (13 items), People management (7 items), and Behavior management (3 items), are based on the three components of classroom management as a multifaceted concept. Teachers' views toward classroom management are displayed by the subscale scores, which range from interventionist to interactionalist to non-interventionist. Low numbers imply non-interventionist control, whereas high scores show interventionist control over every aspect of classroom management.

The present study used the translated questionnaire created by translation and back translation. It has two subsections: one gathers demographic data on instructors and the other focuses on their classroom management judgments. The translated version was tested for reliability and validity using statistical methods and expert opinion. The Cronbach alpha coefficient of the Persian ABCC inventory used in this investigation was 0.83, falling within an acceptable range. The ABCC inventory subscales, which measure instructional management, people management, and behavior management, have reliability coefficients of 0.81, 0.72, and 0.67, in that order. Using recommendations from experts, the translated version's content validity was also assessed.

Table1.The characteristics of teachers based on study variables

Variables	Categories	Frequency	Percent	Cumulative Percent
Age	20-24	35	29.4	29.4
	25-31	65	54.0	83.5
	30-34	6	5.6	89.2
	35-39	12	10.6	99
Gender	Female	68	56.5	56.5
	Male	52	43.5	99
Educational degree	Associate	1	1.5	1.5
	Bachelor	86	71.2	72
	Master	32	26	99
Teaching experience	1-5	94	77.8	77.8
	6-10	13	11.4	89.2
	11-15	5	4.8	94.2
	16-20	4	4.0	98.3
	21-25	1	1.5	99
Teaching level	Elementary	34	28.6	28.6
	Intermediate		67	55.6
	Advanced		18	15.5



3.3. Procedures

Survey research was used in this study. To assess EFL instructors' classroom management views, it was usually a paper-and-pencil questionnaire. Scores from the assessment were used to classify respondents' classroom management beliefs. Subsequently, the data was described by computing the frequencies, percentages, means, and standard deviations for every classroom management dimension along with other study variables. Next, the classroom management styles of EFL teachers were compared to the research variables using the t-test and one-way ANOVA. Data analysis was done with SPSS 11.

4. DATA ANALYSIS AND RESULT

To answer the first research question, the mean and standard deviations of classroom management and its three dimensions were found. The standard deviation is 0.37 and the mean classroom management score is 3.01 in Table 2. This implies that the sample teachers supported interventionist approaches to classroom management. Additionally, the data demonstrates that when it comes to classroom management components, Instructional Management got the highest mean score ($M=2.91$, $SD=.71$). Then come behavior management ($M= 2.73$, $SD=.51$) and people management ($M= 2.90$, $SD=.70$). The strong correlation between the mean scores on classroom management dimensions showed that teachers often recommended interventionist techniques for each of the three features.

Table 2. Descriptive Statistics for the Dimensions of Classroom Management

Dimensions	Minimum	Maximum	Mean	Standard Deviation (SD)
Instructional Management	9.0	3.92	2.91	0.71
People Management	8.124	7.37	2.90	0.70
Behavior Management	1.4	3	2.73	0.51
Overall Classroom Management	0	4.30	3.01	0.37

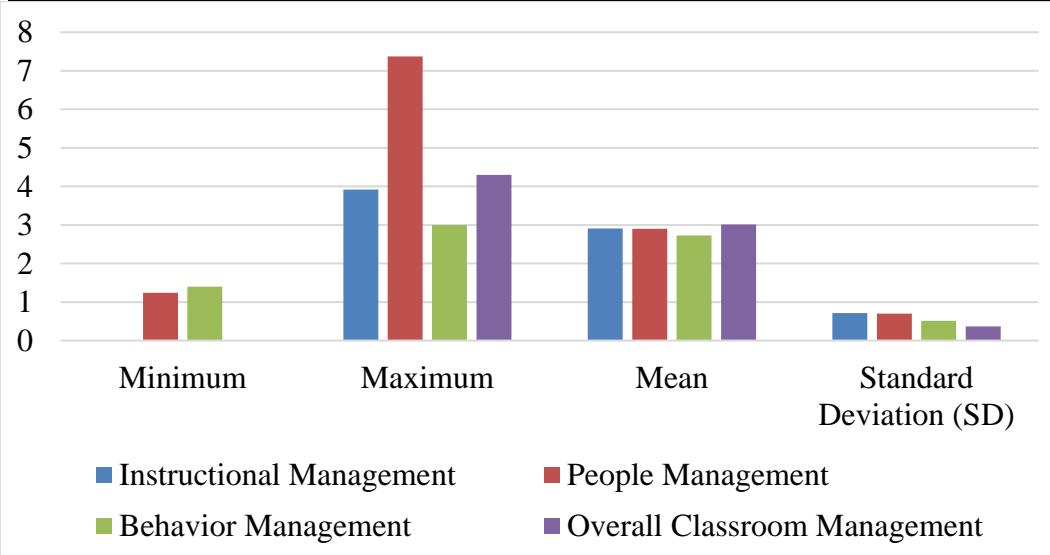


Figure 1: Descriptive Statistics for Classroom Management Dimensions

To address the second study question, instructors' attitudes were analyzed using several factors. To examine gender variations in teachers' classroom management perspectives, descriptive and inferential statistics were used. Descriptive analyses in Table 3 revealed gender-specific mean scores. Males had more interventionist classroom management attitudes, according to the mean scores. On the three classroom management aspects, males consistently scored higher than girls. In all three classroom management dimensions, men were more interventionist than women.

Table 3. Mean Scores on ABCC Dimensions with Respect to Gender

Dimension	Female	Male
Instructional Management	Mean: 3.207, SD: .370	Mean: 3.017, SD: .585
Behavior Management	Mean: 2.857, SD: .485	Mean: 2.611, SD: .533
People Management	Mean: 3.062, SD: .739	Mean: 3.039, SD: .432
Overall Classroom Management	Mean: 3.19, SD: .323	Mean: 2.957, SD: .410

5. CONCLUSION

The Attitudes and views on Classroom Control (ABCC) Inventory was used to examine EFL instructors' classroom management views in 22 western Indian private language colleges. A convenience sample of 121 instructors (52 men and 68 females) was used. The study measured teachers' beliefs in instructional management, people management, and behavior management using a translated and validated ABCC Inventory. Expert assessment and statistical processes validated the reliability and validity of the translated instrument, with Cronbach alpha values of 0.83 for the overall inventory and 0.81, 0.72, and 0.67 for the three subscales.

Data showed that sample instructors were interventionist in classroom management, with a mean score of 3.01 (SD = 0.37). Instructional Management had the highest mean score (M = 2.91, SD = 0.71), followed by People Management (2.90, 0.70) and Behavior Management (2.73, 0.51). Male instructors outscored female teachers across all measures, demonstrating a predilection for interventionist tactics. These data imply that both male and female instructors favor regulating tactics, although males are more interventionist. This study illuminates Indian EFL instructors' classroom management views, which might affect teacher training and policymaking.

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