

Handling EFL Classes: Defects and Advice Reforms

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Abstract

The basic aim of this study is to investigate from supervisor's and teacher's perspectives the mistakes that English teachers make in managing their classes; then it considers pieces of advice reforms from teachers and supervisors. Data were collected by undertaking a semi-structured interview on the mistakes of classroom management were used. A random sample of 84 teachers (40 males & 44 females) and four supervisors (2 males & 2 females) took part in the study in Zarqa District in the academic year 2015- 2016. Findings demonstrated teachers' defects in using clear classroom rules, coping with disruptive behavior, organizing group work, and further in communicating with parents. The following tips were deduced from the responses of interviews questions which can help to prevent a chaotic environment during classroom activities, listen to students, work in groups and try to solve their problems.

Keywords: English teachers, classroom management, ANOVA, teaching problems, foreign language.

1- Introduction

Discipline is considered crucial; not only in schools but also in universities, houses, and in each place. In classes, sometimes teachers make mistakes in handling their students' behavior. It is very common that new teachers face difficulty to completely manage their classrooms (e.g., **Saenz, 2011; Linsin, 2013**) leading it to a matter of "a novice" or "veteran" teacher. Dues to its significance, classroom discipline and achieving stability within the classroom are the most substantial rudiments in the educational process the classroom discipline and achieving stability within the classroom are the most significant elements (**Al- Amarat, 2011**). Classroom management is thought to be the major concern that faces the teacher as it takes much effort and time to achieve stability within the classroom.

Probably the teaching-learning process is affected by academic and behavioral problems. The following are the factors that cause this situation comprises of lack of attention, constant absence, choosing an unsuitable time for learning, hyperactivity, aggressiveness, disobedience, as well as restricted learning chances (**Al- Amarat, 2011; Glavin, 2002**). It is believed that teacher's ability to handle difficult times is judged by their ability to effectively control their classrooms. (**VanTassell, 2003**). The attainment of important skills such as classroom management is a must for teachers as it is a pre-requisite for effective teaching and to handle day-by-day situations that occur in the class daily (**Kizlik, 2015**). Also, the skills that are central to teaching include but are not limited to consistency, courage, a sense of fairness, and common sense. Teachers also need to be an example of development and psychological support for the students. What determines effective classroom management is the

ability of teachers to learn from mistakes, from feedback, and with pursuit. Here, **Kizlik, (2015)** claimed several principles¹ that may help novice teachers consider such defects mistakes.

Making a balance between teaching activities that recognize the good and bad behavior of students is another possible way of handling defects. (**Marzano, 2003**). The use of appropriate techniques such as understanding the behavior of students, being patient, and what causes changes in student behavior is necessary for new teachers to manage their classes. Consistent various positive strategy is necessary for the daily management of classrooms. However, it is said that a teacher having support from the school are more likely to stay in their profession (**Romano, 2006**).

One of the most dangerous problems that are supposed to be considered by the teachers, parents, principals as well as supervisors is the school behavioral problems. The educational process of the school is threatened by theft, disorder, violence against students along with the property's vandalism (**Owidat and Hamdi, 1997**). What causes disciplinary problems is the disruptive behavior of the teachers which leads to low learning achievement for the students. **Al- Alga (2006)** mentioned that the presence of different personalities from different cultures and the absence of achievement factors lead to making many problems. According to **Victor (2005)**, the term "discipline" and "management" are seen to be synonyms. Discipline is however mistakenly associated with punitive procedures though it is an instrument that corrects, and inspires suitable behavior. The main purpose of "discipline" and "classroom management" was to get good behavior without using punishments. Classroom management according to **Doyle (1986)** is concerned with behavior and planning. It is the diverse backgrounds of the students that cause different norms, values, and behavioral expectations (**James, 2003**). However, according to **Wilkinson & Meiers, (2007)** teachers can adopt "authoritative" vs. "Authoritarian" teaching styles (. The first style is to make a balance between rules and nurture, while the later style demands that students simply follow the rules.

2- Problem

The reading suggests that the problem of classroom management is the key problem for the teachers in general and for the English teachers in the particular face that they face in handling their different grades students. The main purpose of this study is to identify the mistakes the teachers undertake while managing their classrooms and to suggest corrective/remedial measures based on the finding of the study.

3- Purpose

The specific objectives of the study are outlined below:

- 1- What are the factors that lead to teacher's mistakes in managing their English classes in the Zarqa directorate?
- 2- To examine if there are statistically significant differences in the variables under consideration in the Zarqa directorate.

To know what they really want and what not, to acknowledge and tell their students what they know as well as to act quickly and appropriately.

- 3- To suggest remedial measures for the mistakes that teachers of English make in managing their classes in the Zarqa directorate.

4- Theories of Classroom Management

Effective classroom learning is dependent on the teacher's ability to develop and implement effective discipline in the classroom along with good management systems. In order to understand effective classroom learning, it is imperative to gauge the rationale and underlying theories. Theories have a major role in explaining and predicting phenomena as well as it enables one to engage and identify the evidence-based best practice (Lyons & Ford & Arthur- Kelly, 2011). The key theories being influential and have the capability to frame principles of proactive classroom management are briefly discussed below:

1. Behaviorism:

Classroom management according to this theory possesses the characteristic by setting predictions for good behavior, controlling behavior, the formation of suitable behavior, and at last separation of the inappropriate behavior (Greopl, 2015). At the start of the academic year, the desired classroom settings need to be designed. Student behavior could be modified through classroom management, the role of teachers in the behavior formation of the student is through reinforcement and punishment.

2. Choice Theory:

According to this theory, behavior is an individual own choice, determined and controlled respectively by their needs, feelings, and external choices (Glasser, 2006). Since individual behavior is based on reactions chosen by their behavior, therefore the student behavior cannot be controlled and teachers only play the role of facilitators in this case. This leads to a change in student behavior. This theory also helps in improving "self-control" as well as "self-discipline" by forming a positive relationship with their peer students. This way it helps in controlling students' minds and behavior. An alternative way to achieve this goal is through collaborative work of administrators, teachers, and parents along with the role of community to promote different sides related to these people social, academic, spiritual, and mental.

3. Student-Directed Learning:

This theory is called Kohn's, (1996) new democratic classroom management theory in which he criticized the theory of behaviorism. He advocated that control should be in the hands of students which is similar to the idea of Piaget, (1983). They were of the view that students should be given the wheel of control to empower their learning and responsibility while the teacher is merely a facilitator.

4. Assertive Discipline:

The assertive discipline theory stress on the fact that behavior of most of the student is already positive, the role of the teachers is just to reinforce it (Lee Canter's, 1976). Teachers are supposed to expect obedience from their students and should work on those who don't do so. Moreover, teachers are supposed to teach without sharing and students have the right to learn without feeling any nuisance.

5- Methodology

The study framework is based on the mistakes that English teachers make in managing their classes and suggest remedies based on a finding of the study in the Zarqa directorate. This research followed a descriptive analysis research design. The study used a self-administered questionnaire for the collection of required data while following the self-reporting system. Confidentiality of respondents was a top priority so that to encourage responses. The current study adopted the descriptive cross-sectional design suitable to provide data at a particular period (Abramson, 1999).

6- Population and Sample

The study population comprises all the secondary English language teachers and supervisors in Zarqa Directorate, which included 281 teachers and 4 supervisors for the academic year 2017/2018. The following Table (1) demonstrates details of information related to gender variables among the sample members. Table 2, however, displays the academic qualification variable among the sample members. Table 3 further gives details of years of experience among the sample members, in contrast, Table 4 details the age variable.

Table 1: Gender base distribution of the sample

Gender	Frequency	Percentage
Male	56	66.6
Female	28	33.3
Total	84	100%

Table 2: Academic qualification base distribution of the sample

Academic Qualification	Frequency	Percentage
Diploma	5	5.95
B.A.	59	70.2
M.A.	20	23.8
Total	84	100%

Table 3: Teaching experience base distribution of the sample Teaching Experience

	Frequency	Percentage
Less than 5 years	19	22.6
5-10 years	17	20.2
More than 10 years	48	57.1
Total	84	100%

Table 4: Sample distribution according to age

Age	Frequency	Percentage
Less than 30 years	9	10.7
30-34 years	10	11.9
35-39 years	17	20.2
More than 40 years	48	57.1
Total	84	100%

7- Instruments of data collection

The questionnaire through data was collected consisted of the following three parts:

- In the personal data section of the questionnaire special care were taken to keep confidential the personal information of the respondent. In the demographic section of the questionnaire, data were collected about age, gender, years of experience, and qualification.
- Questions regarding classroom management mistakes were asked in the third section of the questionnaire as perceived by teachers and students in Zarqa Directorate. In this part of the questionnaire, questions were also asked about how to improve classroom management and avoid potential mistakes.

Data on nominal ordered variables were collected on five-level Likert scales.

- ❖ Strongly disagree
- ❖ Disagree
- ❖ Neither agree or disagree
- ❖ Agree Strongly agree

The responses were analyzed by using the qualitative analysis method. The whole questionnaire which was made based on insights taken from literature consisted of 9 questions. The questionnaire was filled by 3 females and 6 males, where the interview duration lasted for 10 minutes.

8- Questionnaire Validity

Creating the scale of the questions, content validity is often kept in mind as it deals with the representation of the content. The assessment is carried out through the process by which scale items were generated. The content of this study is valid as various parts of the questionnaire of this study are based on the literature review and the opinions of several subject experts. They offered some suggestions on the questionnaire to be easy and suitable for the study, the first one was to decrease the number of the items since it was 79 items, in the end they became 38. The second suggestion was to use the same tense of the verbs such as (-ing) or (infinitive).

9- Questionnaire Reliability:

The reliability of the questionnaire was assessed by computing the reliability coefficient i.e., Cronbach alpha. This is considered as an indicator of consistency to the level of the instrument as a whole.

Table 5: Reliability estimates of the instrument

Domains	No of items	Estimate of Reliability
Mistakes related to the management of classes	21	0.82
Remedial measures	17	0.88
Total score	38	0.85

Interpretation of table - 5

The range of the reliability score lies between 0.82 and 0.89 whereas the overall score is 0.85 (see table 5 below). This means that this study is considered reliable because the reliability estimates are quite high and so is appropriate for scientific purposes.

10- Statistical Analysis:

The data was examined using the computational package i.e. Statistical Package for Social Science (SPSS). The following statistical tests were used during the data analysis: Descriptive states such as frequency distribution, percentages, and standard deviation. Sample t-test for independence One-way Analysis of Variance (ANOVA).

11- Results Related to the First Question

The first question of the study is “what are the mmistakes that teachers of English make in mmanaging their classes and the suggested rremedies from teachers' and supervisors' perspectives in Zarqa directorate?” Descriptive states were computed in order to analyze answers to this question. Detailed results are provided in table 6 below.

Table 6: results of common mistakes in managing classes Items

	M	SD	Percent
Common mistakes in classroom management			
Do you use imprecise language?	1.23	1.46	29.29
Do you criticize the person or behavior?	1.56	1.50	30.00
Do you give the second chance	1.43	1.58	31.67
Don't show your personality for some time initially.	0.76	1.81	36.19
Do you make threats?	1.29	0.47	38.33
Don't try hard when an approach is not working.	1.59	1.58	38.81
Teachers should work on making a fruitful behavior of the student rather than emphasis on the problematic features of the students' actions,	1.31	1.26	42.62
What kind of outlook do you adopt about teacher's performance?	1.31	1.94	42.86
Do you think teaching is just part of the job?	1.87	1.73	45.06
Do you think threats to students are said emotionally?	1.34	1.54	48.10
Do you violate the principles of good classroom?	1.23	1.12	48.78
Do you think students respond to anger and are subject to random punishments as a result?	1.76	1.79	50.48
Do you respond quickly to inappropriate behaviors of the students?	3.23	1.66	51.90
Do you think keeping distance between teachers and students is important?	1.36	1.46	54.52

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Do you think students are the only managers of the classroom?	1.98	1.23	55.48
Do you ignore the misbehavior of students that are supposed to be non-disruptive?	1.59	1.78	59.05
Do you think using the traditional sense of classroom management is a good way?	2.43	1.76	64.05
Who is responsible for the inadequate classroom management? lack of cooperation, support of school principal or inexperienced teachers.	2.58	1.13	67.62
Do you think disciplinary rules had a role in managing your students?	2.41	1.87	69.05
What is the role of routines ineffective classroom management?	2.69	1.57	69.05
The role of poorly planned activities, transitions, and routines, in the formation of student's behavior.	2.67	1.12	7.95
Do you promote respect for cultural differences in your classroom?	3.6	1.76	82.86
Do you think classroom management is your top priority?	3.47	0.54	86.43
Do you think praising students is a positive behavior?	3.36	0.32	91.67
Total score	2.72	0.44	54.37

- The maximum point of response (5) points.

Interpretation of table -6

In the above table student's responses to strategies used by the teachers to manage their classes are shown along mean. Percentages and total scores of the strategies are computed. It can be seen from the table above that student's response score is very low as indicated from the total score which is 54.3% and its mean which is 2.7 on the overall mistakes made by the teacher in the classroom management. On the other, the student's highest response was for the items that are related routines, teacher's use of poorly planned activities, groupings, transitions among others. Similarly for the items such as teachers clarify classroom rules from the first day of the study, teachers threaten to deduct marks from students ranged from 3.72 to 3.92 while their percentages vary from 82.8% to 91.6%. Similarly, the result shows that the moderate degree of agreement was for the items related to the topic such as inexperienced teachers use classroom management in its traditional sense. It can be deduced that the lack of cooperation and support of school principals and experienced teachers is the key driver for inadequate classroom management. The role of disciplinary rules in student management is inevitable. In this sense, the role of clearly understood routines and procedures in the effective management of classes is very important.

12- Second Domain: suggested remedies:

Table (7): Descriptive statistics of classroom management mistakes faced by High School Students

Items	M	SD	Percent
remedial measure			
Parent involvement is a must in the classroom.	3.37	1.74	55.25
Ask children after a bad day.	4.18	2.24	52.91
Do you report problem behavior to parents by sending a note?	3.59	2.53	58.50
Do you collaborate on a home-school behavior plan with a parent?	2.40	2.43	59.17
Report good behavior to parents.	2.22	2.04	60.41
Report bad behavior to parents.	4.51	1.23	67.01
Discussion with parents about particular actions to do with a learner at home.	2.62	1.02	64.42
Teachers should give learners concrete rewards for desired behavior.	4.13	2.01	63.91
Rewards and sanctions should be on a scale from least to most intrusive.	4.93	2.30	63.68
Do you hold extra conferences for parents related to particular problems?	2.33	3.73	65.18
Imparting a sense of personal discipline through specific disciplinary strategies.	2.06	1.01	70.09
Sharing rewards and sanctions with the students.	4.16	1.90	69.41
The use of hierarchy and classroom management plan.	4.18	2.61	70.91
Did you created and maintained positive teacher-student and peer relationships?	3.20	3.75.	78.84
Total score	3.30	84.	66.04

Interpretation of table- 7

In the classroom management mistakes, the role of suggested remedies is moderate from the perception of English Teachers and Supervisors in the Zarqa Directorate (see table 7 above). The moderate effect can be seen from the descriptive states i.e., mean which =3.3, a standard deviation which is = 0.84, and percent which is =66.04%.

The items that received the highest degree of response include Imparting a sense of personal discipline through specific disciplinary strategies, sharing rewards and sanctions with the students, the use of hierarchy and classroom management plan, and create and maintain positive teacher-student relationships. Topics such as collaboration on home-school behavior plan with parents, report good and bad behavior to parents also received a moderate degree of response. Similarly, low degree

of responses received by the topics including, report problem behavior to parents by sending a note, and ask children after a bad day and parent’s involvement is a must in classroom management. The purpose of these topics is to comprehend the degree of parent’s involvement in children’s education.

This study first reviews and highlighted the weakness and strengths of major assessment approaches used to date and then suggestions were provided to measure the involvement of parents in classroom management.

13- Sub-questions: The related results

The second part of this study deals with the validity test of the study hypothesis along with examining the role of the variables such as age, gender, qualification, and experience in the mistakes that English teachers make in managing their classes. The study then provides the remedial measures from the supervisors and perspectives in the Zarqa directorate.

Table 8: Results of Independent sample t-test

Domain	gender	N	M	SD	t	d f	P-value
Common mistakes in managing classes	male	40.00	2.85	.45	2.74	82	*0.007
	female	44.00	2.60	.39			
Suggested remedies	male	40.00	3.25	.89	0.50-	82	0.61
	female	44.00	3.35	.79			
Total Score	male	40.00	3.00	.52	1.16	82	0.24
	female	44.00	2.87	.47			

Table 9: Results of one-way ANOVA for qualification

		Sum of Squares	Df	MS	F	P-value
Common mistakes in managing classes	Between Groups	2.70	2.00	1.35	8.26	*0.00
	Within Groups	13.24	81.00	0.16		
	Total	15.94	83.00			
Suggested remedies	Between Groups	58.09	83.00			
	Within Groups	3.14	2.00	1.57	7.44	*0.00
	Total	17.10	81.00	.21		
Total Score	Between Groups	20.24	83.00			
	Within Groups	2.70	2.00	1.35	8.26	*0.00
	Total	13.24	81.00	.16		

Table 10: Results of one-way ANOVA for teaching experience

		SS	DF	MS	F	P-value
Common mistakes in managing classes	Between Groups	0.95	2.00	0.48	2.57	0.08
	Within Groups	14.98	81.00	0.19		

	Total	15.94	83.00			
Suggested remedies	Between Groups	3.69	2.00	1.84	2.75	0.07
	Within Groups	54.40	81.00	0.67		
	Total	58.09	83.00			
Total Score	Between Groups	1.75	2.00	0.87	3.83	0.03*
	Within Groups	18.49	81.00	0.23		
	Total	20.24	83.00			

14- Results related to the second instrument: The interview

The interview is the second instrument of this study. This has a huge advantage in shedding light on the EFL teachers' perspectives towards the mistakes that English teachers make in managing their classes along with the remedial measures. The study randomly chose 9 EFL teachers and supervisors to answer the interviews' questions out of the 3 were females and 6 were males. The frequencies of EFL teacher's positive and negative responses are depicted in Table 12 below.

Table 12: Interview responses: The measurement

	Positive	Negative
Questions asked from teachers		
Describe the way you use to manage the class-related problems.	80%	-20%
Please discuss your specific classroom management style if there is any	90%	10%
What are your three big classroom management mistakes and how do you tackle it	100%	
What are your interesting classroom management techniques if there is any	70%	30%
Which way do you use to communicate with student's parents about their performance	90%	10%
Questions asked from supervisors		
What are the common complaints you usually receive related to classroom management	80%	20%
which suggested remedies you usually use to resolve the problems related to classroom management	80%	20%
What is your opinion about the mistakes made by ELT in managing their classes?	70%	30%

15- Analysis of responses of the interview with teachers

It can be observed from the study results that in order to deal with classroom management problems, teachers use many ways including that teacher should ignore disturbing behaviors, should be

mentally prepared for the lesson, along with to use punishment or verbal guidance. Similarly, others believe that they should follow the school principal for the sake of a better solution while some were of the view that teachers should discuss their classroom management problems with other teachers in school to come up with a mutual agreement about the problem.

Related to the question of special classroom management style, different responses were reported. Some were of the view that it is good to reinforce good behavior while criticizing the bad ones. Others believed that keeping students busy all the time is a good way to maintain the decorum of the classroom. Some teachers use the way of writing rules on the board, are well prepared for the class, and try to solve homework for the students. Related to the question that which suggested remedies you usually use to resolve the problems related to classroom management; it was reported that teachers follow a balanced policy to avoid previous mistakes. Similarly, others were of the view that talking to parents firsthand is the most effective way to handle classroom management problems.

16- Analysis of the responses of the interview with supervisors

The first preferred treatment of classroom management is to deal with the students and their teachers. What causes problems in the classroom according to some participants is the irregular behavior of students along with the inability of teachers to control groups. Excluding some students from classroom activities according to some supervisors is one of the common mistakes that teachers did. The suggested remedies according to some supervisors include but are not limited to clearly express the rules, team working, good planning, clear instructions as well as praising good behavior of students. Similarly, teachers should be given pieces of training in classroom management to teaching them how to understand the student's problems. Variations in teachers' teaching techniques together with changing seating of the students could be another solution.

17- Results related to the first part:

Among respondents those who received very high agreement for topics including that teacher should promote respect in the classroom, classroom management should be the top priority of the teachers, as well as teachers should praise positive behavior of students. It is also said that praise is not always good as it can lead to spoiling behavior of students. What is important is that praise should be genuine and should be used as a teaching tool. This is so because praising students genuinely can motivate them to keep doing well. It is also important to praise the students immediately so that he/she is ready to do well in the next opportunity.

What the recent literature suggests for effective classroom management is the four activities including planning should be such that to prompt student on-task behavior; engage students in the learning process; arrangement should be very calculated and the classroom environment should be such that to facilitate participation and management of all students (Niles, 2005).

Those topics which received a moderate degree of agreement comprises of the classroom management in the traditional sense by the inexperienced teachers, lack of cooperation along with the support of experienced teachers can lead to inadequate classroom management, did they adopt appropriate disciplinary rules to manage their students and whether the student clearly understood routines as it is critical to effective classroom management.

Questions related to remedial measures received a high degree of response which is consistent with the findings of the study **Payne, (2015)**. The study was conducted on the use of systems of rewards and sanctions within behavior policies. Study findings show that students responded differently to various behavior management strategies. Putting sanctions for classroom behavior can help to keep students quiet in the class which in turn keeps in engaging the students in all learning activities. The other reward trick is to incentivize students through school trips for maintaining decorum in the class and this is considered universally effective.

18- Interview with teachers: Results discussion

Problems inside the classroom can be dealt with in many ways. What was their expression while answering the interview questions are reported here? For instance, they were of the view that teachers should be mentally prepared before entering into the classroom, should avoid disturbing behavior, punishment needs not to be physical rather it should be verbal.

In case of any problem related to classroom management, students should refer to the principal as well as the matter should be discussed with other experienced teachers so that to find a better solution (**Owidat and Hamdi, 1997**). According to **Owidat and Hamdi (1997)**, the educational process is threatened by the factors such as disorder, violence against students and teachers, theft, and properties vandalism.

Reinforcement of good behavior and criticism of bad was also responded to by some teachers, in addition, to keep engage the students most of the time. The importance of behaviorism in classroom management is that it set clear prediction for good behavior, reorient inappropriate behavior as well as control behaviors (**Lyons & Ford & Arthur- Kelly, 2011**) Designing the classroom setting in the start of the school year is also important. Teachers should not use the same style to manage the classroom as it can lead to many mistakes rather than adopt a balanced policy.

19- Discussion of the first hypotheses:

Results indicate that based on the reported p-value, there are no statistically significant differences in means in the mistakes that English teachers make to manage their classes along with the remedial measures from the teachers' and supervisors' perspectives in Zarqa Directorate, due to gender. These results were obtained by computing an independent-sample t-test. However, regarding gender score in committing mistakes to manage a classroom, a significant difference was found by supporting the male. In contrast regarding suggested remedies, no significant difference was found. The findings are consistent with (**Okwori, Owodunni, & Balogun, 2015**) stress the fact that in order to improve classroom management females should work side by side with the male.

20- Discussion of the Second Hypotheses:

In order to test the hypothesis concerning academic qualification one way, ANOVA was conducted. It covers the domains such as suggested remedies, common mistakes in managing classes as well as total degree. It was found that due to qualification there are no differences in means between bachelor, diploma, and master degree holders on common mistakes in managing classes.

However, significant differences were found in means of responses in the mistakes that English teachers make in managing their classes along with the suggested remedies from, due to qualifications.

Since the p-value is greater than 5% therefore it favors the B.A degree teacher (**Håkansson, 2015**). The study argues that structured teaching should be encouraged emphasis should be on the development of students learning and personal discovery. Since structure and interaction is the superior dimension of teaching, therefore the quality of these in teachings should be improved.

21- Discussion of the third Hypotheses:

The third hypothesis was about the teaching experience. Does there a statistically significant difference in means of mistakes that English teachers make in managing their classes due to teaching experience? In order to validate or reject this hypothesis, a one-way ANOVA was conducted. Since the p-value is greater than 5% therefore we reject the null hypothesis at a 5% significance level.

Findings suggest that teachers having more than 10 years of teaching experience can better manage their classes (**Bloomberg and Knight, 2015**). According to study findings, teachings for beginners is not as easy for experienced teachers because it centers on complex, interrelated sets of thoughts, actions, and dynamics. Positive associations are found between self-efficacy of classroom management and teaching experience. It is the higher level of openness and extraversion that predict uniquely classroom management self-efficacy. **Conclusion and policy outcomes**

What prevent classroom management mistakes includes but is not limited to disciplinary rules, plans and procedure as well as clear routines. Also, the creation of a clear positive peer relationship between teachers-parent and teachers' students is a must. It was also found that gender matters for classroom management where the results were in favor of males. Similarly, respondent academic qualification matters a lot for suggested remedies, whereas age and teaching experience do not matter for classroom management mistakes as suggested by the study findings. Based on the study findings following policy implications could be derived.

- If a deserved teacher should praise their students, use rewards and sanctions, and avoid punishments.
- The enforcement of disciplinary rules from the Education Ministry along with clear plans and procedure is a must including a break for dancing and games during the lessons can make effective classroom management.
- Principles could strengthen the relationship between new and experienced teachers by building trust between them which in turn can help improve in classroom management.

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