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CLASSROOM MANAGEMENT PROBLEMS THAT FACED EFL TEACHERS  
IN SECONDARY SCHOOL AT SEBHA, LIBYA

BY

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To the Faculty of Sabah University:

The members of the committee appointed to examine the B.A. final project of  
**AMIRA EMAIGLE** and **FATIMA ALDEEN** find it satisfactory and  
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## **ABSTRACT**



## CHAPTER ONE

### INTRODUCTION

Classroom management refers to the action or planning that teachers should follow to control the classroom also its process or steps execution as assessment during carry out of learning and emotional well-being the students in the classroom

Teachers believes that students has behavior that made teacher put some of planning which control and managing the classroom

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organize and orderly focused attentive on task and academic productive during the class –

Teachers reduced as much as possible the behavior that obstruct learning for both individual student and refuse of student while the behaviors that facilitate or enhance learning

Classroom management is the action teachers takes to supports student behaviors and motivate learning

Classroom management is to focus extensively on the useful aspect and strategic rules that teachers can use to emphasize and its usefulness in absorbing students to the lesson

Commitment to attendance and departure and not delay and sit student in a way that help them to follow the direction of the teachers and listen carefully to explanation provided using all means available to facilitate the explanation and to improve their performance

## **RESEARCH PROBLEM**

There is a lot of EFL teachers faced problem in classroom and how they managing it also they faced difficulties that encounter in managing classroom and the student has some behavior and instruction which make teacher that cannot control the class

## **REACHER QUESTION**

- 1-Do EFL teacher faced problems in management classroom ?
- 2- what is the difficulties that teachers encounter in managing classroom ?
- 3- what is the reason that beyond these difficulties ?
- 4- what is suggestion to overcomes these difficulties ?

## **RESEARCH HYOTHESE**

This study may be helpful teacher and student in classroom to control and managing the class also will make student more careful and improve from their performance in side class also teacher will overcome about all the difficulties which faced them in management classroom

## **THE SIGNAFANCE OF THIS SYUDY**

To find or get the reason that beyond these difficulties and what are the behaviors and suggestion that overcomes of these difficulties

## CHAPTER TWO

### LITRATURE REVIEW

#### **Introduction**

This chapter, we present the definition of classroom management that formed the basis for our study. Then we discuss the importance of classroom management, Next, follow the strategies of classroom management, also we provide inside factors and outside factors that affect of classroom management

#### **2.1 Definition of classroom management .**

Classroom management refers to the issues of supervision, refereeing, facilitating, and even academic discipline and accordingly, classroom management is the action teachers takes to create an environment that supports and facilitate both academic and social emotional learning

[ENERSTONE,WEINSTEIN]

They argue that classroom management means or related to the steps or planning that teachers should be put it to control and managing the classroom

#### **2.2 The importance of classroom management**

Managing of classroom is important for both teachers and student to make the class more organize and quite that teacher can with easy way, also it is help students to understand and comprehend the lesson in quickly way. as well managing and control the classroom it is important for the students to be able more active and improve their ability and their performance, also it is help

them to give more in the classroom ,especially, for those who feeling shy and their level is weak . on the other hand , classroom management is important to take the attention of students and the teachers can see their talent and knowledge and level without any enhance and difficulties . Likewise , teachers wants to control and manage the class to they explain the lesson easily and it help them to send the ideas and information to the students correctly ,also they needs to keeping the behaviors and instruction of students without spend a lot the time .

### **2.3 The strategies of classroom management**

#### **1- Create classroom management plan**

Put classroom management plan is very important in organized the classroom function

#### **2- Understand the power of the first day .**

The first day in classroom is the most important day for teacher to control or management the classroom and show the students that he or she able to teaching and by give the feedback about his /her rules in teaching

#### **3- Access a seating chart a head of time**

Make a list of names students to grab up their ways in the class and take on their arranged with classroom teacher before starts the lesson

#### **4- Create an agenda for each day**

Start the lesson with the main idea of the lesson for what is understanding on agenda and check about the class if completed from the tools or not and help students know about what is coming up next and about routine that follow in the classroom

**5- Be genuine and sincere with praise**

Be considerate about what you said in classroom and try to use best vocabulary with students and work to find way that help you that effect in students behaviors

**6- Balance teaching and facilitating ;-**

Look for the information that share by teacher to students and it make easy way to explain the lesson in classroom , also give students opportunity to read aloud , write abroad and smart abroad .

**7- Circulate the room**

The person who promotes should organize the room to keep students pay attention and to follow and check to make sure that students are tasks

**8- find a seating arrangement conducive to learning**

Give students opportunity to work together or in groups and give the rules, about the task

9- Use some of punishment with student who do not work well in class way this way motivate them to do well and try to be good in class

10- Use specific method with bitchy and weak students that is by Let students give their opinion and interact inside the class

11- Sometimes teachers should be strong to control the classroom because usually there are students who do not care to the teacher who do not have strong character

11- Teachers try to know what is the reason that let student have bad behavior by open discuss with the student who has bad behavior and try to overcomes this behaviors

12- Give students enough time to comprehend the lesson that is by repeat the lesson more than once time up to student understand well and evaluate the student at end of the class

#### **2.4 Inside factors and outside factors that affect of classroom management .**

There are a lot of factors that affect of classroom management like student talk with each other and do some things inside the class even they play and laugh and student affect on each other by make noise specially those who sit at the back , also the teacher who are start their career in teaching EFL sometimes do not able to control the class and it is ,Likewise, the noise which happen outside the class effect as knocked the door a lot of time ,the high voice which produce from the student and teachers who are outside the classroom especially the noise of path and which comes from another classes .

On the other hand , the classes which are not organize and order and the teachers do not put the planning and strategies to control and managing classroom from the first time or class ,

therefore, , the student will invention from the instruction which the teacher put it .so , some of teachers should do or use some punishment with student who has bad behaviors .However, there is positive effect of classroom management which when teacher has strong personality and give student some of instruction about his process in teaching and learning to improve and control the class the student will stopped what they do and he can control his class. without any problem .And the negative factors effect of classroom management sometimes the students produce and have the big responsibility to effect and management the classroom because usually they have misbehavior and the problem in psychological also some of them use some bad words with their teacher that is what let teacher call their parent to know them about their son and discuss the reasons and put specific plan to follow to dealing with him because the parent have a prior right to choose the kind of education that shall be given to their children , Usually , the teachers who are teaching for first time have some difficulties in managing and control the class and how catching the attention of the students specific in teaching foreign language more than another language ,also if teacher busy with another things like chatting with others or by phone that is what make student did not care about their teacher .

The outside factors it is starting from the management of the school and including the staff of teachers and students all of them are effected of each other . and the main reason that make

students have these behavior is teachers cannot able to management and control the classroom with strict way .

Also do not give the feedback behavior to control the students well and overcomes about all the difficulties that faced teachers inside the classroom .After that , the student will non-invention from the class and will respect the teacher inside the class and can do any things that teacher request from them and able to give suggestion and opinion and will interaction inside the classroom ,Likewise . teacher characteristic and teaching style and effective in classroom ,also enhancing factors of classroom practice this factors effect in classroom depending on gender teacher, and teaching style in foreign language classes , also the practice can effect in classroom by explain both teachers and students .and let student help each other and encourage group practice that is may be effect positive to motivate and improve their performance in classroom and even if the teacher increase the time of opportunity from the practice that discuss in the classroom because the foreign language has the special way in learning according it as new language to student and they want a lot of the time to accepted and learning it . The best method that used to control classroom management and will effective both students and teachers in English language teaching setting ? the found of their supposition that well-maintained help teachers provide for a good relationship with their students , also



organization and better instruction also it is affect in classroom management [flower, sarapli,2010 ]

They argue that the main point that help teachers to management classroom and effective on the student is make the good relationship with their students , and the best method to control the classroom and affect student is language teachers and teaching roles and teaching style .also teachers discuss how to support and provide their students to good level of knowledge by give them practice to learning more which is let students more active in the English language classes and better interactional inside classroom, that is the main factor of classroom management. Outside factors that affect of classroom management sometimes production from the schools and sometimes from the houses of students and both of these reason affect on classroom management and also affect both teachers and students .

That main if the student faced any kind of problem or difficulties this point will get negative effect on classroom , that which let student have to do some behavior in class like student will not attention , talk and noise a lot ,even not careful with the teacher thinking in another things or about what happen outside the school . And the effect in the school often which begin from the manager of the school and stuff of teaching up to the students .they have some behaviors which is not available to do inside the schools like the classes not organize and the voice which produced from the teachers who are in the management

of the schools up to the students behaviors especially, the noise which are in the paths and knocked the door a lot of time by the another teachers and students who are outside the class ,it has the main reason that effect the classroom because the teachers could not explain and the students could not understand well inside this noise. So the management of schools have the main reason and big responsibility that effect on classroom management

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 introduction**

This chapter, this chapter present the methodology that is employed in this study . It consist of methodology and participants . The procedure of data collection is also include in this chapter .

#### **3.2 Research Design**

This research – based on qualitative data collection , because qualitative data is enough to answer the research question , so I want to follow up qualitative study to gain the results of statistical testes specific more than gather information .s

#### **3.3 Participants**

The participant of this study are 15 pupils their ages arranged between 25 , 30 in secondary school , 11 females and 4 males, and their qualification licenses , those participant have been selected carefully because I do an observation before choosing my participant and I find those are suitable with my research study .

#### **3.4 source for data collection**

##### **3.4.1 observation**

I choose an observation instrument of non-participant observe to observe the teacher and students in classroom , how they behave

and how teacher teach them and what are the methods or techniques that the teacher uses in control and management the classroom

### **3-4.2 Interview**

Interview was conducted with teachers to enhance the quality of data . the purpose of interview is further understand the problems that teacher face in management classroom

### **3-4.3 Procedures**

In order to examine the effectiveness of EFL teachers in management the classroom , the researcher aim to find out how the difficulties that encounter the teachers and the suggestion that overcomes about these difficulties in classroom management , To management the classroom the teachers should putting the strategies that help them in management the classroom . Also to achieve this aim the teachers has conduct there are kind of behavior that effect classroom such as the inside and outside factors that effect and enhance the classroom management , So that the EFL teachers could see how students react of this factors and difficulties of management the classroom .

To find out the teacher what is the reason that let students do these behavior , and applied some of strategies and punishments from time to time and work out how to improve students' performance and management classroom .

#### **3.4.4 Ethical consideration**

Ethical considerations are very important part of any social research which ensures the privacy of the respondents . The researcher gives importance to respect the respondents desire not to mention their names in the study . The respondents were very cooperative upon the assurance of confidentiality

## **DATA ANALYSIS AND DISCUSSION**

### **4.1 Introduction**

This chapter presents the data analysis and discussion in this study . it discussion classroom observation and teachers interview ,also the findings of this study include in this chapter .

### **4.2 Aims of this study ;-**

To discuss the problems that faced teachers in management classroom .and to see the teachers how interaction inside the class and how they dealing with the behaviors of students

For this , the researcher collected the data using classroom observation and teachers interview .

1 - data of each type was analyzed correctly after converging all sides of the issue , the researcher research to findings and then ending up with the general discussion of the findings

### **4.3 Analysis of the classroom observation**

#### **4.3 EFL teachers problems**

#### **4.3 Classroom observation**

The first day of observation is in Tuesday 9<sup>th</sup> of April , 2019 at **ALMANSHIA ALMOSHTARKA SCHOOL** at Sabah , Libya to observer the teachers in classroom , and how they behave and how management and in the first class I note that teacher was wait the students until keeping quiet and stay on their

places , start the class with the revision about last lesson , then begin the new lesson the feedback about new lesson and use aboard in explanation ,then catching the students intonation by using the high voice and repeat every point more than one time also give students opportunity of make conversation with teacher to improve the performance of students

the second day of observation is in Wednesday 10<sup>th</sup> of April ,2019 the researcher noted that the teacher faced some problem in ,management the classroom because the classroom not organized and there are not enough of chairs in class that is what let students set three or four in every chair which let them make a lot of noise that effect the classroom management .also there is no air-conditioned in classes that students and teachers feel poring, some the windows have broken which effect on the performance of students and teachers

-the last observation is in Thursday 11<sup>th</sup> of April ,2019 , the researcher note that the classroom is organize and teacher was comfortable ,ready and ,able to teach or begin the class and stand opposite of students make the eye contact with students also try to speak with high voice to gain the intention of student even give instruction for student and repeat each one ,moreover the teacher try to lower himself to level of students over and above putting students in a seat closest to the classroom teachers desk . and give students practice on the abroad knowing them the roles that should be follow inside the classroom and at the

end of the class teacher summaries the lesson and closure with the main points .

### **Data analysis**

The researcher observation that the EFL teachers was very traditional in the management the classroom and there were not enough of time in overcomes of the difficulties while teaching foreign language in secondary school . The class was not well managed and most of students were not interested in learn English language .

#### **4.4 Teacher's interview**

The researcher starts to interview the teacher's by asks EFL teacher's about classroom management problems .

Q1/ What is your qualification ?

EL License . post graduate student .

Q2/ how long have been teaching English ?

Mostly they have been teaching from 8-10 years.

Q3/ Are you interested to teach secondary school students ?

Yes, they are all interested on teaching English for secondary school.

Q4/Do you have a specific strategy in controlling classes ?

Yes , by catching their attention, using interesting strategies and sometimes by start with the student who side talk to each other.

Q5/ Are there any obstacles while you teach and mange a class?

yes , one of these obstacles that the number of students are too



much so I faced difficulties. Such as noise and the room is not organized and not clean, also there is no air-condition in class and not enough chairs so students can't stay alone, likewise the misbehavior of students in class

Q6/ what kind of obstacles do you face in management classroom ?

Some students who sit at the back, they did not hear me because the numbers of students are too much and some of them they are catching or talking 'noise' also the psychology of students and mentality of our society produced students with such psychology and mentality.

Q7/ Why do you think these difficulties encounter classes while you are managing classes ?

As I said to you some students complain they said that they cannot hear you, so if the number of students is limited, I can manage the class but because of the number of my students is 50 it is so hard to manage the classroom.

Q8/ Are the students interested in learning English ?

Sometimes, because English isn't being taught from the beginning stages,

Q9/ is the class appropriate in terms of teaching English ?

No, in our society there is no chance to learn teaching English language

Q10/ Do you have the necessary tools to achieve the educational process ?

No, because in our educational do not support this achieve this point in improve skills in classroom management

#### **4.5 Finding of classroom observation**

The result of classroom observation shows that the EFL teachers of secondary school can gain better when they use some strategies in management classroom .

Furthermore, the result of classroom management problems that faced EFL teachers could be encounter if teachers put some of strategy and some planning to controlling the classroom .and this will help both teacher and student in keeping the time . Moreover , the observation shows that EFL teachers could not able to control because the students have some misbehavior and the class was small when the number of student is big , also the teacher has sometimes some behavior which do not motivated students to learn English language such as when the teacher shouting them , don't care about their problem, also he just give his/her class and go out

#### **4.6 Analysis of the teachers interview**

In addition , the results of this teacher's interview shows that EFL teachers have been the same problems in management the classroom . although that most of them are interested in teaching English language but they faced many problem and obstacles in control the classroom ,Likewise, the lack of cadre and tool educational in classroom management, that they faced difficulties .

#### **4.7 Findings of teacher's interview**

The teacher's interview the researcher noted that most of teachers faced problems in teaching English language , because English is new language for students and the teachers spend a lot of time and the managing of classroom is different form one to anther according to teaching style, personality / attitudes , students population so not all management classroom strategies are effective for every teacher .

[ Hoang 2009] argue that teachers educational was related to classroom management orientation . implying that higher education makes teacher less controlling and interaction . So this interview shows the use of educational orientation and graduate EFL program are helpful to developing students centered approaches in EFL teacher's .

#### **4.8 discussion of the general findings**

Besides, of the results that showed in classroom observation and teacher's interview that secondary school was not related to classroom management orientation also it is type of public school that is faced discipline problems like talking , leaving a seat without permission ,passing notes , poking and hitting other students and so forth are still annoying problems .

The findings indicated management of classroom was important to satisfaction and enjoyment in teaching and dependent upon leading students to cooperate and classroom management issues are of highest concern for beginning teachers .

## CHAPTER FIVE

### CONCLUSION

#### 5.1 Conclusion

Using strategies of classroom management can help EFL teacher's in teaching secondary school students . which make the class more organize and more active and help teacher to explain and help students to understand and love to learn English language Classroom management is importance to make the educational process more easy and to motivate students to learn and comprehend the language .

Classroom management help teacher's to controlling the class and give his/her class quickly and perfect way . and help them to catching students attention , also it is help in improve the ability and performance of the students

According to the observation and interview, the researcher find out that classroom management problems encounter EFL teacher's in learning or teaching English language .

Teachers of English must find some strategies that would enhance students to overcomes their misbehavior .

#### 5.2 Limitations

The limitations of this study is the time and the quantity of papers .

### **5.3 Recommendations**

More studies are needed with more participants of more students and teachers to check classroom management problems that faced EFL teachers in secondary school .

1 – factors that influence the classroom management style of new teachers

2- the effect of classroom environment on student learning .

3 – Enhancing productivity and profitability by using dashboard management information system .

## APPENDIX

### TEACHER'S INTERVIEW QUESTIONS

Q1/ What is your qualification ?

Q2/ How long have been teaching English ?

Q3/ Are you interested to teach secondary school students ?

Q4/ Do you have a specific strategy in controlling classes ?

Q5/ Are there any obstacles while you teach and manage a class ?

Q6/ What kind of obstacles that you face in managing classroom?

Q7/ Why do you think these difficulties encounter classes while you are managing them ?

Q8/ Are the students interested in learning English ?

Q9/ Is the class appropriate in terms of teaching English ?

Q10/ Do you have the necessary tools to achieve the educational process ?

