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Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Division of English

# The Importance of Classroom Management to Improve

# Classroom Discipline

A Case Study of first-year learners' at Bennadji Brothers Secondary S BNchool

of El-Faidh in Biskra

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master

Degree in Sciences of Language

**Submitted by:**                                                    **Supervised by:**

RABEHI Nada                                                    Mrs .MESSAIBI Samira


**Board of Examiners**

Mrs. MESSAIBI Samira                                          University of Biskra

Mrs. BENCHAREF Sakina                                        University of Biskra

Mr. LAALA Youcef                                             University of Biskra


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## Dedication

I dedicate this work to:

- ❖ My dear father "**Fateh**" who has been my model for hard work, persistence, and personal sacrifices.

- ❖ My beloved mother "**Mabrouka**" who patiently tolerated all my misgiving with a smile and stood by me in times of despairs. Her prayers, moral support and kind words were of great inspiration during my pies of research.

- ❖ To my best brothers '**Mohamed el amine'**, '**Essama'**, '**Abed eldjalil'**, '**Yahia abed rahmane'** and '**Siradj'**.

- ❖ To my dear **fiancé**.

- ❖ To all my extended family ''**Rabehi'**.

- ❖ To my sweetheart friends '**Fadhila'**, '**Zaineb'**, '**Ibtissam'**, '**Warda'**, '**Romaissa'**, '**Tata'** and '**Imane'**.

- ❖ To all my friends and teachers at the university of Biskra.

- ❖ To every person who supports me and be on my side.

# Abstract

Keeping discipline in the classroom is not an easy task especially when the teacher deals with adolescents. In this case teachers need to acquire classroom management skills, rules, strategies and methods in order to achieve an effective teaching-learning process and prevent classroom problems. The aim behind this present dissertation is to investigate the importance of classroom management to improve classroom discipline. This study focuses particularly on some strategies and methods that should be implemented by teachers to maintain and keep discipline in the classroom. In order to check this study, we have hypothesized that if teachers are effective classroom managers, they will improve classroom discipline. To verify the validity of this hypothesis, we have designed two questionnaires as a research tool; learners' questionnaire and teachers' questionnaire. The first one is composed of nineteen questions and administred to sixteen learners at Bennadji Brothers' secondary school at El-Faidh in Biskra. The second one consists of twenty one questions given to two teachers at the same secondary school during the academic year 2017-2018. The discussion of the result showed that preparing for classroom management and using its methods and strategies help the teacher to create a good classroom climate and improve discipline in the classroom .At the end we tried to give a pedagogical implications that can help teachers to manage their classroom effectively for instance: Teachers should establish clear standards, rules, and procedures in the classroom to control learners' behaviours also teachers should give time to each learners in the classroom especially those who have disabilities.

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Introduction

# General Introduction

Nowadays many teachers spend most of their time in the classroom and interact with their students and present lessons. However, in some cases a few teachers can not present their lessons in the best way because they cannot control their classrooms .Teachers should organize classrooms and manage the behaviour of students to develop their level also to improve discipline in the classroom.

Effective classroom management does require specific skills that teachers use to create an effective and successful classroom and to improve classroom discipline .Moreover, the teacher must play some roles that can help him to increase discipline such as to create a peaceful learning environment that is comfortable and organized for the students, to plan his lessons and to prevent misbehaviour problems.

## 1 Statement of the Problem

Effective classroom management is necessary for all teachers. It involves all aspects of what is going on in the classroom while a lesson is being taught. But nowadays discipline problems a big issue that exists in many schools and many teachers suffer from classroom discipline because those problems influence negatively the improvement of classroom discipline.

## 2 Significance of the Study

This study intends to identify the importance of classroom management in managing the classroom and prevent discipline problems in the classroom; also, it is to help teachers to be good managers for their classes and to organize work and improve classroom discipline

## 3 Aims of the Study

-This                         study                         aims                         at:
Introducing the importance of classroom management to improve discipline

in                                      the                                      classroom.
Identifying the importance of classroom management strategies in managing

classroom.

## 4. Research Questions

*How can teachers prevent problems in the classroom?

*How do teachers improve discipline in the classroom?

*What is the relationship between classroom management and classroom discipline?

* How can classroom management improve classroom discipline?

## 5. Hypothesis

-We                                    hypothesize                                    that:
*If teachers prepare for effective classroom management, they will improve classroom discipline.

## 6. Research Methodology

### 6.1. Method of investigation

In this study, we focused on the descriptive method as a suitable way for investigating the topic and confirming the hypothesis.

### 6.2. Population

The selective population for the investigation in this research have been limited to first year learners at EL-Faidh Secondary School at Biskra.

### 6.3. Sampling

Since it is difficult to deal with the whole number of population, our sample is one group of 16 learners of first year and two teacher of English in secondary school.

### 6.4. Data gathering tools

In order to confirm the hypothesis and obtain the information required from the subject and to answer the research questions .The questionnaires is the main gathering tool used in this investigation.

The first questionnaire is delivered to teachers of English at Bennadji Brothers Secondary School in EL-Faidh, the second is administered to the first year learners at the same secondary school.

## 7 Structure of the dissertation

This dissertation is divided into two main sections: a theoretical part that consists of two chapters which are devoted to the literature review while the practical part is composed of one chapter which is devoted to the analysis of the questionnaires and the evaluation of result and some implications and suggestions.

The first section started with the theoretical part that is composed of two sections, the first part begins with the various definitions of classroom management, the relationship between it and the improvement of discipline, this part also present the importance of classroom management and its strategies also we will present key elements of classroom management. In addition to its critical roles and how to differentiate classroom management from classroom discipline.

The second chapter is also a literature review in classroom discipline which diverse definitions of classroom discipline also presented the definitions of punishment and the deference between classroom discipline and punishment. Furthermore, we discussed positive discipline tips and positive classroom teaching tips. Moreover, causes of disciplinary problems and its types in secondary school are included and methods of keeping discipline and teachers' roles.

The third chapter deals with the analysis of data gathered from both learners' and teachers' questionnaires .In addition it provides a summary and discussion of the main and supplementary findings. Finally; it recommends a number of pedagogical implications that should be taken into considerations by teachers to improve discipline in the classroom.

## 8 Limitation of the study

The current study is limited to sample of the first year learners at Bennadji Brothers secondary school at El-Faidh in Biskra. Because of the time constraints it is also limited to tackle on one area which is the importance of classroom management to improve discipline and this study done through one research method and tool

# Chapter One

# Classroom Management

Introduction

**Chapter One:** Classroom Management

# Introduction

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour.

In this chapter, we are going to focus on classroom management as a dimension for effective teaching. We are going to present the various definitions of classroom management and its importance. Moreover, we are going to speak about the strategies of classroom management and its goals. Furthermore, we are going to present the different key elements of classroom management and the differences between classroom management and classroom discipline. In addition to that we are going to speak about the critical role of classroom management and the difference between classroom management and classroom discipline.

## 1.1 Conceptual Definition of Classroom Management

Scholars define "classroom management" differently. Classroom management refers to "any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning. (Evertson & Weinstein, 2006; in Oliver, Wehby, Reschly, 2011: p. 7) In other words, the teacher creates a comfortable atmosphere where the students can give their best work.

Classroom management involves all aspects of what is going on in the classroom while a lesson is being taught. Not only does classroom management include how the teacher or facilitator delivers the curriculum, but also how the students interact with the teacher and with others in the classroom, and extends into the classroom environment in which students learn as well"( Peace Corps, 2010: p. 14).

Classroom management is the term we will use to highlight all of those positive behaviours and decisions teachers make to facilitate the learning process of their students. It refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules. (Tan, Parsons, Hinson, & Sardo-Brown, 2003, in Classroom management, p. 231).

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behaviour. (Classroom management, p. 230)

Classroom management refers to teacher behaviors that facilitate learning. A well-managed classroom increases learning because students spend more time on task. (Peace Corps, 2010, P. 6).

Moreover, Classroom management includes the organization of students, space, time, and materials so that the teacher can then allow the students to learn the intended content (Wong & Wong, 1998; in Walters, Frei, 2007, p. 14).

Brophy (1986, in Walters, Frei, 2007, p. 13). Defines classroom management as: "a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning". This concept encompasses how teachers deal with issues of supervision, facilitation, and manipulation of the environment and class activities inside another dimension of management: student's actions (misbehaving), maintenance of discipline and orchestration of the general dynamics of a class.

## 1.2 The Importance of Effective Classroom Management

Classroom management has an important role in teaching because it helps teachers to organize classrooms and to manage the behaviour of their students. According to Emmer and Strong (2001) "the ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes"(P. 9). In other words, controlling the behaviour of students has a positive effect on educational results. However, Berliner (1986) affirm that "Teachers who have Problems with behaviors management and classroom discipline are frequently ineffective in the classrooms" (P. 5), Teachers can be successful classroom managers only if they manage effectively their students' behaviour.

## 1.3. Classroom management strategies

### 1.3.1 Create an effective learning environment

The annual planning needs effort and time, thinking through potential pitfalls will help in the long term run. The good preparation and the charge of responsibility in the classroom make good students' expectation on the teacher (Peace Corps, 2010, P. 42).

### 1.3.3 Create a motivational environment

The following classroom conditions and strategies will help create a classroom climate that encourages learning (ibid, p. 49):

❖ Use students' work to decorate the classroom. This can help students to work effectively, give their best effort and they will try develop their work more and more.

❖ Make your students instruction by presenting new lessons and ask question.

❖ Make your students interact in the lesson all the time.

❖ Use various learning styles to motivate your students.

❖ Set clear rules and procedures.

### 1.3.4 Make every minute count

All teachers must start and end their lessons on time because they have a curriculum they must finish at the end of the year (ibid, p. 52).

### 1.3.5 Keep everyone engaged

Make your students integrate and participate in the lesson to improve and develop their skills such as teachers can use humor and give them an interesting tasks that can make them integrate in the lesson (ibid, p. 53).

### 1.3.7 Be creative

There are some teachers who are not creative and do not try to present something new, they can take a help from their colleagues that they have new ideas and opinions about teaching and learning because their colleagues may have more experience in teaching (ibid, p. 60).

### 1.3.8 Use project design and management techniques

Think of classroom management as a project design and management challenge. Here are the steps you and your colleagues (and maybe students) would take to create and manage a project—applied to classroom management (Peace Corps, p. 61):

- ❖ **Step one**: Identify the strengths and needs that currently exist to facilitate teaching and learning.

- ❖ **Step two**: Formulate a vision of "what the ideal classroom would look like."

- ❖ **Step three**: Collaborate with others to explore alternative ways to achieve the vision.

- ❖ **Step four:** Prepare a classroom management plan.

- ❖ **Step five**: Monitor the classroom management plan to determine if it is being consistently followed and make adjustments as needed.

- ❖ **Step six**: Evaluate to determine if the plan is achieving the desired vision (Ibid, p. 61).

- ❖ **Step seven:** Celebrate successes with your students.

## 1.4 Goals of Classroom Management

The goals of classroom management can be many, but, the two common goals of classroom management are as shown in Figure1.1

The goals of classroom management to create and maintain a positive, Productive leaning environment. To support and foster a safe classroom community.
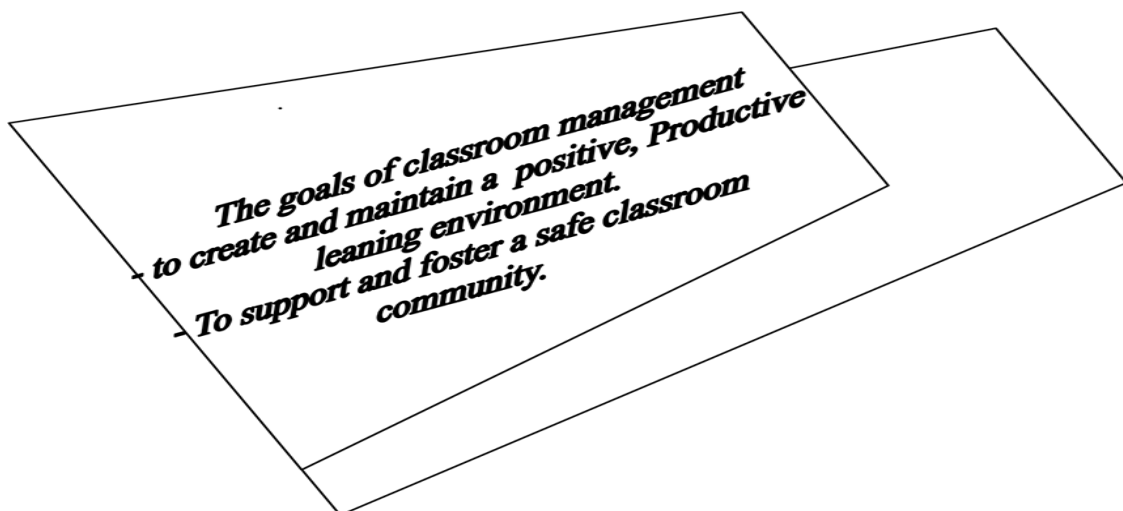
**Figure 1.1: Goals of classroom management Eggen and Kauchak (1997, p. 238).**

 The goals of classroom management are elaborated as below:

### 1.4.1. To create and maintain a positive, productive learning environment

Effective classroom management is not only about how teacher maintain his classroom ordered and his students collaborate together. Rather, it is about how teachers keep their students' attention, stimulation and participation. So teachers focus on the tasks that keep positive and productive learning environment (Classroom management, p. 234).

### 1.4.2. To support and foster a safe classroom community

Student need to be comfortable and study in a good atmosphere, this can help them to interact and communicate with their classmates and discuss their information without dreading about mistakes and all of this can build a safe classroom community (ibid, p. 234).

## 1.5 Key elements of classroom management

### 1.5.1 Managing time and classroom management

#### 1.5.1.1 Setting up the classroom

This happen at the beginning of each new year as a veteran teacher or new teacher. It's a setting up of the classroom space. The way the teacher sets up it shows the experiences shared with his students through the decisions taken in the type of seating arrangement, the space in the classroom, and the style of teaching. Other important ones including the determination of the types needed for group and ongoing activities, understand work space, and permanent storage of materials and records.

Another consideration is establishing traffic patterns to make movement in, out and around the classroom efficient to let open exits (McLeod, 2003, p. 5).

The following figure suggested by Cummings (2009, P.41) show how should tables and chairs be arranged depending on a given activity.
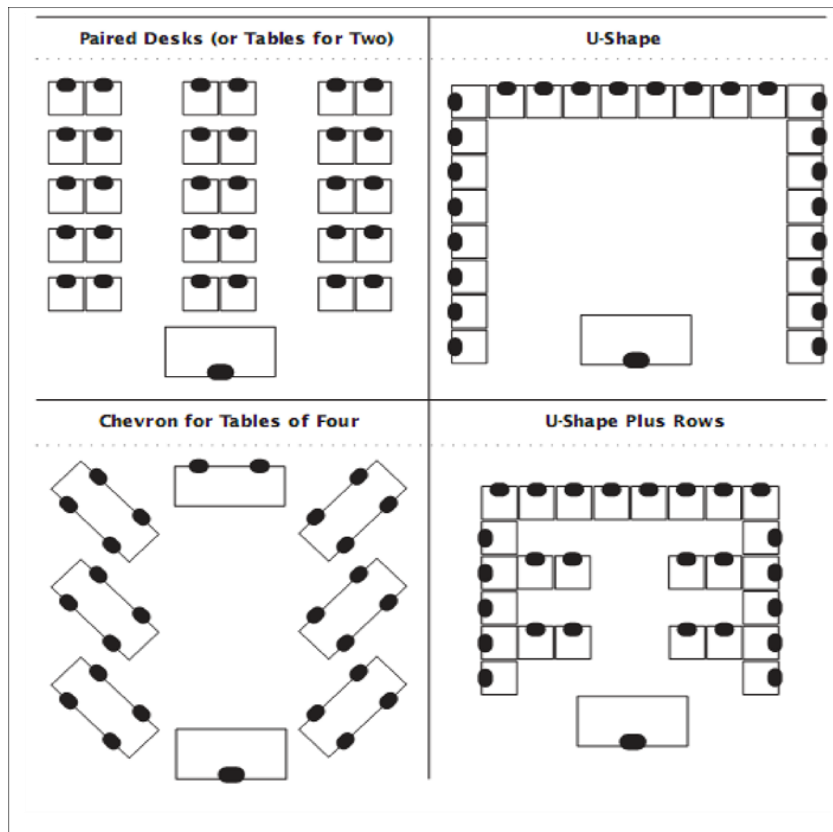
**Figure 1.2: Sample of seating arrangement for the classroom (Cummings 2009, P.41)**

### a. Arranging student seating

Teacher does not know the inabilities of his students at the beginning of the school year the arranging student seating start after weeks when some students show poor vision, hearing impairment and there are others who need wheelchairs or other assertive devices (McLeod, 2003, p. 6)

### b. Visual Displays

One of the main channels through which the learner takes information are the eyes. So any teacher should plan the learning tools carefully and in a powerful way (ibid, p. 14).

### 1.5.1.2 Managing Instructional Time

This consists of the daily schedule like: mandate time periods for given subjects, bus schedules, local school schedules of special classes, lunch period and teacher planning time (ibid, p. 20).

Wong and Wong (1998in ibid, p. 20) describe four different types of school-day time:

**- Allocated time:** The total time for teacher instruction and student learning.

**- Instructional time**: The time teachers are actively teaching.

 **- Engaged time:** The time students are involved in a task.

 **- Academic learning time:** The time teachers can prove that students learned the

 content or mastered the skill.

### a. The Daily Schedule

Two scheduling option: an hour period for each subject area or one of the configuration of block scheduling are offered in middle and high school. The middle school scheduling are prepared students for high school experience (McLeod, 2003, p. 22).

### b. Pacing The Year's Curriculum

Teaching standards and grade level objectives needs from teachers like control over the mandated daily schedules. The teachers' responsibilities for pacing the year's curriculum involves two important elements (ibid, p. 26):

❖ Teaching key grade level or course content to adapt that ensure that most students master that context.

❖ The pacing must begin the first day of the new school year to accomplish the year's work because the international pacing is directly related to time allocation.

### 1.5.1.3 Managing Daily Administrative Tasks

The instructional tasks like taking attendance, collecting students work and preparing and organizing materials. They are called administrative tasks, they must be accomplished in order for the classroom to function smoothly. Developing routines to handle them saves time, implementing the students' help also saves time and teaches them the real life skill of accepting responsibility to do a job (ibid, p. 34).

### 1.5.1.4 Managing Teacher Time

The teachers' basic duties like: preparing lesson plan, grading papers, and keeping parents informed of their child's progress have not changed and the teachers' time is not sufficient to do all works (ibid, p. 44).

### a. Planning lessons

The best classroom management strategies is to plan an interesting lesson that meets all students' learning needs. The success of the lesson helps the students spend good time and like the place without routine (McLeod, 2003, p. 44).

### b. Evaluating Student Work

Evaluation is a teacher's observations and remarks on his students during lessons and exams along the school year. It enables the teacher to know if his methods and strategies are effective or not.  (ibid, p.46).

## 1.5.2 Managing Student Behaviour

### 1.5.2.1 Classroom Climate

Teaching is a mission of an educational objective, so the teacher has to be model in everything. For instance: the teacher must behaved well, friendly, earing and fun and this can create a good and comfortable atmosphere in the classroom. (Fisher, 2003, p. 62).

### 1.5.2.2 Establishing Positive Relationship with Students

Jones & Jones (2000). The foundation of classroom climate is the relationships between the teacher and the student. This relation makes the students like school better and have higher academic achievement. (Ibid).

The connection seen between both parts offers an effective teaching and the absolute bedrock of classroom management. Teachers as adults must go positively to influence the students because some of them see that adults fearful and distrust.

### 1.5.2.3 Establishing Standards, Rules and Procedures

Standards, rules and procedures are different but needed, they are used not to control students but to teach them. Rules are the means to organize a class through instructions and a well-disciplined person is the one who does the right thing without rules. Standards, rules and procedures teach students' needs of learning successfully in a classroom community. (ibid, p. 74)

### a. Standards

What all students should know and able to do within each content area is included in the academic standards which are set by the teachers. They specify the students' responsibilities to themselves, to their fellow students, to the classroom, and to the school. (Ibid, p. 75)

Behavioural standards define the expectations that the teachers have for their students. The behavioural standards are the support system for teaching and learning, they must be congruent with the content standards and the instructional models of the teacher and they are unchanged from day to day and cover large sets of behaviour. Standards encompass all situations and they are easy for teachers. The polite, prompt and prepared students are included in some possible standards that are limited in number and three out of five are right, some teachers limited them to on such as "Be polite and helpful". They cover every imaginable situation and they must be taught, modelled and practiced. (Ibid)

### b. Rules

Rules are absolute, they must be followed with precision and they are relatively easy for teachers. Some rules include:

❖ The absolute silence during a fire drill.

❖ Students must stand completely behind the line while waiting their turn to swing.

❖ In an earthquake drill, you must walk quickly and quietly to your place on the playground.                    (ibid,                    p.                    76).



**Figure 1.3**: Examples of teacher's rules Stronge (2007, P.67)

## c. Procedures

Procedures are the accustomed way of getting things done. Unlike standards or rules they are limited to just one behaviour and change according to need. Procedures make standards and rules operational and they are difficult for teachers. Procedures are difficult because there are many of them. Everything done in the class by teachers or students has procedures and without them the work is lost forever. (Ibid, p. 76)

Before the school begins the teacher should list that he might need and decides in advance exactly what he wants from students to do. The writing down of the steps of procedures in the very much part of being proactive and the teacher ready to know what is he doing and his students will know that too. (Ibid).

## 1.6 The critical roles of classroom management

Marzano, Marzano, Pickering, (2003, p. 3-4) state that the international strategies and their use deal with three roles:

❖ The first role deals with the instructional strategies, effective teachers are skilled in the use of cooperative learning and graphic organizer, they know the best to use home works, questions and advance organizer.

❖ The second role associated with effective teaching is classroom curriculum design. This shows how effective teachers are skilled at identifying the proper sequences and pacing of their content.

❖ The third role is involved in effective teaching in classroom management.

## 1.7 How to differentiate classroom management from discipline

Classroom management and discipline are not synonym terms. Teachers have defined classroom management as discipline, control and consequences. Discipline is the first word they chose. It has become much smaller part of the term classroom management. (Charles, 1992; Wolfgang, 1995). In addition, (Marshall, 2003, p. 7 in Walters, A, Frei, 2007, P. 13) state that:

> Classroom management deals with how things are done; discipline deals with how people behave. Classroom management has to do with procedures, routines, and structure; discipline is about impulse management and self-control. Classroom management is the teacher's responsibility; discipline is the student's responsibility.

## Conclusion

To conclude this chapter, classroom management is very important for teachers to success in teaching and learning process. Teachers should establish clear rules, procedures and strategies which helps them to create a comfortable atmosphere and prevent discipline problem in the classroom.

# Chapter Two

# Classroom Discipline

Introduction

Conclusion

**Chapter two:** Classroom Discipline

## Introduction

Keeping discipline in the classroom is very important for both teachers and learners because classroom without discipline can cause many problems that can prevent teachers to present their lessons in a good manner, and discipline is the basic that facilitates the learning process.

In this chapter, we are going to focus on discipline as a board concept. We are going to present various definitions of classroom discipline and punishment and the difference between them. Moreover, we are going to speak about positive discipline tips and techniques for better classroom discipline. In addition, we will discuss causes of disciplinary problems and its types in secondary school. Furthermore, we are going to present teacher's role also methods that to keep discipline in classroom.

## 2.1 Discipline: An overview

The term 'discipline' comes from the word 'discipulus' in Latin which means teaching and learning. The term has the essence of control and means "to teach someone to obey rules and control their behaviour or to punish someone in order to keep order and control" (Longman Dictionary of Contemporary English, 2005, p. 443 in Rahimi, Hosseini Karkam, 2015, p. 59).

For Harmer, (1983) discipline is viewed to be associated with the act of teaching students self-control based on a contract that binds a teacher and a group of students together so that learning can be more effective. (Ibid). Furthermore, according to the American Heritage Dictionary of the English Language, discipline refers to both prevention and remediation. It can be "training that is expected to produce a specified character or pattern of behaviour" or "controlled behaviour resulting from such training"; but it can also be "punishment intended to correct or train." (Cotton, 1995)

Jones (1979) says that "discipline, most simply stated, is the business of enforcing simple classroom rules that facilitate learning and minimize disruption" (p. 26).

Discipline deals with how people behave……Discipline is about impulse management and self-control……Discipline is the student's responsibility (Marshall, 2003, P. 7 in Walters, Frei, 2007, p. 13).

Adesina (1980, p. 108) says that discipline is to teach the students manners on how to show respect to school authorities, to observe the school laws and regulations and to maintain an established standard of behaviour.

Rosen (1997 in Ngwokabuenui, 2015, p. 65) sees discipline as a branch of knowledge, training that develops self-control, character, orderliness or efficiency, strict control to enforce obedience and treatment that controls or punishes and as a system of rules.

According to Were (2006 in; Onderi and Odera, 2012, p. 710), the word discipline means a system of guiding the individuals to make reasonable decision responsibly.

Classroom discipline is not a simple matter of one technique or technology versus another. Through classroom discipline, teachers enact social and moral. (Butchart and Mcuwan, 1998, p. 4). Additionally, classroom discipline is absolutely necessary for instilling a sense of responsibility and maturity in the students. Each time a teacher works with children in an effort to modify their behaviour, both parties should be able to observe and better understand what is being expected of them. (Walters, Frei, 2007, p. 14).

Langdon (1996) states "Classroom discipline is perhaps the most significant and is clearly of concern to many parents and teachers alike." (Ibid).

From the definitions above we can deduce that classroom discipline is a set of techniques used by teachers to teach and train learners how to behave positively in the classroom and respect teachers and classmates.

## 2.2 The Meaning of Punishment

Positive Discipline in the Inclusive, Learning-Friendly Classroom (2010, p. 10) defines Punishment as "an action (penalty) that is imposed on a person for breaking a rule or showing improper conduct. Punishment aims to control behaviour through negative means". Two types of punishment are typically used with children:

Punishment involving negative verbal reprimands and disapproval; this type of punishment is also known as negative discipline.

Punishment involving severe physical or emotional pain, as in corporal punishment.

Montgomery (2009, p. 160) think that punishment may also be seen as inherently necessary for children in order for them to learn about pain and learn to control their reactions to it. In addition, Arnal (2007, p. 83) argues "punishment means 'to hurt' either by causing physical, emotional; or social pain".

## 2.3 The difference between discipline and punishment

The following table summarizes some of the positive features of discipline as opposed to what a punishment-oriented environment is like. (From Physical Punishment to Positive Discipline in Positive Discipline in the Inclusive, Learning-Friendly Classroom, 2015, p. 24-25).

| Discipline is: | Punishment is: |
|---|---|
| Giving children positive alternatives | Being told only what NOT to do |
| Acknowledging or rewarding efforts and good behaviour | Reacting harshly to misbehaviour |
| When children follow rules because they are discussed and agreed upon | When children follow rules because they are threatened or bribed |
| Consistent, firm guidance | Controlling, shaming, ridiculing |
| Positive, respectful of the child | Negative and disrespectful of the child |
| Physically and verbally non-violent | Physically and verbally violent and aggressive |
| Logical consequences that are directly related to the misbehaviour | Consequences that are unrelated and illogical to the misbehaviour |
| When children must make amends when their behaviour negatively affects someone else | When children are punished for hurting others, rather than shown how to make amends |

| | |
|---|---|
| Understanding individual abilities, needs, circumstances, and developmental stages | Inappropriate to the child's developmental stage of life; individual circumstances, abilities, and needs are not taken into consideration |
| Teaching children to internalize self-discipline | Teaching children to behave well only when they risk getting caught doing otherwise |
| Listening and modelling | Constantly reprimanding children for minor infractions causing them to tune us out (ignore us; not listen to us) |
| Using mistakes as learning opportunities | Forcing children to comply with illogical rules "just because you said so" |
| Directed at the child's behaviour, never the child – your behaviour was wrong | Criticizing the child, rather than the child's behaviour – you are very stupid; you were wrong |

**Figure: 2.1:** The difference between discipline and punishment. (From Physical Punishment to Positive Discipline in; Positive Discipline in the Inclusive, Learning-Friendly Classroom, 2015, p. 24-25)

The table above sheds light on the differences between discipline and punishment. Where, discipline is considered as a positive and respectful way when treated with learners. Whereas, punishment considered as a negative way specially when teachers dealing with learners by using a physical and verbal violent and aggressive.

## 2.4 Positive Discipline Tips

### 2.4.1. Point out the Positive

Teachers must praise their students when they do something good or show improvement in the classroom and let them know that you noticed their improvement and be helpful by appreciably their works such as you can say: "Somsak. I was impressed with the way you solved your homework problem". (Positive Discipline in the Inclusive, Learning-Friendly Classroom, 2015, p. 86).

### 2.4.2 Interact Respectfully with Students

Teacher should help their students to work effectively. Also the teacher must be a guide, not a boss in this way students will never forget their teacher in all school days (Positive Discipline in the Inclusive, Learning-Friendly Classroom, 2015, p. 86)

### 2.4.3 Communicate your Expectation

A teacher can share his expectations with his students and discuss about them This can make them interact with him also students feel comfortable in the classroom. (Ibid).

### 2.4.4 Use Humour or Distraction

Sometimes students feel tired, frustrated or bored and those feeling can create disciplinary problems and misbehaviour. Here, the teacher is not obliged to punishing them because they can disobey his order. So, the teacher must use humour and be motivator with his students to do their best and to keep them interested in the lesson. (Ibid, p. 87).

### 2.4.5 Use Proactive Cooperation

Give your students a task that they enjoy first to prepare them to the next tasks. For instance, say: "Everyone draw a capital 'I' in the air." "Hey, Maria, that was great!" "Everyone hold up your pointing finger. Now, stick it in the book where you think page 108 must be." Then tell them to open their books to page 108 and write the answers to the six questions on that page. (Ibid, p. 87).

### 2.4.6 Offer Options or Limited Choices, and Encourage Group Decision Making

Interact with your students and try to give them the choice to choose or suggest their opinions about their coming test this can encourage them. For example: you can say "on Tuesday, we will have a reading test. Who would like to have a written test, and who would like an oral test? You can choose whichever one you want". Or you can give them two choices and they choose between the two options. This idea can help your students to give more because they choose the test they can work better on it. (Ibid).

## 2.5 Positive Classroom Teaching Tips

### 2.5.1 Focusing

A focusing technique that must teachers follow before starting each lesson. They have often needed a quiet atmosphere in order to present courses. Using low voice instead of higher voice as experienced teachers do while their students who do not pay attention are talking. (Ibid, p. 89).

### 2.5.2 Direct Instruction

One of the teacher's techniques during classes is telling the student exactly what will be happening to increase their level of excitement. This outline of work includes the limit time of each activity. This permits the learners free time at the end of the period for them to chat with friends, go to the library or catch up on work for other classes. Here both of the two parts get extra time, the teacher meets his goals and objectives and the students release that they have less free time at the end of hour. (Ibid).

### 2.5.3 Monitoring

Effective teachers generally walk around learners during written work to check if learners have understood the task or not. This is known as the individual control. The teachers does not interrupt the class or tries to make general announcement unless he/she that several students have difficulties and teacher should use a quiet voice to let students appreciate his/her personal and positive attention. (Ibid)

### 2.5.4 Modelling

"Values are caught, not taught" says Mc Daniel. This means teachers is a model in behaviour, he never gives mixed messages that can make the students confuse like asking them to do quiet voices in his classroom while they work. He also has to use quiet voices as he moves for help. (McDaniel and Kappan, 1986).

### 2.5.5 Environmental control

The classroom situation. We mean the items found on the desk, pictures or collection that help the teacher during lessons. These pictures may make the learners know better the personality of their teachers. (Ibid)

### 2.5.6 Humanistic I- Message

These messages are known as feelings structured in three part. First, they include the description of the child's behaviour, ''When you talk while I talk…..''. Second, relate the effect this behaviour has on the teacher. "…..I have to stop my teaching ….." And third, let the student know the feeling that it generates in the teacher. "…..which frustrate me" The teacher uses powerful expressions with the child who was talking while he tried to start the lesson: "I cannot imagine that I do not deserve the respect from you that I get from the other in this class. If I have been rude to you or inconsiderate in any way, please let me know. I feel as though I have somehow offended you and now you are unwilling to show me respect." (Thomas Gordon in McDaniel and Kappan, 1986).

### 2.5.7 Positive Discipline

A list of classroom rules that guide the learners to good behaviour inside the classroom like "no running in the room", "move through the building in an orderly manner." The teacher has to choose more polite instruction for example: "no gum chewing." He uses "leave gum at home." When good behaviour is seen it must be acknowledged and done verbally. It does not have to be, a nod, a smile or "a thumb up". This will reinforce the behaviour. (McDaniel and Kappan, 1986).

## 2.6. Causes of Disciplinary Problems

### 2.6.1 Parental/Home Factor

Authors see that parents are responsible to conduct their children in learning discipline in secondary level.

Varma (1993) and Alidzulwi (2000) point that children's bad results and the absence of discipline rise highly because parents have not been involved in their education. Louw and Barnes (2003) affirmed on opinion only in parents' problem in the child's study. (In Temitayo, Nayaya & Lukman, 2013).

Rossow (2003) regards decline in discipline as originating from the communities rather than from school after analyzing the inability of parents to take care of their children in socioeconomic levels and in all racial groups.

Some factors influence discipline in school such as:

- ❖ Single parent homes.

- ❖ A luck of parental control at home.

- ❖ The negative influence of television.

- ❖ Neighborhood and community problems that influence the home.

- ❖ Values differences between the home the school.

### 2.6.2 Political, Social and Economic Factor

Rossow (2003) claims that the over-emphasis placed on learners' rights may cause a "don't-care attitude" and a lack of regard for the educator role in the classroom and this may cause a negative influence to exhibit the same lack of discipline of their classmates who are not strive to excel and result to misbehaved children. (In Temitayo, Nayaya & Lukman, 2013).

According to Lowis (1991) this situation arises within most families where children feel rejected (the significant relationship between isolation, poor and behaviour). Butchart (1998) supported this and indicates that the child feel isolated and alienated when there is an emotional disconnection from family, friends and peers. The feelings may develop to psychological pains which may cause many diseases. (Ibid).

### 2.6.3 School Environment

Safe and supportive school environments depend on students, staff and parents demonstrating mutual respect as Bazemore (1997) points all members must know and understand the standards of behaviour which all the students are respected to live up and the consequences if these standards are not met. Every student has the right to learn freely and save situation and has the right to be treated fairly and with dignity. (Ibid).

Terry (2001) also added that every school community has rules for the good order of the school and the students' discipline through enforcing these rules by using discipline or punishment. (Ibid).

Rowne (2005) also points out that:

> The school priorities are designed to ensure that all students are provided with a harmonious environment where they can learn and thrive. Therefore, good discipline in a school is required to ensure that school is able to provide quality

education for all students and to guarantee the care and safety of the school community. A harmonious work environment at school increases the chance of students realizing their full educational potential (Ibid).

### 2.6.4 The Curriculum

According to Raven (in Basag 1991) in his research the curriculum has to offer the learners opportunities for self-development and a sense of personal worth and do not address the  aims that are promoted by society in order to be engaged in several forms of deficient behaviour. (In Temitayo, Nayaya & Lukman, 2013).

Doveton (1992) indicates that when the curriculum in not suitable with the students' interests and with the needs of their communities the deviant behaviour will exist between students. (Ibid).

### 2.6.5 Peer Group Influence

Harris (1998) and Hartup (1983) state that peer group influences what the child values, knows, wears, eats and learns. The extent of this influence depends on other situational constraints. (Ibid).

Perry (1987) point out that peer relationships influence the growth of problems behaviour in youth which can result in socially alienated gangs with pathological outlooks. (Ibid).

The child takes charge of his or her life when the family has been enable the fully meet a child's needs. According to Seita, Mitchell and Tobin (1996) peer can lead to discipline problems and delinquent behaviour both inside and outside the school. The deviant youths become more deviant through unrestricted interaction with deviant peers. (Ibid).

## 2.7 Types of Disciplinary Problems in Secondary School

School managers and teachers do suffer from the problems that happen in classroom because of students and this problems can influence in the learning process. The common disciplinary problems in secondary school are as follow:

### 2.7.1 Truancy

Many factors within or outside the school building like: peer group influence, teacher methods of teaching or discipline, poverty, guarding of discipline and security by parents

lead to truancy which is the irregular attendance in school or classes. (In Temitayo, Nayaya & Lukman, 2013).

### 2.7.2 Absenteeism

The type of leadership obtaining in school, the greater control exercised over students, the insufficient supply of school materials and facilities, the students' destructive habit and the teachers' poor attitude to class teaching are the sequences that may lead or result into absenteeism, rebellion and revolt. (Ibid).

### 2.7.3 Fighting

In the secondary level the four psychological needs of the students are: love, security, new experience and a responsibility. If they have not been met and in addition to the home-background they will contribute to frequent fighting of each student. (Ibid).

### 2.7.4 Stealing

The socioeconomic environment including: status of parents, home background and natural tendency of steal. This conduct is mostly influenced by peer group pressure for getting rich in a quick way like in Nigeria where many young people have been led to the false convention of success. Some parents demand their children and allow them to have everything by interpreting any form of lack as hardship and frustration to the extent of justifying their removal of other peoples' property. (Ibid).

### 2.7.5 Drug Addiction/Abuse

The abused drugs include: cigarettes, alcohol, tobacco and smoking of herbs is the most common and dangerous school disciplinary. Many parents are also guilty of the same behaviour and are enable to advise or guide their children to the proper paths. (Ibid).

## 2.8 Effective Classroom Management

### 2.8.1 Teacher's Roles

The teacher's roles differ from one activity to another in the teaching- learning process. Teachers have a responsibility toward them students and classroom. So teachers are required to be:

### a. As a Controller.

It is one of the most important role of teachers. A teacher as a controller must control his students, their work, prepare activities and makes order. Harmer (2007, p. 108) state that:

> when the teachers act as a controller, they are in charge of the class and of the activity taking place and are often 'leading from the front', controllers take the register, tell students things, organize drill, read loud and iv various ways exemplify the qualities of a teacher-fronted classroom.

### b. As a Resource

This role is when the teacher act as a resource. Here the teacher must be helpful and available because students need their teacher to help them and answer some questions and also provide them by the information for instance: they can ask him, how to write something or ask what a word or phrase means. In addition, to offering advice and suggestions where necessary. (Ibid, p. 110).

### c. As a Motivator

The motivator teacher is one who can stimulate students and create a positive and inner energy also makes a comfortable atmosphere in the classroom. Teachers as motivators must encourage students to make as much effort as possible to give their best. (Ibid, p. 330).

### d. As a Participant

The participant teacher is the one who gives his students the chance to participate with him/ her. Harmer (2007, p. 109) argues that: "there also times when we might want to join in an activity not as teacher, but also as a participant in our own right".

The next table is about other roles of teachers:

| Role | The teacher |
|---|---|
| 1 Planner | Prepare and think through the lesson in detail before teaching it so that it has variety and there are appropriate activities for the different learners in the class. |

| | |
|---|---|
| 2 Informer | Gives the learners detailed information about the language or about an activity. |
| 3 Manager | Organizes the learning space, makes sure everything in the classroom is running smoothly and sets up rules and routines (i.e. things which are done regularly) for behaviour). |
| 4 Monitor | Goes around the class during individual, pairs and group work activities, checking learning. |
| 5 Involver | Makes sure all the learners are taking part in the activities. |
| 6 Parent/Friend | Comforts learners when they are upset or unhappy. |
| 7 Diagnostician | Is able to recognize the cause of learners' difficulties. |
| 8- Resource | Can be used by learners for help and advice. |

**Figure 2.2:** Teachers' roles adopted from Mary, Pulverness, and Williams (2005, p. 145).

## 2.9 Methods of Keeping Discipline

According to Sulich (2004, p. 35) said that "I have successfully used three methods to maintain discipline: keeping students' attention, establishing clear rules, and, when necessary, explicitly addressing discipline problems".

### 2.9.1 Keeping Students' Attention

Teachers must keep their students involved in the lessons, this way can retain the classroom ordered and keeping the students' attention. Here are several ways to do it:

**a. Provide a Clear Structure for the Lesson**

Provide the students with a clear structure of the lesson plan can help them to know what they will do in the lesson. (Sulich) considers that:

After greeting the students, begin by briefly stating an outline of the lesson. Separate parts of the lesson with expressions such as we have finished our work on…. and Now we can go on to…. Make clear conclusions. All of these steps can help focus learners' attention on the lesson".

**b. Do Many Short Activities Instead of a Few Long Ones**

Changing long activities to short from time to time can help students to concentrate more on their tasks and work effectively.

**c. Use an Unpredictable Order when Calling on Students**

Sulich (Ibid) concludes that:

"When learners know they are not going to have to answer, their minds wander. An element of uncertainty is necessary, so say the student's name after asking the question, not before. Avoid exercises with "chain" answering".

**2.9.2 Establishing Clear Rules**

Teachers must set clear and concise rules at the beginning of the course, even in the first lesson and they should encourage their students to obey these rules to avoid future engagements. These rules should apply to everyone without favourism. Sulich (Ibid) suggest rules such as:

❖ Grading scales and criteria.

❖ Consequences of absences, tardiness and missed assignments.

❖ Rewards for extra work.

❖ Consequences for disruptive behaviour.

**2.9.3 Addressing Discipline Problems**

Teachers should avoid any interruption or misbehaviour that can damage or cloud the classroom atmosphere, because this can lead to another discipline problems. Sulich (Ibid) suggest that:

Keeping order during the lesson usually requires avoiding unnecessary interruptions and changes in the lesson plan. Arguing with students, commenting on their behaviour, and any shouting means the troublemaking students have

succeeded and the goals of the lesson have been lost. If the situation gets worse, students' aggression is likely to increase, and they receive the attention they desire.


## Conclusion

Throughout chapter two, we tried to give a clear image about classroom discipline and its relationship with punishment and the causes of this phenomenon in the secondary school and its types. Also, we suggested methods prevent discipline problems. To sum up we may say that teachers should manage their classroom effectively to maintain and keep discipline in the classroom.

# Chapter Three

# Field Work

Introduction

Appendixes

## Introduction

The purpose of this research is to investigate the importance of classroom management in the improvement of discipline in the classroom. This chapter which is the practical part (the field work), is going to be accomplished depending the analysis of the questionnaire. We have been distributed two questionnaires for both teachers and learners about classroom management and classroom discipline. This chapter includes: the aim of the questionnaires, the description of the questionnaires, date analysis, results discussion suggestions and recommendations. We use in this research the descriptive method and the questionnaire as a research tool.

## 1. Teachers' questionnaire

### 1.1 The aim of the questionnaire

This questionnaire is administred to two secondary school teachers of English, the main goal of this questionnaire is to find the different strategies, rules, procedures, the main causes of disciplinary problems and its type and methods that teachers use to manage and organize classroom in order to improve discipline in the classroom.

### 1.2 Description of teachers' questionnaire

Teachers' questionnaire consists of twenty one (21) questions, it is divided into three main parts. It involves different types of questions: Closed questions and Open-ended questions. Closed questions require the teacher to tick up the right answers from a set of options. Open-ended questions require them to give their personal opinions or background information about this subject.

**Section one:** It consists of four questions for getting data about personal information, gender, kind of degree, year of teaching experience and it is hard to teach in secondary school.

**Section two:** It consist a multiple questions, closed questions and open-ended questions which are about the teachers' opinions about classroom management, its importance, the importance of the management of classroom, the strategies that manage the classroom and its importance also about the importance of rules in managing the classroom and what are those rules.

**Section three:** It consists of multiple questions, closed questions and open-ended questions, which are about classroom discipline and the importance    that learners discipline also the role of teachers and the learners in maintaining discipline in the classroom. In addition to the main causes of disciplinary problems and its types and the teachers' methods for keeping discipline.

## 1.3 Analysis of teachers' questionnaire

## Section one: Background information (Q1-Q4)

**Q1.** What is your gender?

| Option | N | Percentage |
|--------|---|------------|
| Female | 2 | 100% |
| Male | 0 | 00% |
| Total | 2 | 100% |

**Table                         one:**                    teachers'                         gender
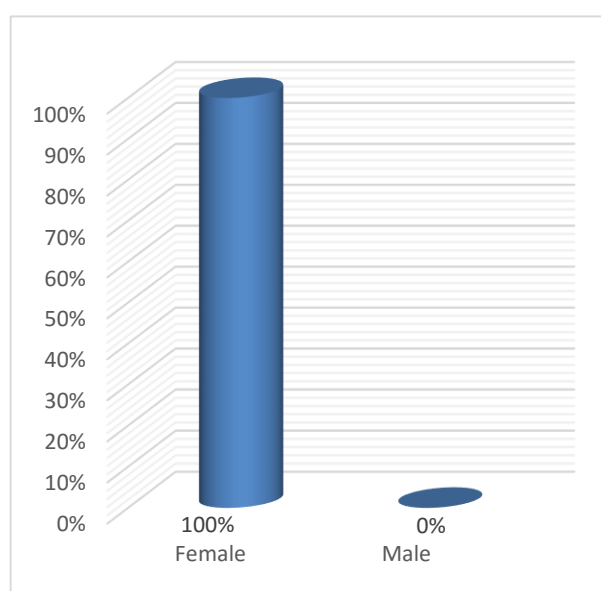


**Graph01 :** Teachers' gender.

It is clear from this table (1) that the number of female teachers is more than male teachers. We have listed '2' female teachers (100%) and no male teacher (0%) and this result show that female are more interesting in teaching languages.

**Q2.** What kind of degree do you have?

| Degree | N | Percentage |
|--------|------|------------|
| License | 02 | 100% |
| Master | 00 | 00% |
| Magister | 00 | 00% |
| Total | 02 | 100% |

<p align="center"><strong>Table02:</strong> Teachers' qualification</p>
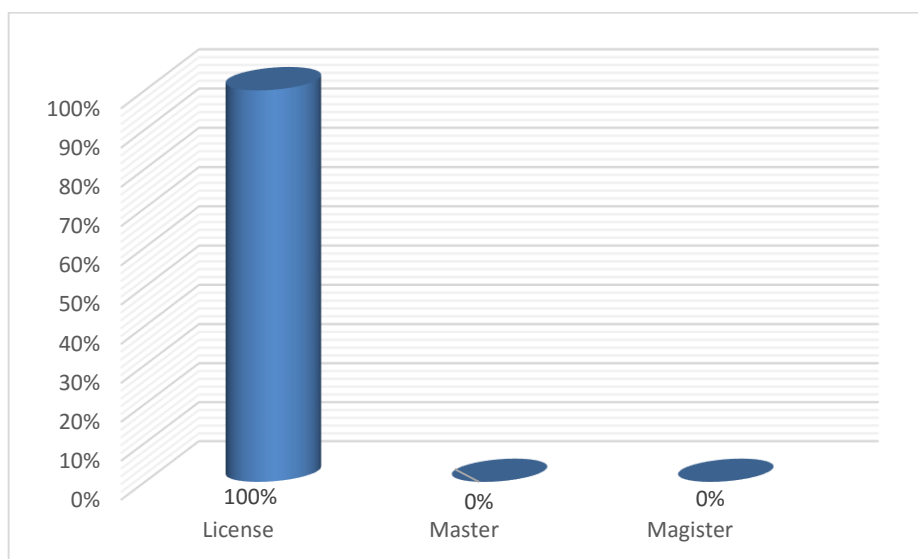


**Graph02**: Teachers' qualifications.

We notice from the table above that the percentage of teacher with license degree is 100%. This indicates that teachers with such qualification is something good to improve discipline in the classroom also they can deal with learners in their age as adolescents.

**Q3.** How long have you been teaching English?

| Two teachers | Teaching years |
|---|---|
| Teacher one | 7 |
| Teacher two | 1 |

**Table03:** The teachers' teaching experience.

Through the table above we have noticed that there is one teacher with a long experience (7 years). However there is another teacher with just one year (1 year) of experience in this case the teacher with a long period of time in teaching can deal better with his class.

**Q4.** Is it a hard job to teach in a secondary school?

| | Yes | No |
|---|---|---|
| Numbers of teachers | 02 | 00 |
| The justification of answers | ➢ It is hard because they are always face with adolescents who make some tricks. <br><br> ➢ It is too hard to control them and their actions. <br><br> ➢ Teaching adolescents is not an easy job. | |

**Table04:** Teaching in secondary school is hard or not.
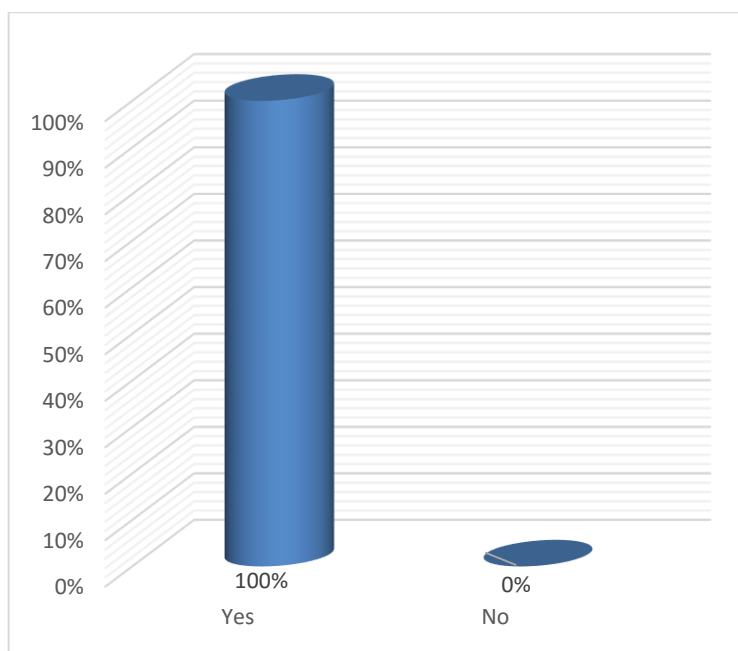
**Graph03:** Teaching in secondary school is hard.

In the above table, both teachers agreed that teaching in secondary school is a hard job. Both teachers claimed that it is hard to deal with adolescents. So this is the basic reason for which the process of teaching is hard in secondary school.

**Section two: Teachers' perceptions toward classroom management (Q1-Q8).**

**Q1.** The teachers' definition of the term classroom management.

| | The term classroom management |
|---|---|
| Teacher one | Classroom management means a wide variety of skills and techniques that teacher use to keep students organized, orderly, focused, and attentive on task and academically productive during a class. |
| Teacher two | Classroom management means that a teacher creates a good classroom environment to attract the students and make them involved. |

**Table05:** Teachers' definitions of classroom management.

In the table above we notice that the first teacher sees classroom management as a set of skills and techniques that the teacher uses to keep his0 learners organized, orderly and

productive during the task. However; the second teacher assumed that it is creating a good atmosphere that helps the teacher to manage her learners and class.

**Q2.** 'Good teachers have to be good managers'Where do you stand:

| | Option | N | percentage |
|---|---|---|---|
| a | Agree | 00 | 00% |
| | Option | N | Percentage |
| a | Strongly  agree | 02 | 100% |
| b | Agree | 00 | 00% |
| c | Disagree | 00 | 00% |
| d | Strongly disagree | 00 | 00% |
| e | Neutral | 00 | 00% |
| | Total | 02 | 100% |

**Table06:** 'Good teachers have to be good managers'Where do you stand.
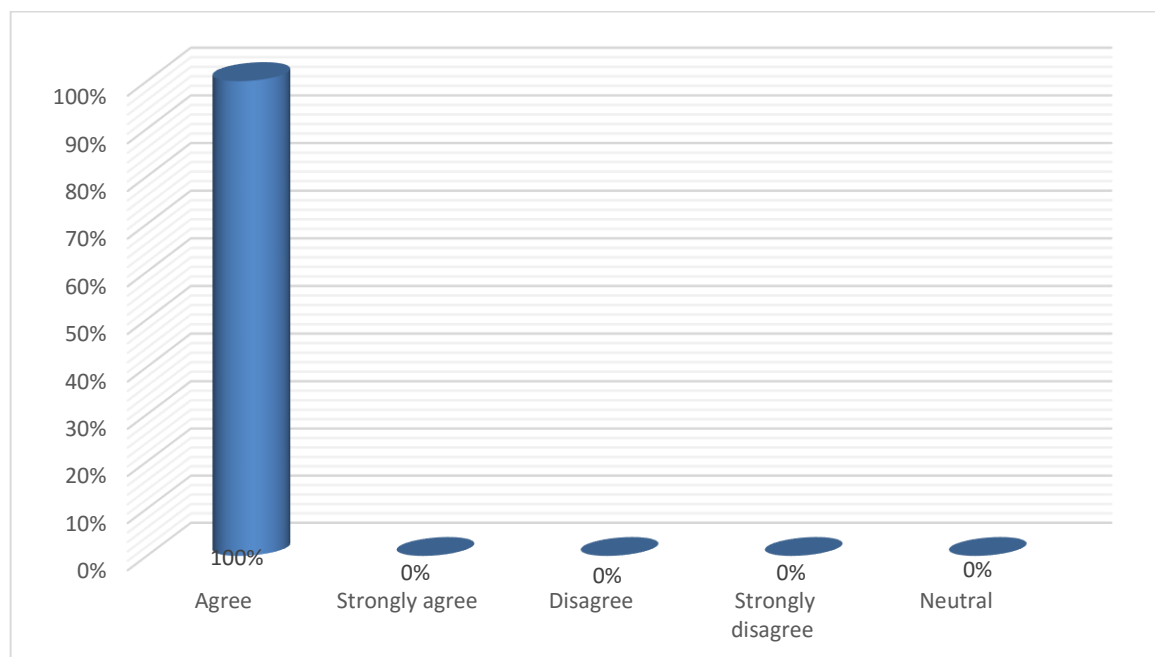


**Graph04:** 'Good teachers have to be good managers'Where do you stand.

In the table above we notice that both teachers strongly agree that the good and the successful teacher is the teacher who good manager in his classroom. This idea was confirmed by 100% of teachers who stand strongly agree on this assumption.

**Q3.** The various elements that classroom management is related to:

| Option | N | Percentage |
|---|---|---|
| An orderly classroom environment | 00 | 00% |
| Discipline | 00 | 00% |
| Both of them | 02 | 100% |
| Total | 02 | 100% |

**Table07**: The teachers' opinions about the various elements that classroom management is related to.
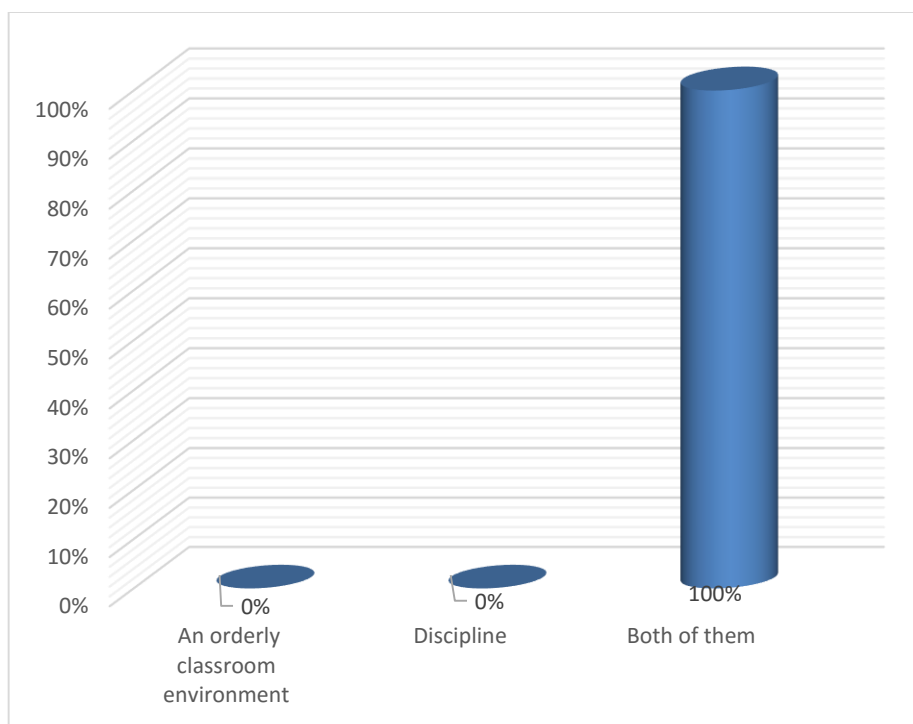


**Graph05:** The teachers' opinion about the various elements that classroom management is related to.

In the table above we notice that both teachers choose the option 'Both of them'. So, classroom management is related to two elements: an orderly classroom environment and

discipline and the justification of teachers agreement this idea where both teacher agree that the environment and discipline should work together because they have a big influence on learners.

**Q4.** Is it necessary for a classroom to be well managed?

| Option | Number of teachers | Percentage |
|--------|--------------------|------------|
| Yes | 02 | 100% |
| No | 00 | 00% |
| Total | 02 | 100% |

**Table08:** The teachers' opinion about the importance of managing the classroom.
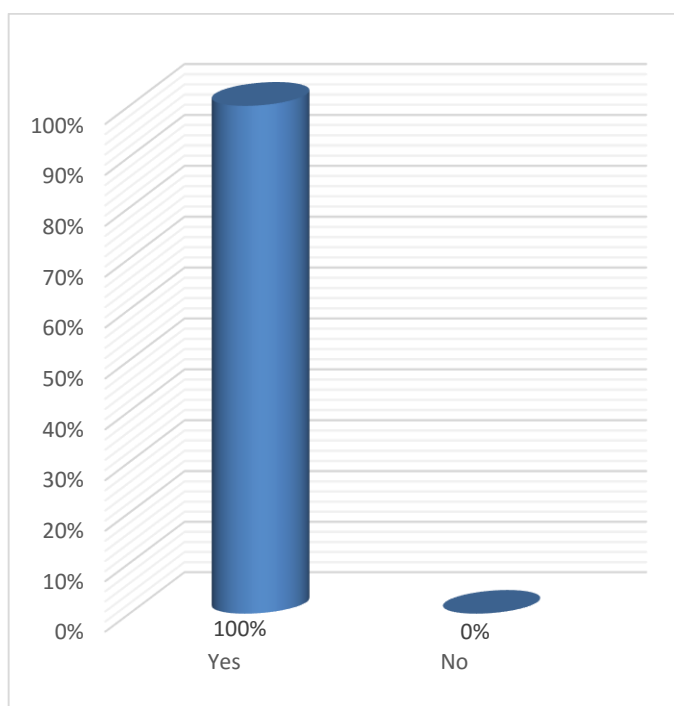


**Graph06:** The teachers' opinions about the importance of managing the classroom.

The table above reveals that all teachers answer with 'Yes'. This agreement help the teachers to give more and to organize his class in the best way and this idea support the idea that is necessary to the classroom to be managed. Teachers justified their answers and they give such significance:

➢ If the class was managed in a correct way, the teacher would be the master of the class.

➢ When the class is well managed students will be good listeners with no noise.

➢ The teacher cannot give his best in uncontrolled class.

**Q5.** The strategy (ies) that teacher follow to provide well managed classroom.

| | Teacher one | Teacher two |
|---|---|---|
| Creating the appropriate learning environment | ✓ | |
| Establishing rules and procedures | ✓ | ✓ |
| Creating a motivational environment | ✓ | ✓ |
| Establishing a positive relationship with learners | ✓ | ✓ |
| All of them | ✓ | |

**Table09:** The strategy (ies) that teacher follow to provide well managed classroom.

In the table above we notice that both teachers agree that the strategies: establishing rules and procedures, creating a motivational environment and establishing a positive relationship with learners provide well managed classroom. Whereas, they disagree in creating the appropriate learning environment but in general the purpose of these strategies is to make the learners motivated and psychologically relaxed.

**Q6.** What do you think of using classroom management strategies?

| Option | N | Percentage |
|---|---|---|
| Interesting | 00 | 00% |
| Important | 02 | 100% |
| Helpful | 00 | 00% |
| Boring | 00 | 00% |
| Total | 02 | 100% |

**Table10:** Using classroom management strategies.
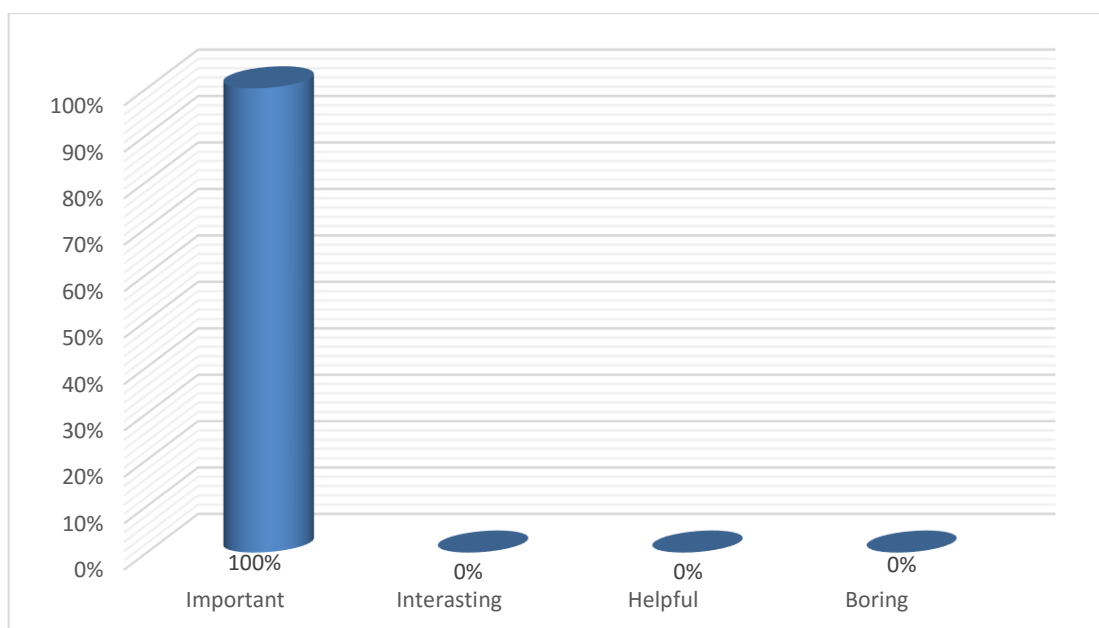


**Graph07:** Using classroom management strategies.

In the table above we observe that teachers agree that classroom management is important and no one said that is boring. Consequently, classroom management is considered to be an important factor which assists teacher to monitoring their learners.

**Q7.** Do you post some rules at the beginning of the year?

| Options | N | Percentage |
|---------|------|------------|
| Yes | 02 | 100% |
| No | 00 | 00% |
| Total | 02 | 100% |

**Table11:** Passing rules at the beginning of the academic year.
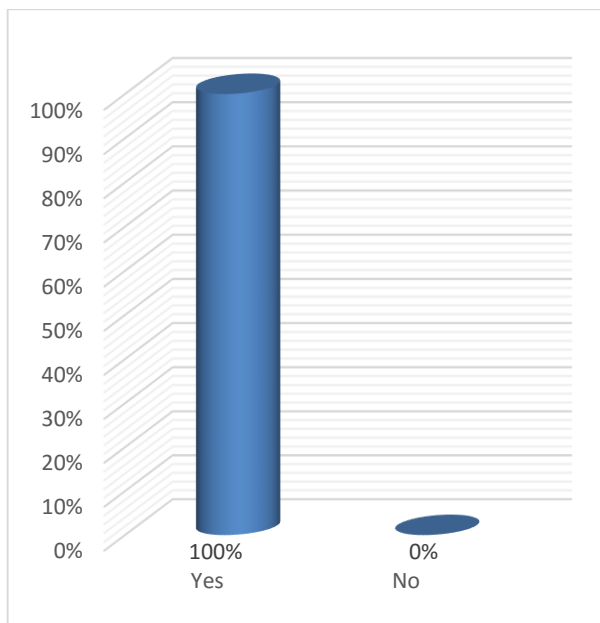
**Graph08:** Passing rules at the beginning of the academic year.

Through the statistics obtained in the table above, we find that both teachers responded positively. So they post rules at the beginning of the year to make learning easier.

**Q8.** What are these rules?

|  | Rules |
|---|---|
| Teacher one | ➢ Stay calm.<br><br>➢ Be good listeners.<br><br>➢ Respect teacher and classmates. |
| Teacher two | ➢ Raise hands to answer.<br><br>➢ Respect teacher and classmates.<br><br>➢ Be quiet. |

**Table12:** Teachers' suggested rules.

In the table above we notice that teachers agree on most rules, for instance; they agree that the learners should be quiet and calm also they must respect their teachers and classmates because these rules are considered as effective strategies that maintain learners ordered and controlled.

**Section two: Teachers' perceptions toward classroom discipline (Q1-Q9).**

**Q1.** The teachers' definition of the term classroom discipline.

|  | The term classroom discipline |
|---|---|
| Teacher one | Classroom discipline is the teachers' actions that facilitate the development of self-control, responsibility and characters of learners in order to avoid disciplinary problems. |
| Teacher two | Classroom discipline is a set of actions and behaviour that teacher does to regulate, control, and keep discipline in the classroom. |

**Table13:** Teachers' deffinition of classroom discipline.

In the table above we notice that the first teacher considers classroom discipline as teachers' actions that facilitate the improvement of learners' behaviours, responsibility and self-control to avoid discipline problems. Whereas, the second teacher considers classroom discipline as a set of actions that the teacher does to create and maintain discipline in the classroom.

**Q2.**Is it necessary for learners to be disciplined?

| Option | N | Percentage |
|---|---|---|
| Yes | 02 | 100% |
| No | 00 | 00% |
| Total | 02 | 100% |

**Table14:** It necessity for learners to be disciplined.
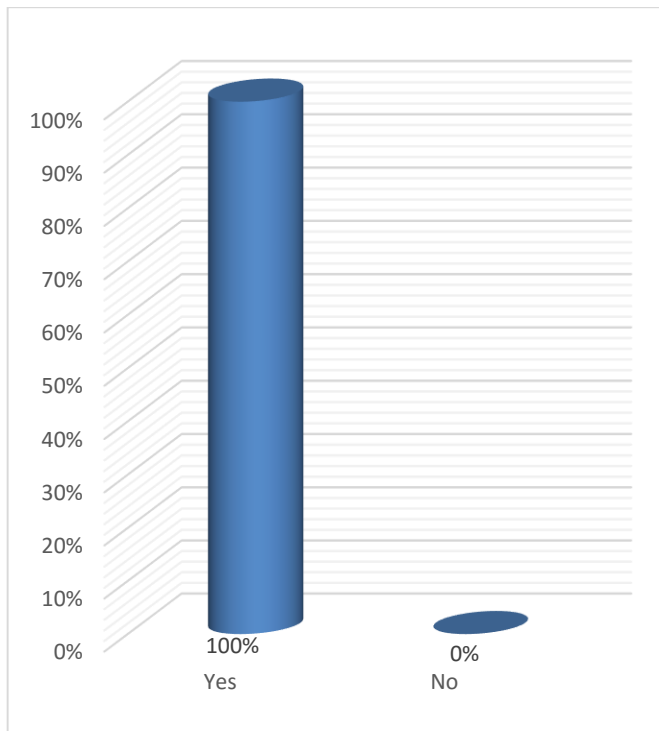
**Graph09:** It necessity for learners to be disciplined.

The table above reveal that both teachers answer with 'Yes' options as the appropriate answer and they agree that learners must be disciplined and they justified their answers as follows:

- ➢ To have an effective lesson.

- ➢ To avoid a lot of problems.

- ➢ To create a good atmosphere for the learning process.

**Q3.** In your opinion, what are the best ways for learners to become disciplined?

|  | The best ways for learners to be disciplined are |
|---|---|
| Teacher one | ➢ Create a comfortable atmosphere in the classroom.<br><br>➢ Make a good contact and relationship with learners. |
| Teacher two | ➢ Motivate them to give their best.<br><br>➢ Set clear rules and procedures and tell them that they must follow these rules. |

In the table above we notice that both teacher gave their ways that make their learners become disciplined. Where the first teacher suggested that creating a good atmosphere and making a good relationship with their learners makes them disciplined. Whereas, the second teacher suggested that motivation and set clear rules and procedures are the best ways that make learners becoming disciplined.

**Q4.** Maintaining discipline in the classroom is:

|  | N | Percentage |
|---|---|---|
| The teachers' role | 00 | 00% |
| The learners' role | 00 | 00% |
| Both | 02 | 100% |
| Total | 02 | 100% |

**Table16:** Maintaining discipline in the classroom.
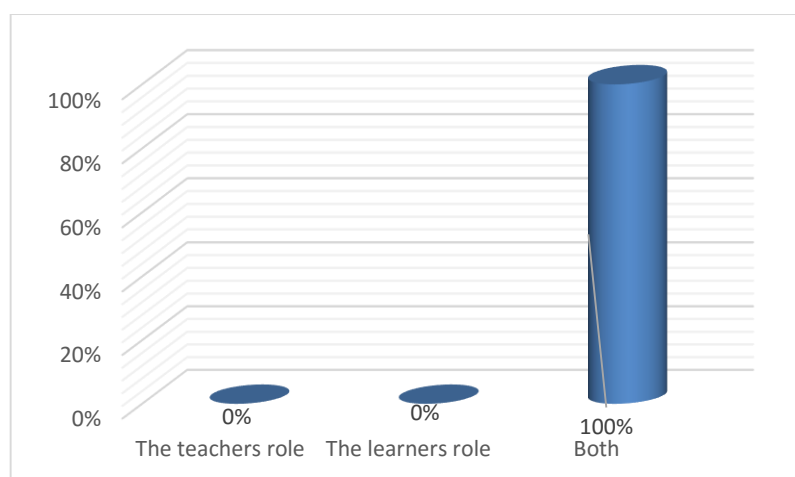


**Graph10:** Maintaining discipline in the classroom.

From the table above, we see that (100%) of teachers confirmed that maintaining discipline in the classroom is both teachers' and the learners' role. Teachers justified their answer saying that both teachers and learners should work together to keep discipline in the classroom.

**Q5.** What are the main causes of disciplinary problems?

|  | Teacher one | Teacher two |
|---|---|---|
| Parental/ Home factors | ✓ | ✓ |
| Political, social and economic factors |  |  |
| School environment | ✓ | ✓ |
| The curriculum |  |  |
| Peer group influence | ✓ | ✓ |

**Table17:** Causes of disciplinary problems.

From the table above we notice that teachers choose parental/ home factors, political, school environment and peer group influence as the main causes of disciplinary problem and they justified their answers as follows:

> ➢ Parents are not involved in the education of their children and they do not ask them about their lessons.

> ➢ The schools' environment has a big influence on the discipline of learners because when educators of school do not set clear rules inside it they cannot control learners' behaviours.

> ➢ Peers have a big influence on the personality of their friends especially when their parents do not care for them.

 **Q6**. What are the types of disciplinary problems in secondary school?

| Option | N | Percentage |
|---|---|---|
| Absenteeism | 02 | 100% |
| Fighting | 00 | 00% |
| Stealing | 00 | 00% |
| Total | 02 | 100% |

**Table18:** Types of disciplinary problems in secondary school.
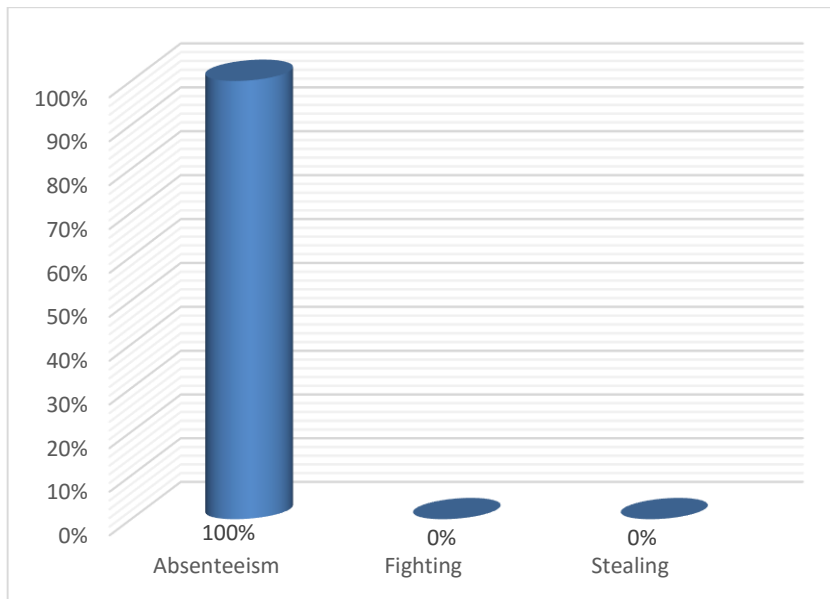
**Graph11**: Types of disciplinary problem in the classroom.

In the table above we notice that both teachers choose 'Absenteeism' as type of disciplinary problem in secondary school with (100%).

**Q7.** How often do you create a friendly atmosphere in the classroom?

| Option | N | Percentage |
|---|---|---|
| Always | 01 | 50% |
| Sometimes | 01 | 50% |
| Rarely | 00 | 00% |
| Never | 00 | 00% |
| Total | 02 | 100% |

**Table19:** Creating a friendly atmosphere in the classroom.
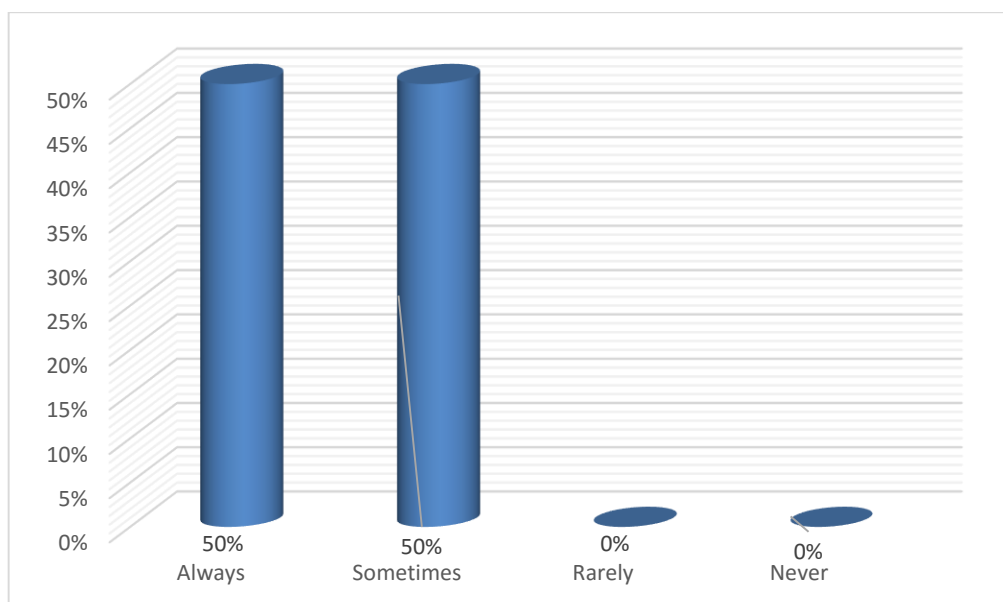
**Graph12:** How often create a friendly atmosphere in the classroom.

In the table above we notice that the first teacher always creates a friendly atmosphere in the classroom, while the second teacher said that he sometimes create a kindly atmosphere in the classroom.

**Q8.** What are the methods you use for reducing discipline problems?

| Methods | Teacher one | Teacher two |
|---|---|---|
| Keeping learners' attention | | ✓ |
| Establishing clear rule | ✓ | ✓ |
| Addressing            discipline problems | | |

**Table20:** Methods for keeping discipline.

From the table above we notice that the first teacher chooses the method 'Establishing learners' attention as the best method that the teacher uses to keep discipline in the classroom and she adds another method which is: Trying to motivate them, while the second teacher considers: keeping learners' attention and establishing clear rules are the appropriate methods that keep discipline in classroom.

**Q9.** Would you add any further comments or suggestions?

Only one teacher who answers this question and said that effective teachers should manage their classroom well to create a good atmosphere also to facilitate the learning process.

## 1.4. Discussion of the Analysis

The analysis of the teachers' questionnaire provides a great deal of data about classroom management and its importance in the improvement of discipline in the classroom. Through our analysis, we notice that discipline is the main element that all teachers tend to achieve. The main aim of this questionnaire is to find out the different strategies, rules, procedures that teacher use to manage and organize their classroom in order to improve discipline in the classroom.

The first section is concerned with background information. First, we have deduced that there are two teachers of English in that secondary school "2 females". Their qualification is: License degree; one teacher with 'seven' years of experience and the second one only with one year of experience. Through question number '4' we asked them whether teaching in secondary school is hard or not and both of them answer with 'Yes' option and they justified their answer by: it is hard because they are always faced with adolescents and it is hard to control them and their actions also teaching adolescents is not an easy job.

Regarding the second section, which is concerned with teachers' perceptions toward classroom management. According to question '5' each teacher suggests his own definition of classroom management, when the first teacher considered it as a set of skills and techniques that teachers uses it to keep learners organized, orderly and productive during the task, while the second one defined classroom management as creating a good atmosphere that helps the teacher to manage her learners and class. In question '6' teachers were asked where they stand about "Good teachers who have to be good managers" and the percentage was apparent with strongly agree with (100%). In question number '7' both teacher with (100%) agree that the various elements that classroom management is related to are: an orderly classroom environment and discipline. Concerning question '8' teachers said that is necessary for the classroom to be well-managed. In question '9' we find that teacher agree with most strategies that teacher follow to provide well managed classroom such as: establishing clear rules and procedures and creating a motivational environment. Through question number '10' we found that both teachers agree that classroom

management strategies are an important factor that assists teachers to monitor their learners. When we ask teachers in question number '11' if they post rules at the beginning of the year, both teachers answer with 'Yes' option and in the question '12' they suggest rules for instance: be quiet, raise your hand and respect teacher and classmates.

Section three about teachers' perceptions toward classroom discipline, we shed light on the definition of classroom discipline, in which both teachers explain their assumption about this concept, where the first teacher considered it as teachers' actions that facilitate the improvement of the learners' character, responsibility and self-control to avoid discipline problems, whereas; the second teacher considered it as a set of actions that teachers do to create and maintain discipline in the classroom. Question '14' reveals that both teachers answer with "Yes" option and with (100%) that learners must be disciplined and they justified their answers by saying that they have an effective role on lessons and avoid a lot of problems and when we asked teachers in question number '15' about the best ways for the learners to be disciplined they suggest different ways such as: creating a comfortable atmosphere, motivate the learners and set clear rules and procedures. From the answer of the question number '16' both teachers agree that maintaining discipline in the classroom is the teacher and learner roles and they justified their answers by: both teacher and learner should work together to keep discipline in the classroom. In question number '17', (100%) of teacher agree that the main causes of disciplinary problems are: parental /home factors, school environment and peer group influence. In question number '18' both teacher choose "Absenteeism" as the only type of disciplinary problem in secondary school. Through question '19' we asked teachers how often they create a friendly atmosphere in the classroom, the first teacher answers with 'always' option and the second teacher answers with 'sometimes' option. In question number '20' the first teacher choose: establishing clear rules as the best method for keeping discipline, while the second one choose: keeping learners' attention and establishing clear rules as the appropriate methods that maintain discipline in the classroom. About question number '21' only one teacher answers it and said that the effective teacher should manage his classroom to create a good atmosphere and to facilitate the learning process.

## 2.1 Learners' questionnaire

### 2.1 The Aim of the Questionnaire

This questionnaire was given to '16' learners of first year secondary school in Ben Nadji Brothers Secondary School at El-faidh 'Biskra'. This questionnaire was designed in English and explained in English and in Arabic in order to help learners to understand it and to get the desired results. All the learners answer the questions without any problem.

### 2.2 Description of Learners' Questionnaire

Learners' questionnaire consists of '19'questions. It contains two types of questions: there are closed questions (Yes/No) and multiple choice questions and it is divided into three section. **The first section** consists of '4' questions which are based on gathering information about learners' background (gender, age, do you like English language and their level in English).

**Section two:** this section contains '8' closed and multiple questions. In the beginning of this section we firstly define classroom management for the learners to facilitate the questions to them and the questions are different such as: classroom comfortableness creating good atmosphere in the classroom, the most important rules in the classroom, respecting rules in the classroom and teachers-learners relationship.

**Section three:** this section contains '7' closed and multiple questions. As in the previous section we firstly define classroom discipline and then we state our questions for instance: the type of your teacher, do you behave negatively in the classroom and the activities that their teacher give them are enjoyable or no.

### 2.3 Analysis of Learners' Questionnaire

#### 2.3.1. Section one: Background Information.

**Q1.** What is your gender?

| Option | N | Percentage |
|--------|-----|------------|
| Female | 12 | 75% |
| Male | 4 | 25% |

| | | |
|---|---|---|
| Total | 16 | 100% |

**Table 21:** Learners' gender.
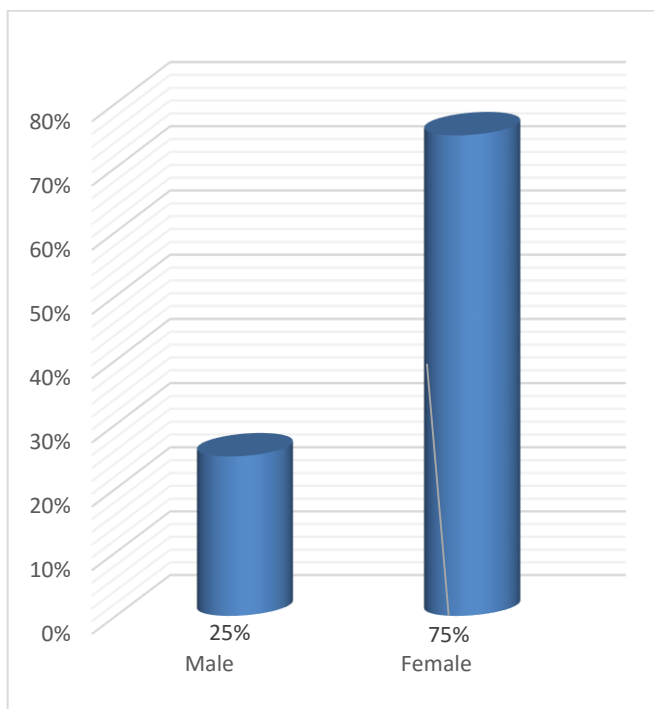


**Graph13:** Learners' gender.

Table 21 shows that the number of female learners is more than male learners and when we compare the percentage between them we find that female with (75%) are numerous than males learners with (25%), the reason is that females have a tendency to study languages more than males.

**Q2.** Learners' age.

| Option | N | Percentage |
|---|---|---|
| 15 | 04 | 25% |
| 16 | 08 | 50% |
| 17 | 04 | 25% |
| Total | 16 | 100% |

**Table 22:** Learners' age.
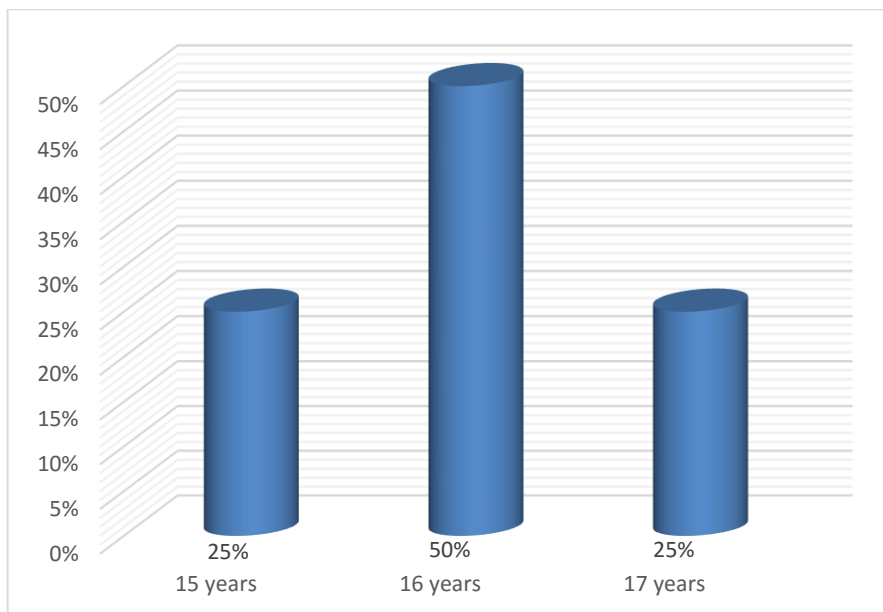
**Graph14:** Learners' age.

The table above reveals that (25%) of learners are '15' years, while (50%) of them are '16' years and (25%) of learners are '17' years. These results indicate that first year secondary school learners age between '15 and 16' which is the age of adolescent and misbehaviour.

**Q3.** Do you like English language?

|  | N | Percentage |
|---|---|---|
| Yes | 16 | 100% |
| No | 00 | 00% |
| Total | 16 | 100% |

**Table23:** learners' opinion about English subject.
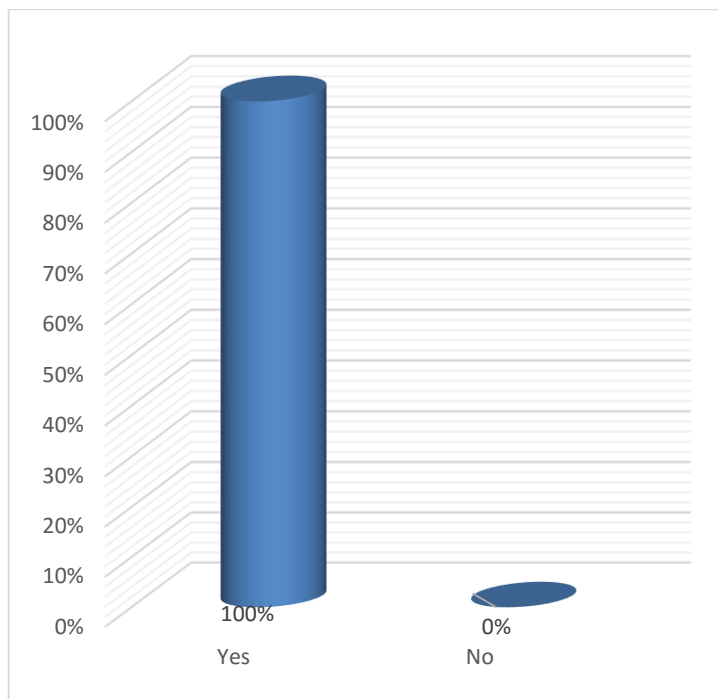
**Graph15:** Learners' opinion about English subject.

The table above reveals that all learners like the English subject with (100%). This result leads us to prove that English language is very important among first year learners at secondary school.

**Q4.** What is your level in English?

| Option | N | Percentage |
|--------|-----|------------|
| Very good | 01 | 6.25% |
| Good | 07 | 43.75% |
| Average | 07 | 43.75% |
| Poor | 01 | 6.25% |
| Total | 16 | 100% |

**Table24:** learners' self-assessment.
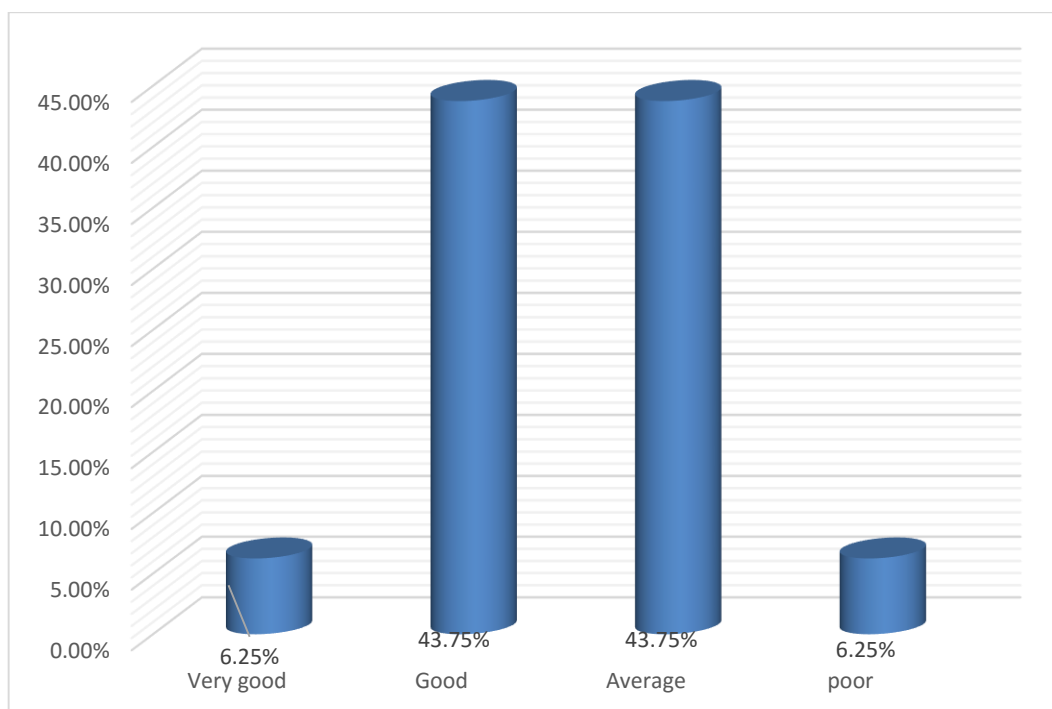
**Graph16:** Learners' self-assessment.

In the table above, only one learner who considers her level in English as very good with (6.25%) because she may understand it and communicate by it. While; learners with 'good and average' level are equal with (43.75%) which mean that learners in this class have an acceptable level and only one with (6.25%) who considered himself as a poor learner in English. So the level of this class is average.

**Section two: Learners' perceptions toward classroom management.**

**Q5.** Do you feel comfortable in the classroom?

| Option | N | Percentage |
|--------|-----|------------|
| Yes | 12 | 75% |
| No | 04 | 25% |
| Total | 16 | 100% |

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**Table25:** Classroom comfortableness.
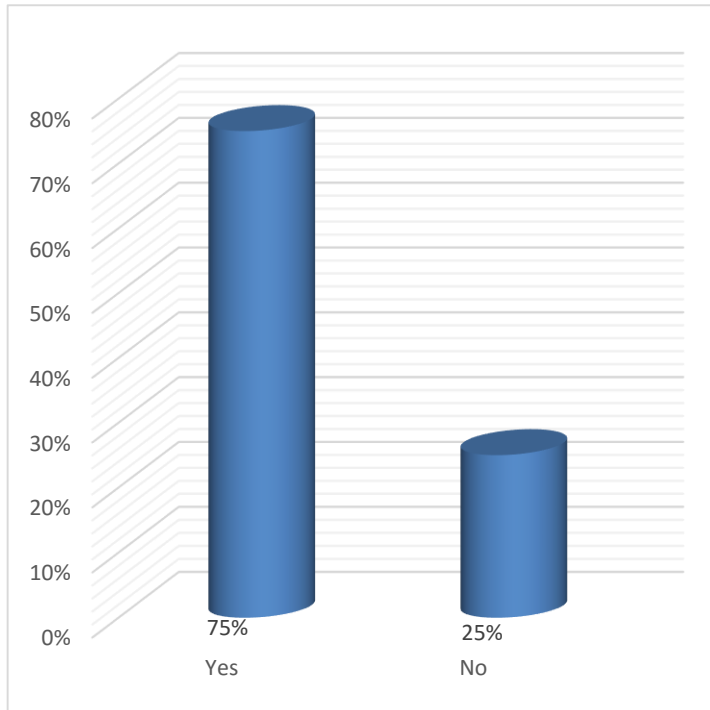


**Graph16:** Classroom comfortableness.

In the table above, we notice that the majority of learners (12 with percentage of 75%) answer with 'Yes' option and only (4 with percentage of 25%) learners answer with 'No' option. This finding helps us to deduce that the majority of learners feel comfortable in the classroom when they are studying.

**Q6.** Does your teacher try to create a good atmosphere?

| Option | N | Percentage |
|--------|-----|------------|
| Yes | 15 | 93.75% |
| No | 01 | 6.25% |
| Total | 16 | 100% |

**Table26:** Learners' opinion about their teacher in creating a good atmosphere.
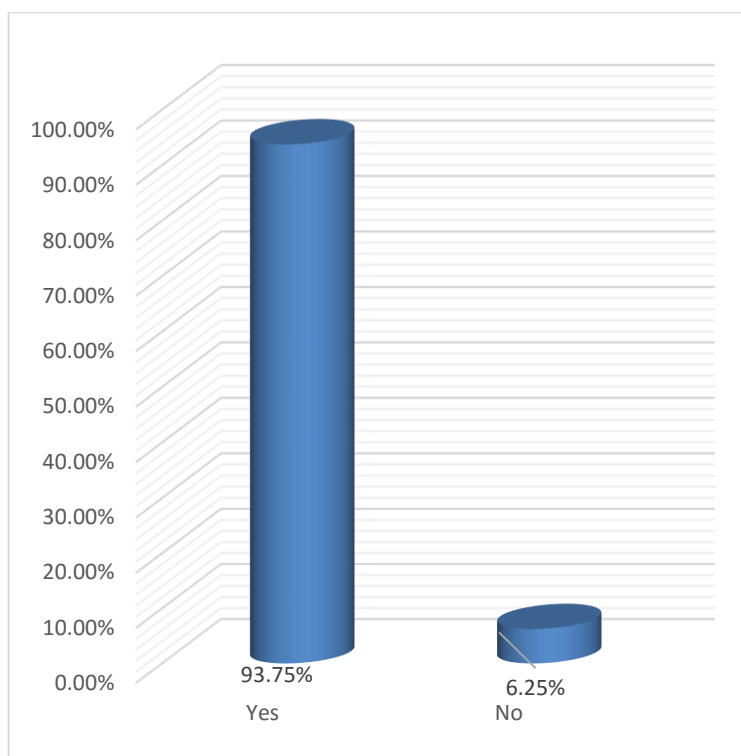
**Graph17:** Learners' opinion about their teacher in crating good atmosphere.

The results above show that learners who think that their teacher create a good atmosphere are '15' learners with (93.75%), however only one learner who answer with 'No' (6.25%). Depending on the percentage English teachers' of first year secondary school do create a good atmosphere in the classroom to facilitate the learning process.

**Q7.** If yes, what does your teacher do to create a positive atmosphere?

| Option | N | Percentage |
|---|---|---|
| Creating an effective learning environment | 03 | 18.75% |
| Creating a motivational environment | 07 | 43.75% |
| Establishing positive relationship with learners | 06 | 37.5% |
| Total | 16 | 100% |

**Table27:** learners' attitude toward the strategies that assists teacher to create positive atmosphere.
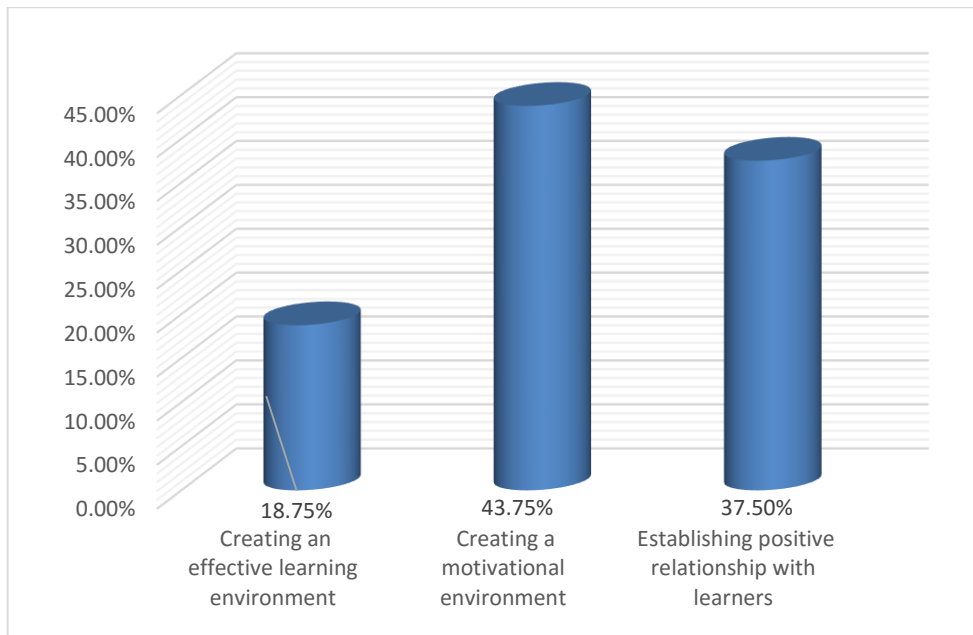
**Graph18:** Learners' attitude toward the strategies that assists teacher to create positive atmosphere.

The table above shows that (07 learners with a percentage of 43.75%) choose the second option which is: Creating a motivational environment as the best strategy that helps teacher to create a positive atmosphere in the classroom. Whereas, (06 learners with percentage of 37.5%) choose establishing positive relationship with learners as the appropriate strategy. While, the first choice is chosen only by (03 learners with a percentage of 18.75%).

**Q8.** What are the most important rules that your teacher use in the classroom?

| Option | N | Percentage |
|---|---|---|
| Be quiet | 03 | 18.75% |
| Raise your hand | 06 | 37.5% |
| Listen to the others speech | 03 | 18.75% |
| Do not masticate chewing gum | 04 | 25% |
| All of them | 00 | 00% |
| Total | 16 | 100% |

**Table28:** The most important rules used by teacher in the classroom.
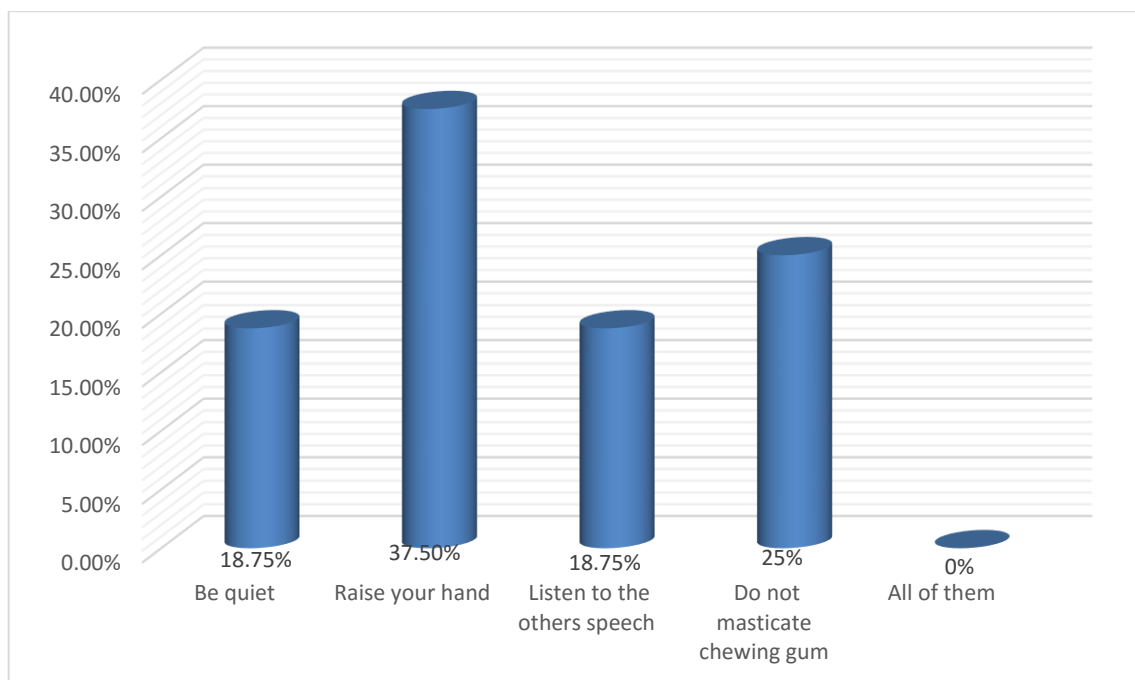


**Graph19:** The most important rules used by teacher in the classroom.

In the table above, we notice that (37.5%) of learners choose the second rule which is 'raise your hand' as the most important rule that teachers use in the classroom, while the first and the third rules' be quiet and listen to the other speech) are equal with (18.75%) and the fourth rule 'do not masticate chewing gum' is chosen by '4' learners with the percentage of (25%). This result shows that teacher use the second rule to keep the classroom silent and calm also gives each learner his turn to give his answer without noise.

**Q9.** Do you respect the classroom rules that are set by your teacher?

| Option | N | Percentage |
|--------|------|-----------|
| Yes | 15 | 93.75% |
| No | 01 | 6.25% |
| Total | 16 | 100% |

**Table29:** learners' opinion about respecting rules in the classroom.
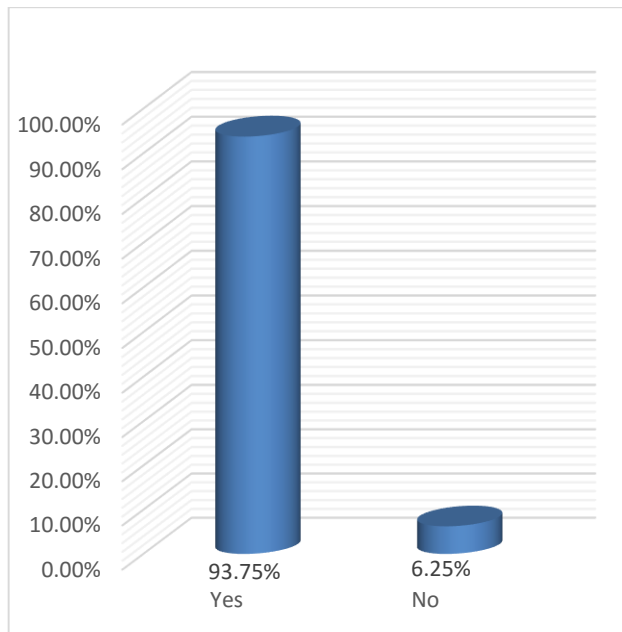
**Graph20:** Learners' opinion about respecting rules in the classroom.

The table above reveal that the majority of learners with (93.75%) respect the classroom rules. Whereas, only one learner with (6.25%) does not respect classroom rules and this percentage clarify that this classroom is calm.

**Q10.** If no, how often do you break classroom rules?

| Option | N | Percentage |
|--------|------|------------|
| Always | 01 | 6.25% |
| Sometimes | 02 | 12.5% |
| Rarely | 01 | 6.25% |
| Never | 12 | 75% |
| Total | 16 | 100% |

**Table30:** How often learners break classroom rules.
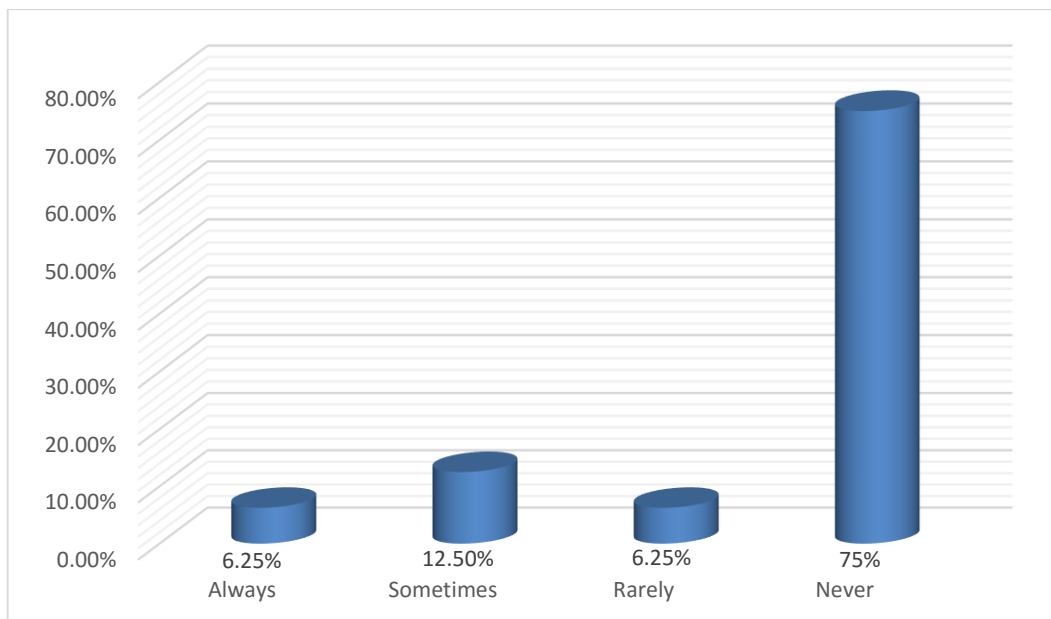
**Graph21:** How often learners break classroom rules.

The table above shows that (2 learners with 12.5%) break sometimes the classroom rules, while (6.25%) of learners rarely break those rules, whereas (12 learner with 75%) choose 'never' option and only one learner who chooses 'always' option with (6.25%). This results show that almost learners follow the classroom rules and do not break them.

**Q11.** How is the relationship between you and your teacher?

| Option | N | Percentage |
|---|---|---|
| Good | 14 | 87.5% |
| Friendly | 01 | 6.25% |
| No relation | 01 | 6.25% |
| Bad | 00 | 00% |
| Total | 16 | 100% |

**Table31:** learners' perception about the relationship with their teacher.
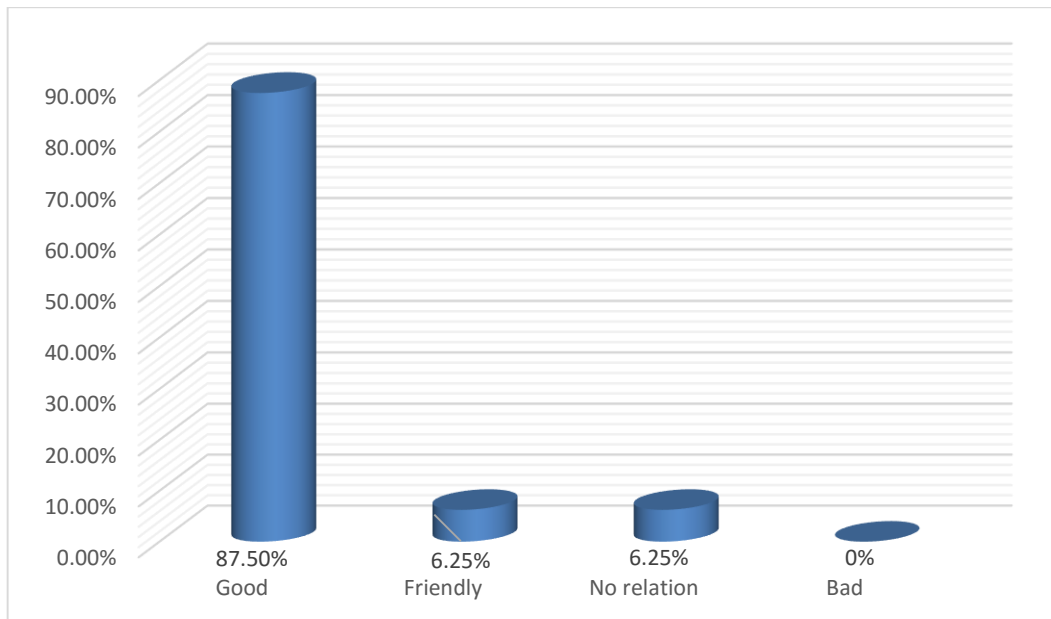
**Graph22:** Learners' perception about the relationship with their teacher.

From the table we notice that the majority of learners have a good relationship with their teacher with (87.5%) which clearly indicates that the relationship between learners and their teacher is good and this result reveals that there is interaction and communication between them. Whereas, there are two learners, the first one choose 'friendly' relationship with (6.25%) and the second one choose 'no relation' with (6.25%).

**Q12.** Do you integrate with your teacher to manage the classroom?

| Option | N | Percentage |
|--------|-----|------------|
| Always | 06 | 37.5% |
| Sometimes | 08 | 50% |
| Rarely | 02 | 12.5% |
| Never | 00 | 00% |
| Total | 16 | 100% |

**Table32:** Learners' integration in managing the classroom.
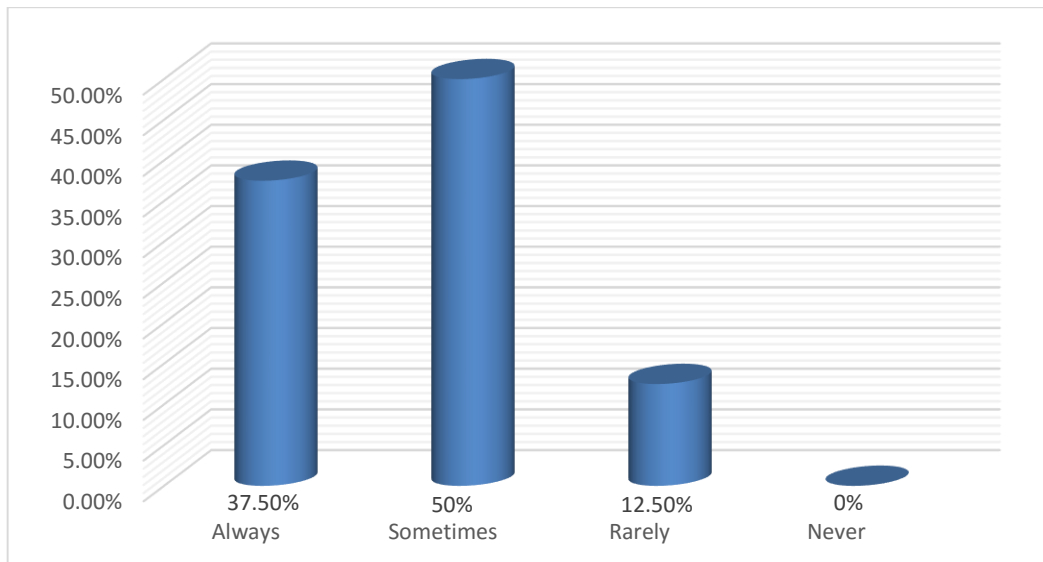
**Graph23:** Learners' integration in managing the classroom.

From the previous table we may say that few learners (12.5%) rarely integrate in managing the classroom, while (50%) of learners state that they sometimes integrate in the management of the classroom and the rest with (37.5%) of learners said that they always do it and this percentage reveals that their teacher do not motivate their learners to participate in the management of the classroom.

**Section two: Learners' perception toward classroom discipline.**

**Q13.** What are the main helpful tips that assist teacher to keep discipline in the classroom?

| Option | N | Percentage |
|---|---|---|
| Give you another chance whenever possible | 07 | 43.75% |
| Give you a genuine praise for good effort | 08 | 50% |
| Keep you closer to him | 02 | 12.5% |
| All of them | 00 | 00% |
| Total | 16 | 100% |

**Table33:** The main helpful tips that assist teacher to keep discipline in the classroom.
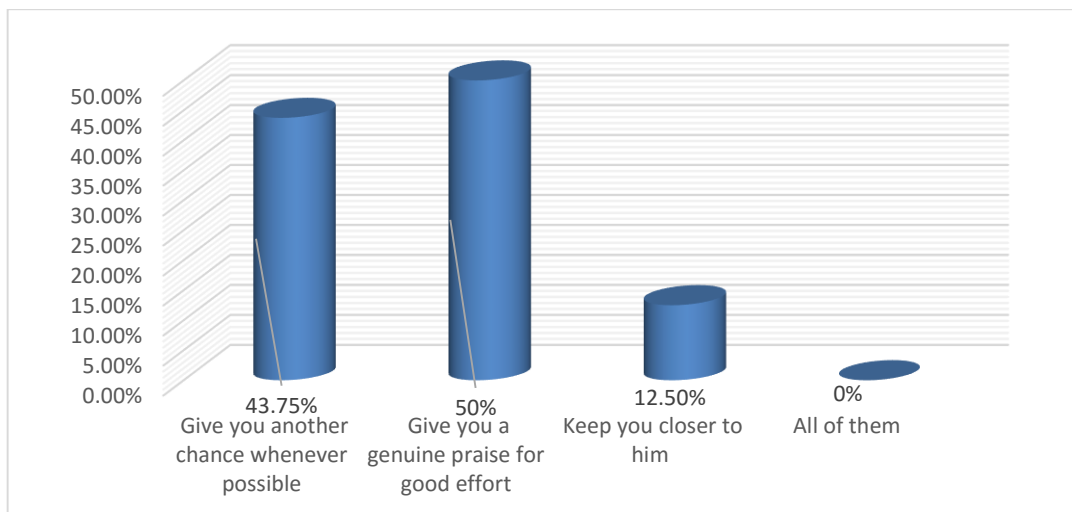
**Graph24:** The main helpful tips that assist teacher to keep discipline in the classroom.

In the table above, we notice that (50%) of learners choose the second tip 'give you a genuine praise for good effort' as the main helpful tip that assists teacher to keep discipline in the classroom. Then about (43.75%) of learners who said that 'give you another chance whenever possible'. And only two learners (12.5%) who considered 'keep you closer to him' and no one chooses 'all of them'.

**Q14.** What type your teacher is?

| Option | N | Percentage |
|--------|-----|------------|
| Leader | 00 | 00% |
| Controller | 07 | 43.75% |
| Monitor | 00 | 00% |
| Manager | 09 | 56.25% |
| All of them | 00 | 00% |
| Total | 16 | 100% |

**Table34:** Teachers' types.
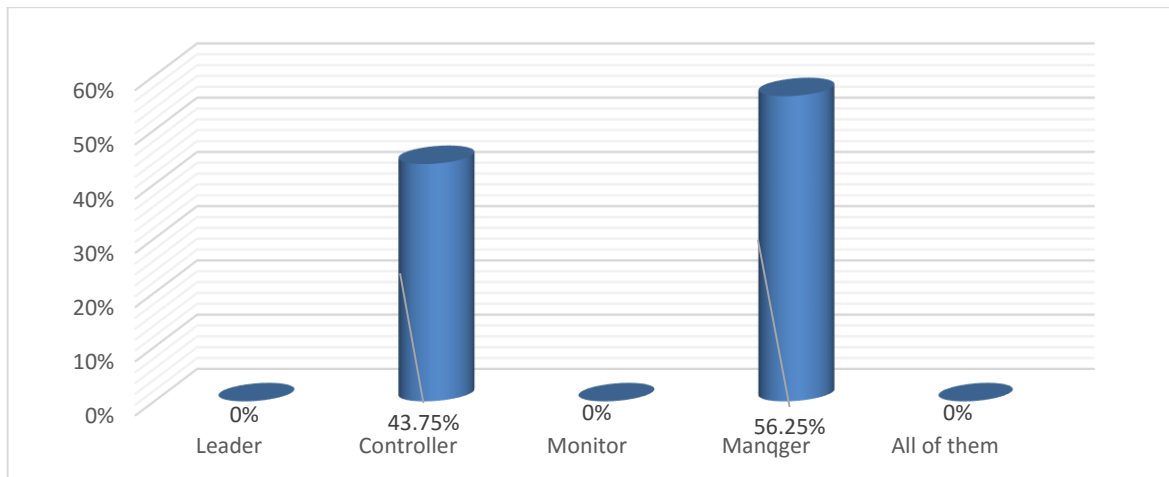
**Graph25:** Teachers' types.

From the previous table we notice that (56.25%) of learners considered their teacher as a 'Manager' who manages the classroom to create a good atmosphere for learning. Whereas, (43.75%) of learners said that their teacher is a 'Controller' because he control them and their works and home works. However, no one considered his teacher as a 'Leader or Monitor'.

**Q15.** Do you behave negatively in the classroom?

| Option | N | Percentage |
|--------|-----|------------|
| Always | 00 | 00% |
| Sometimes | 04 | 25% |
| Rarely | 00 | 00% |
| Never | 12 | 75% |
| Total | 16 | 100% |

**Table35:** Learners' misbehaviour.
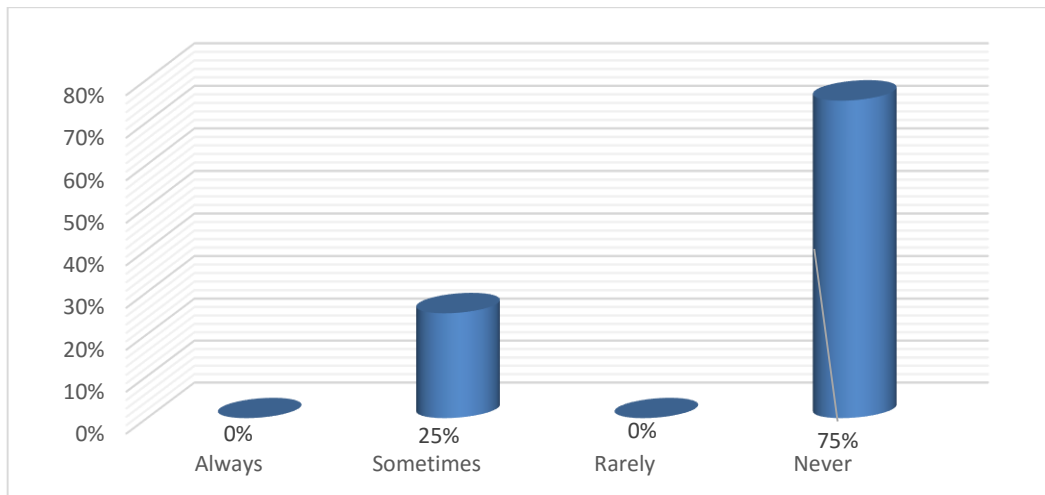
**Graph26:** Learners' misbehaviour.

The table above show that the majority of learners state that they never behave negatively with (75%) in the classroom. While, (25%) of learners said they sometimes behave in a negative way and no one choose 'always or rarely' option. This result reveals that learners are more interested more in lessons than misbehaving.

**Q16.** Maintaining discipline in the classroom is?

| Option | N | Percentage |
|---|---|---|
| The teachers' role | 00 | 00% |
| The learners' role | 00 | 00% |
| Both of them | 16 | 100% |
| Total | 16 | 100% |

**Table36:** Learners' perception toward maintaining discipline in the classroom.
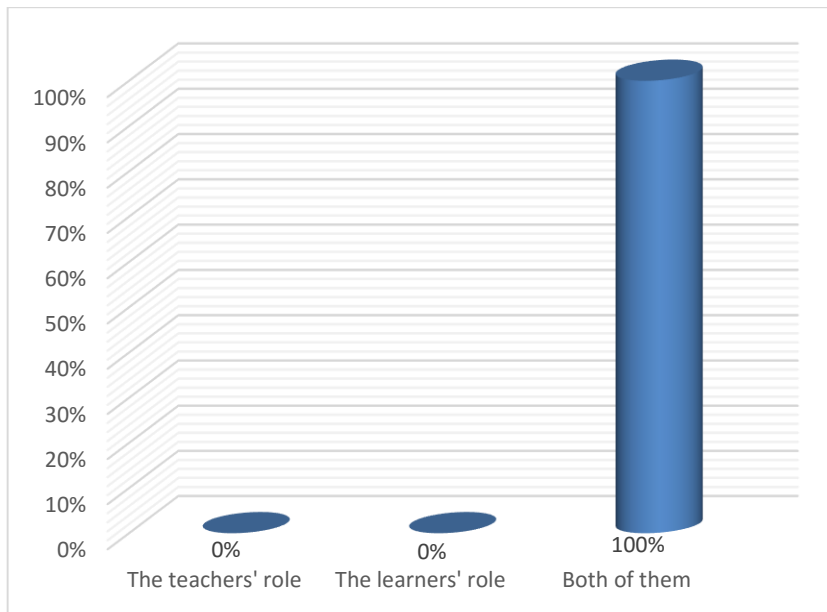
**Graph27:** Learners' perception toward maintaining discipline in the classroom.

The table above show that all learners agree that maintaining discipline in the classroom is the teacher-learner role with (100%) and they must work together to keep discipline in the classroom.

**Q17.** Are the activities the teacher gives you enjoyable?

| Option | N | Percentage |
|--------|-----|------------|
| Yes | 13 | 81.25% |
| No | 03 | 18.75% |
| Total | 16 | 100% |

**Table37:** The activities the teacher gave for learners enjoyable or not.
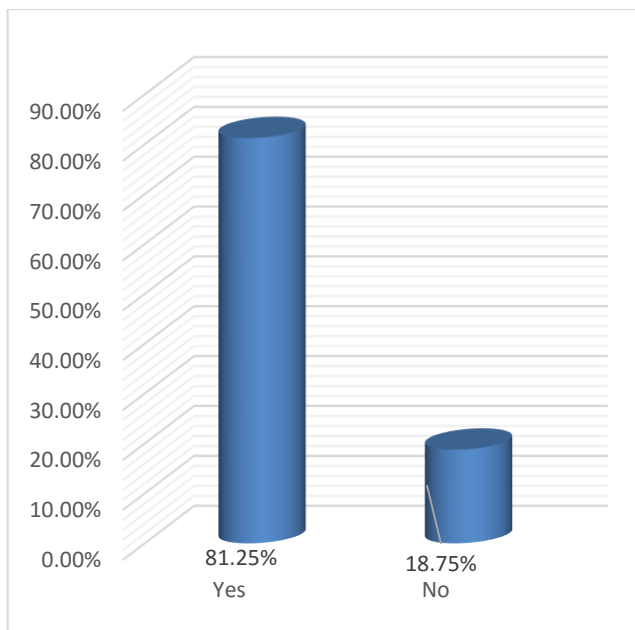
**Graph28:** The activities the teacher gave for learners enjoyable or not.

The table above reveal that the majority of learners with (81.25%) said that the activities that teachers give them are enjoyable. While the others with (18.75%) said the activities are not enjoyable.

 **Q18.** Do you prefer the teacher to?

| Option | N | Percentage |
|---|---|---|
| Sit and present the lesson | 00 | 00% |
| Walk around and help you if necessary | 16 | 100% |
| Total | 16 | 100% |

**Table38:** Do learners prefer the teacher to.
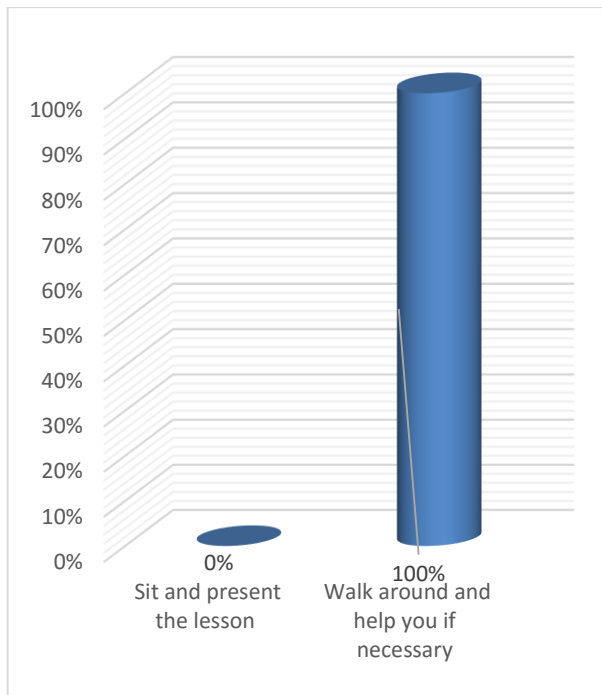
**Graph29:** Do learner prefer the teacher to.

In the table above we notice that all learners with (100%) agree that they prefer their teachers to walk around and help them if necessary. This result show that learners wants to their teacher to be active and motivated.

**Q19.** Does your teacher use different seating arrangement according to the task?

| Option | N | Percentage |
|--------|-----|------------|
| Yes | 00 | 00% |
| No | 16 | 100% |
| Total | 16 | 100% |

**Table39:** Teacher use different seating arrangement according to the task or not.
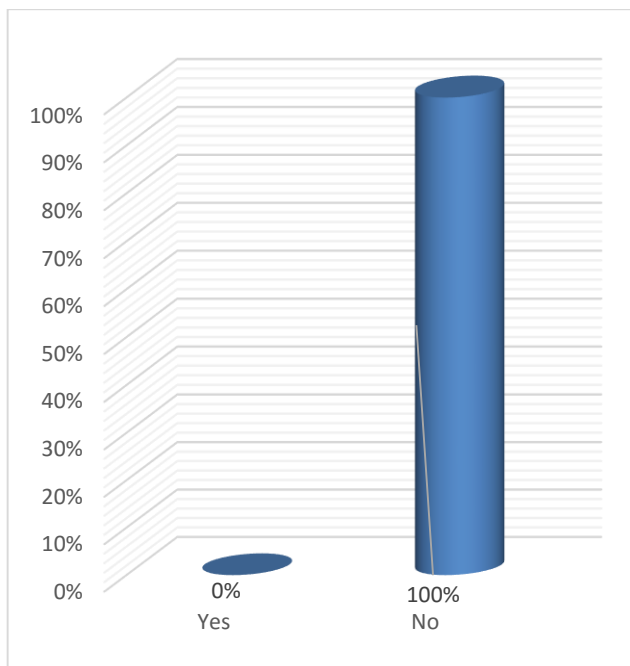
**Graph30:** Teacher use different seating arrangement according to the task or not.

In the table above we notice that all learners with (100%) said that their teachers do not use different seating arrangement according to the task.

## 2.4 Discussion of the Analysis

The analysis of learners' questionnaire provides data about classroom management and their assumption toward classroom discipline. Through background information we find that 'female' learners are more than 'male' learners (11 female with 68.75%) and (4 male with 25%) because girls are always more interested in studying languages than boys. Learners' age is between (15 and 16) years which is the start of learners misbehaviour and adolescent. We ask learners about their opinion about English subject and whether they like it or no, we find that (100%) of learners like English subject. The percentage was equal in their level in English between "good with (43.75%)" and "average with (43.75%)" Whereas, (6.25%) considered their level to be "very good" with the same percentage about "poor" level.

Section one: it seeks to get an idea about learners' perception toward classroom management, where we first introduce the section with a simple definition of classroom management to facilitate to learners to understand the questions and answer them. Through question number (5) we have deduced that (75%) of learners feel comfortable in the classroom. While, (25%) state that they feel uncomfortable in the classroom. Question

number (6) '15' learners with (93.75%) think that their teacher tries to create a good atmosphere in the classroom and only one learner with (6.25%)said that his teacher does not try to create a good atmosphere. In question number (7) (43.75%) of learners considered 'creating a motivational environment' as the best strategy that teacher use to create a positive atmosphere in the classroom, while, (37.5%) choose 'establishing positive relationship with learners' and the other learners with (18.75%) state that 'creating an effective learning environment' as the appropriate strategy that assist teacher to create a positive atmosphere in the classroom. In question number '8' statistics reveals that (37.5%) of learners choose "raise your hand" as the most important rule that is used by teachers, while, "be quiet" and "listen to the other speech" are equal with (18.75%) and (25%) of learners choose "do not masticate chewing gum". Therefore, when we ask learners whether they respect classroom rules that are set by teacher "15" learners said respect classroom rules and one learner states that he does not respect the classroom rules and in this sense we advise teachers to make their learners aware of these rules in order to became disciplined, managed and encouraged to succeed the learning process. In question number (10) (12.5%) of learners said that they "sometimes" beak classroom rule and (6.25%) stated that "rarely" break them and (75%) of them said that they never break the classroom rules and only on learner who said he always break those rules with (6.25%).Through the question (11) the majority of learners with (87.5%) have a good relationship with their teacher and this clearly indicates that the relation between them is good and this result reveals that there is an interaction and communication between them. Whereas, the percentage between "friendly" and "no relation" is equal with (6.25%). In question number (12) "6 learners with (37.5%)" always integrate with their teacher in managing the classroom and "8 learners with (50%)" do it sometimes and "2 learners with (12.5%)" rarely integrate in managing the classroom.

Section two: it is used to seek the learners' perception towards classroom discipline as well as the second section we introduce the third section by a definition of classroom discipline and according to the question number (13) (43.75%) of learners said that "giving learners another chance whenever possible" as the main tip that assists teacher to keep discipline in the classroom and about (50%) suggest that "giving learners a genuine praise for good effort" as the main helpful tip that assists teacher to maintain discipline inside the classroom and only two learners choose "keep them closer to him" with ( 12.5%). Through question number (14) "9 learners with (56.25%)" consider their teacher as a "manager"

because he managed his classroom, while, "7 learners with (43.75%)" said that their teacher is a "controller" because he controls them and their work such as home works and no one considered their teacher as a "leader or monitor". When we ask learners whether they behave negatively in the classroom the majority of learners state that they "never" behave negatively with (75%) in the classroom, while, (25%) of learners said they "sometimes" misbehave. About the question number (16) all learners agree that maintaining discipline in the classroom is the teacher-learner role with (100%). Question number (17) reveals that almost learners with (81.25%) said that the activities that teachers gave them are enjoyable activities. While, the others with (18.75%) said that the activities are not enjoyable. Through question number (18) all learners prefer their teacher to "walk around and help them if necessary and this result shows that learners want their teacher to be active and motivated. Concerning the last question (19) we notice that all learners with (100%) said that their teachers do not use different seating arrangement according to the task and this can influences in the learners' study  because they feels boring and they cannot motivated and work effectively.

## 3 Conclusion

This chapter is concerned with getting real data about teachers' and learners' attitude and opinion about classroom management and its importance in the improvement of classroom discipline as well as strategies, rules and methods that helps teachers to manage and organize his classroom. Also try to find possible solutions to prevent discipline problems in the classroom. In addition, this study shows that learners have good information about classroom management and its rules, strategies and methods. To sum up, we may say that result of the questionnaires showed positive results which confirm that when teachers manage their classes effectively, they will improve classroom discipline and maintain order and control inside the classroom and they will create a good atmosphere that facilitate the teaching and learning process.

## Suggestions and Recommendations

The following recommendations are made to help all teachers to gain the appropriate knowledge about classroom management, its strategies, and its methods that can improve classroom discipline and create a comfortable atmosphere in the classroom. Therefore, the following recommendations are given:

➢ Teachers should establish clear standards, rules, and procedures in the classroom to control learners' behaviours.

➢ Teachers should be fair, firm and consistent.

➢ Teachers should be creative, for example they can use different teaching methods and decorate the classroom.

➢ Teachers should arrange students' setting and use different setting according to the tasks to motivate learners and make them participate in the lesson.

➢ Teachers should plan lessons before introduce it.

➢ Use the simplest strategies which is "the smile".

➢ Teachers should have a sense of humor and create a funny atmosphere.

➢ Teachers should be available when learners need help.

➢ Teachers should praise learners' work even it is not satisfying.

➢ Teachers should encourage and motivate learners to work effectively.

➢ Teachers should give time to each learners in the classroom especially those who have disabilities for example: the blind ones.

➢ Teacher should create a good teacher-learners relationship is essential because successful classroom discipline depends on the teacher ability to establish a good relationship with learners.

➢ Teacher should create an effective learning environment.

➢ Teacher should make learners integrate and participate in the lessons.

# General Conclusion

The procedures carried out in this study have almost interpreted the hypothesis stated in the first chapter, i.e. if teachers prepare for effective classroom management, they will improve classroom discipline. In other words, if teachers acquire the classroom management skills, rules, strategies and methods, they will prevent discipline problems in the classroom.

This research aims at studying the importance the classroom management in the improvement of classroom discipline of first year learners at Bennadji Brothers secondary school, El-faidh – Biskra. To carry out this research we have divided our work into two parts; the first part consists of two chapters. The first chapter is devoted to theoretical part in which we have presented various definitions of classroom management and its importance. Besides, classroom management strategies also presented key elements of classroom management. Then we tried to identify its goals. In addition, to the critical roles of classroom management and how to differentiate it from classroom discipline. While, in the second chapter, we started with diverse definitions of classroom discipline and punishment and the difference between it and classroom discipline. Furthermore, we discussed positive discipline tips and positive classroom teaching tips. Moreover, causes of disciplinary problems and its types in secondary schools were involved and we presented the teachers' roles and methods of keeping discipline.

The second part of our research is devoted to practical study. To confirm our hypothesis and to get the desired results we have designed two questionnaires as a research tool; learners' questionnaire and teachers' questionnaire and we have discussed both questionnaires. From the results of the two questionnaires, we deduce that the skills, rules, strategies of classroom management are important to manage the classroom. Also the result confirmed that teachers and learners have a positive attitude towards classroom management. Through the analysis of learners' questionnaire; the main problem that learners reported is that their teacher do not use different seating arrangement according to the tasks and this problem can be solved by using different seating because this can motivate the learners to work effectively.

At the end of this chapter we have suggested some suggestions and recommendations for the teachers to manage their classrooms effectively and reduce classroom problems: First of all, teacher should establish clear rules, standards and procedures in the classroom

to control their learners' behaviour, teacher should plan lessons before introduce them. Second, create a good teachers- learners relationship is essential because successful classroom discipline depends on teacher ability to establish good relationship with learners.

At the end, we wish hopefully that the suggestions and recommendations implied in this research could be useful and helpful for teachers in order to create an effective classroom environment and improve discipline in the classroom.

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# Appendix A

# Teachers' Questionnaire

Dear Teachers,

This questionnaire is a tool which will help us to collect data about our research. I would be so thankful if you agree to answer the questions. It contains your thoughts and ideas about classroom management and classroom discipline. Your cooperation will be very important and very helpful in the investigation of the topic.

Note: Please, put (√) in the box which expresses your answer and give full answer where necessary (you can tick more than one answer.)

**Background information:**

1. Gender:        Female ☐        Male ☐

2. What kind of degree do you have?

  a. License     ☐

  b. Master     ☐

  c. Magister     ☐

3. How long have you been teaching English?

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..........

4. Is it a hard job to teach in a secondary school?

  a.Yes     ☐

  b. No     ☐

Justify your answer,

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**Section one: Classroom Management**

1. What does the term classroom management mean for you?

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………………………

2. 'Good teachers have to be good managers 'where do you stand?

   a. Agree          ☐

   b. Strongly agree     ☐

   c. Disagree        ☐

   d. Strongly disagree   ☐

   e. Neutral         ☐

3. In your opinion, classroom management is related to:

   a. An orderly classroom environment  ☐

   b. Discipline                ☐

   c. None of them              ☐

   d. Both of them              ☐

Explain…………………………………………………………………………………………

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………….

4. Is it necessary for a classroom to be well managed?

 a. Yes ☐

 b. No ☐

Justify your answer,

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……………………………………………………………………………………………
……………………………………………………………………………………………
………………………

5. Which strategy do you usually follow to provide a well-managed classroom?

 a. Creating the appropriate learning environment ☐

 b. Establishing rules and procedures ☐

 c. Creating a motivational environment ☐

 d. Establishing a positive relationship with learners ☐

 e. All of them ☐

Others……………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
………………………

6. What do you think about using classroom management strategies?

 a. Interesting ☐

 b. Important ☐

 c. Helpful ☐

 d. Boring ☐

7. Do you post some rules at the beginning of the year?

 a. Yes ☐

b. No ☐

8. What are these rules?

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**Section tow: Classroom Discipline**

1. What does the term classroom discipline mean for you?

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2. It is necessary for your leaners to be disciplined?

a. Yes ☐

b. No ☐

Justify your answer,

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3. In your opinion, what are the best ways for learners to become disciplined?

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4. Maintaining discipline in the classroom is?

a. The teachers' role ☐

b. The learners' role ☐

d. Both

Explain………………………………………………………………………………………….
………………………………………………………………………………………………………
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4. What are the main causes of disciplinary problems?

 a. Parental/Home factors ☐

 b. Political, social and economic factors ☐

 c. School environment ☐

 d. The curriculum ☐

 e. Peer group influence ☐

Explain……………………………………………………………………………………………
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5. What are the type of disciplinary problems in secondary school?

 a. Absenteeism ☐

 b. Fighting ☐

 c. Stealing ☐

 d. Drug addiction/Abuse ☐

6.  How often do you create a friendly atmosphere in the classroom?

 a. Always ☐

 b. Sometimes ☐

c. Never ☐

7. What are the methods you use for keeping discipline?

   a. Keeping learners' attention ☐

   b. Establishing clear rules ☐

   c. Addressing discipline problems ☐

Others……………………………………………………………………………………….
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8. Would you add any further comments or suggestions?

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**Thank you for your collaboration**

# Appendix B

## Learners' Questionnaire

**Dear learners,**

This questionnaire is a part of a Master research. It aims to collect data about the importance of classroom management in the improvement of discipline in the classroom. It would be grateful if you provide us with answers to these questions.

Note: Please, put tick (√) in the appropriate answer or write in the space provided (you can tick more than one answer.)

**Background information:**

1. Gender:     Female ☐     Male ☐

2. Age:

………………………………………

3. Do you like English language?

   a. Yes ☐

   b. No ☐

4. What is your level in English?

a. Very good ☐

b. Good ☐

c. Average ☐

d. Poor ☐

**Section one: Classroom Management.**

Classroom Management is the term we will use to highlight all of those positive behaviour and decisions teachers make to facilitate the learning process of their students

1. Do you feel comfortable in the classroom?

   a. Yes ☐

   b. No ☐

2. Does your teacher try to create a good atmosphere?

   a. Yes ☐

   b. No ☐

3. If yes, what does your teacher do to create a positive atmosphere?

   a. Creating an effective learning environment ☐

   b. Create a motivational environment ☐

   c. Establishing positive relationship with students ☐

4. What are the most important rules that your teacher use in the classroom?

   a. Be quite ☐

   b. Raise your hand ☐

   c. Listen to the others speech ☐

   d. Do not masticate chewing gum ☐

   e. All of them ☐

5. Do you respect the classroom rules that set by your teacher?

   a. Yes ☐

   b. No ☐

6. If no, how often do you break the classroom rules?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

d. Never ☐

7. How is the relationship between you and your teacher?

a. Good ☐

b. Friendly ☐

c. No relation ☐

d. Bad ☐

8. Do you integrate with your teacher to manage the classroom?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

d. Never ☐

**Section two: Classroom Discipline.**

Discipline addresses what the teacher does to help students regulate and monitor their actions.

1. What are the main helpful tips that assist teacher to keep discipline in the classroom?

a. Give you another chance whenever possible ☐

b. Give you a genuine praise for good effort ☐

c. Keep you closer to him ☐

e. All of them ☐

2. Which type your teacher is?

  a. Leader ☐

  b. Controller ☐

  c. Monitor ☐

  d. Manager ☐

  e. All of them ☐

 3. Do you behave negatively in the classroom?

  a. Always ☐

  b. Sometimes ☐

  c. Rarely ☐

  e. Never ☐

4. Maintaining discipline in the classroom is?

  a. The teachers' role ☐

  b. The learners' role ☐

  c. Both ☐

5. Are the activities the teacher give you enjoyable?

  a. Yes ☐

  b. No ☐

6. Do you prefer the teacher to?

  a. Sit and present the lesson ☐

b. Walk around and help you if necessary ☐

7. Does your teacher use different seating arrangement according to the task?

a. Yes ☐

b. No ☐

**Thank you**

**الملخص**

ان المحافظة على النظام في القسم ليس بالعمل السهل خاصة عندما يتعامل الأستاذ مع التلاميذ في سن المراهقة، في هذه الحالة يحتاج الأستاذ لإكتساب مهارات، قواعد، إستراتيجيات و مناهج تنظيم القسم و ذلك لتحقيق عملية التدريس و التعليم و منع المشاكل في القسم. والهدف من وراء هذه الدراسة هو التحقيق في أهمية تنظيم القسم و تحسين الإنظباط فيه. وهذه الدراسة تركز على بعض الإستراتيجيات و المناهج التى ينبغي على الأستاذ تطبيقها لإبقاء الإنظباط. ومن أجل التحقق من هذه الدراسة إفترضنا أنه إذا كان الأساتذة منظمين فعالين، سيحسنون تنظيم القسم. و للتحقق من صحة هذه الفرضية قمنا بتنظيم إستبيانين كاداة للبحث :إستبيان للتلاميذ و آخر للآساتذة. الإستبيان الأول مكون من 19 سؤالا قدم إلى 16 تلميذا في ثانوية الإخوة بن ناجي الفيض. بسكرة، أما الإستبيان الثاني فقد تضمن عشرين سؤالا قدم إلى أستاذين في نفس الثانوية خلال العام الدراسي 2017/2018. و كشفت نتائج هذه الدراسة أن تنظيم القسم و إستعمال مناهجه و إستراتيجياته تساعد الأستاذ على توفير جو ملائم في القسم و تحسين الإنظباط فيه. و في الأخير قمنا بتقديم بعض النصائح التي قد تساعد الأساتذة في تنظيم أقسامهم بشكل فعال و مثالا على ذلك ما يلي: يجب على الأساتذة إنشاء معايير،قواعد و إجراءات واضحة في القسم لمراقبة سلوك التلاميذ و أيضا يجب على الأساتذة إعطاء وقت لكل تلميذ في القسم خاصة الذين لديهم إعاقة.