

Research article:

Unraveling the Dynamics: Understanding the Process of Students Learning in Classroom Management at Balkh University

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ABSTRACT



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The paper's primary focus revolves around the pivotal role of effective classroom management in creating an optimal learning environment for students within the English department of an education faculty. Employing field research and a questionnaire, the researchers sought to gauge the significance of classroom management, drawing insights from the experiences and background knowledge of 105 students in their third and fourth years. The study identified key components for successful classroom management, encompassing curriculum and instructional aspects, teacher behavior, and the integration of management technology. The findings underscore the students' recognition of the critical importance of managing the classroom to ensure the smooth execution of learning activities and foster positive learning outcomes. The research advocates for teachers to prioritize various elements such as rule enforcement, strategic lesson planning, and active involvement in assessment processes. The paper concludes by asserting that language teachers must be attentive to the nuances of effective classroom management in their teaching practices, with the hope that the research's outcomes will serve as a valuable resource for language educators seeking to enhance their teaching methodologies.

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1. Introduction

Classroom management stands at the core of effective teaching, encompassing a comprehensive set of actions undertaken by educators to orchestrate the learning environment. It involves organizing not only the physical aspects of the classroom, such as space, time, and materials but also the dynamics of student-teacher interactions. (Canter, 2010, p. 40) The primary objective is to create an atmosphere that maximizes learning opportunities, allowing students to realize their full potential and cultivating appropriate behavioral patterns. This multifaceted responsibility requires teachers to adeptly handle unexpected situations and employ strategies that ensure control over student behavior, thereby creating an environment conducive to learning (Chandra, 2015, pp. 13-15).

Teachers wield considerable influence over classroom management through various actions, ranging from the physical arrangement of the room to the manner in which they engage with students. Elements like setting up the classroom layout, decorating the space, fostering open communication with students, and orchestrating class discussions all contribute to the overall management of the learning environment. (Clara, 2011, p. 8) Every decision and action by a teacher has implications for the classroom's atmosphere, affecting student engagement, behavior, and, consequently, the overall learning experience.

Furthermore, the research outlined in this context specifically investigates the significance of classroom management within the English department of an education faculty. It acknowledges that the implications of effective management extend beyond disciplinary boundaries and aims to shed light on how managing the classroom is of paramount importance in the unique context of language education. By delving into this aspect, the research seeks to offer valuable insights for educators, emphasizing the pivotal role of adept classroom management in creating an environment that nurtures both effective learning and positive behavioral development among students.

2. Research Questions

- This article is dedicated to addressing several pivotal questions related to classroom management in the context of language teaching. The first inquiry delves into identifying the behaviors that prove effective for teachers in managing classrooms successfully. The focus is likely on exploring strategies and approaches that contribute to a positive and conducive learning environment. This could encompass aspects such as communication styles, rule enforcement, and the establishment of a teacher-student rapport.

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- The second question revolves around understanding the dynamics of student-teacher relationships. This inquiry may involve an exploration of the various facets that define the interactions between students and teachers within the classroom setting. Factors such as communication, mutual respect, and the establishment of a supportive learning environment might be considered in evaluating the nature of these relationships.
- The third question examines the potential impact of good classroom management on language teaching. This likely involves investigating how effective management strategies contribute to the language learning process. It could encompass aspects such as student engagement, participation, and overall language acquisition within a well-managed classroom.
- Finally, the fourth question seeks to identify the key factors that are crucial for effective classroom management. This involves a broader exploration of the elements that play a pivotal role in creating and sustaining an environment conducive to learning. Potential factors may include lesson planning, communication strategies, disciplinary approaches, and the integration of technology in the classroom.
- By addressing these questions, the article aims to provide valuable insights into the complex dynamics of classroom management in the specific context of language teaching. The findings may offer practical guidance for educators seeking to enhance their teaching methodologies and create positive learning environments.

3. Research Objectives

The research objectives encompass a comprehensive exploration of classroom management within the English department of Balkh University's Education Faculty. The study seeks to identify and evaluate the general use and effectiveness of classroom management strategies, with a specific focus on English classes. It aims to uncover the factors influencing classroom management in this context, including elements such as lesson planning and communication strategies. Furthermore, the research aims to provide practical guidance by identifying how teachers can incorporate effective classroom management practices within English classes, offering valuable insights and recommendations to enhance the overall learning environment for students.

4. Literature Review

For numerous novice educators, the most challenging aspect of teaching revolves around effectively managing student behavior. Inadequate classroom management can lead to a disruptive class environment, hindering the teaching process. Successful classroom management hinges on clear communication, establishing academic expectations, and creating a conducive learning environment. (Korpershoek, 2014, p. 11)

The significance of managing classrooms is particularly pronounced in language education, with practitioners in foreign language teaching and research emphasizing the advantages of adept classroom management over the past two decades. The primary goal of classroom management is to instill self-control in students by promoting positive academic achievement and behavior. As a result, academic success, teacher efficacy, and teacher-student interactions are closely intertwined with effective classroom management.

Teachers consistently strive to incorporate discipline as a paramount factor in promoting effective teaching. Proficient classroom management not only ensures class control but also

fosters a conducive teaching environment. It is a cornerstone that educators rely on to create an atmosphere conducive to learning. (Chandra, 2015, pp. 13-15)

Everton and Weinstein (2006) posit that classroom management serves a dual purpose: maintaining an orderly environment for academic learning and fostering student social and moral growth (Chandra, 2015, pp. 13-15). Classroom management is a multifaceted activity, extending beyond traditional behavior techniques to include caring relationships, support, and effective organization among students. Kounin (2000) emphasizes the use of group management methods to encourage student engagement with academic tasks, reducing the likelihood of misbehavior. Through years of teaching, it has been observed that effective classroom management enhances student interest and participation in lessons (Mellish, 2018, p. 13).

In addition, Spencer Kagan (2014), stated that students should have an active role in setting classroom. By allowing the students to help create rules, the students will participate in classroom community building. Every student will work together and will be able to clearly understand the rules. (Kagan, 2014, p. 11) Moreover, according to Canter (2010), Parents should know how their children are behaving in class, if it is good or bad. The teachers must be in touch with parents maybe with letters and notes, emails, or phone calls. (Postholm, 2013, pp. 389-402) If they are in touch, they will feel that they are important to their child's success in the classroom, but if they do not feel important to their children education, or welcome in the classroom, the students will suffer. (Tomas, 2016) Thus, there should be a good relationship between parents and teachers, so that everyone is on the same page to support the students' need. If there is no support at home, the students will struggle in the classroom.

Merrett and Wheldell (1990) explained that for positive teaching four interesting points are helpful for having an effective classroom behavior management. The main learning goals in teaching are to help students read, write, and calculate. To have enough time for these subjects positive teaching gives tips to have a comfortable atmosphere. "Positive teachers concern themselves with what children actually do rather than speculating about unconscious motives or processes which may be thought to underline their pupils' behavior" (Merrett, 1990, p. 11).

Relying on the observable behavior of students becomes the primary means through which teachers gain insights into their capabilities and beliefs, as articulated by Spencer (2020). However, Spencer cautions against the tendency to use labels like "hyperactive" as mere excuses rather than addressing the underlying issues or finding constructive solutions.

In a broader context, Nagler (2015) sheds light on the nature of classroom behavior, asserting that virtually all student behavior is learned. This learning process involves ongoing changes in behavior, a dynamic that is shaped by the consequences that follow certain actions. Nagler also emphasizes the influential role of classroom contexts in shaping student behaviors.

In essence, the classroom becomes a dynamic environment where behaviors are not static but subject to modification through the learning experience. Nagler's insights suggest that effective teaching involves not only understanding the behaviors but also recognizing the role of consequences and the broader classroom setting in shaping and influencing student actions. Teachers, armed with this understanding, are better equipped to address challenges, move beyond labels, and actively contribute to a positive and constructive learning environment.

In any situation, each behavior is more appropriate than the other. The instructors should be pay attention to have an organized class which is helpful to teach in a good way. As instructors we also examined that the organization of the class has a good effect on teaching (Terada, 2019).

According to Nagler (2015) classroom climate is the social climate, the emotional and physical aspect of the classroom. Classroom climate has a positive effect on student's growth and behavior. A positive classroom climate feels safe, respectful, welcoming and supportive of students learning. For having a positive classroom climate, it is also important to develop a good relationship. (Nagler, 2015, p. 163).

Meeting mutual of needs is a first component of a positive approach. Meeting mutual needs make a good relationship between the teacher and the student. All the students should recognize that they work together with the teacher as a team.

A feeling of a teacher is also one of the important factors for their daily work because a teacher's attitude is very important in the classroom. A positive attitude is fundamental because it is a prerequisite for all other techniques in the class. We are agreeing with this idea because a positive attitude is a fundamental for all the other techniques (Tomlinson, 2004).

Tom (2018) also added that Practical skills like classroom management and positive behavior strategies are very important tools in a teacher's toolkit. Most of these skills are learned as a job, rather than in university classroom. So, inexperienced teachers often struggle with creating a positive environment in their classrooms (Tom, 2018).

The research findings underscore the pivotal role of classroom management as the core of effective teaching. Its influence extends beyond shaping students' learning outcomes, reaching into the realm of teachers' well-being. A well-managed classroom cultivates an environment conducive to learning, fostering student dedication to their studies and promoting positive behavior. Conversely, inadequate classroom management contributes to a setting marked by student disruption and disengagement, where teachers may struggle to be heard and acknowledged. In essence, the quality of classroom management emerges as a determining factor in creating a thriving educational space or one fraught with challenges and disruptions.

5. Methodology

The present research adopts a mixed-methods approach, combining both quantitative and qualitative methods to gather comprehensive insights. The target population includes all female students enrolled in the third and fourth classes of the English department at Balkh University's Education Faculty. Following a thorough literature review, a questionnaire was developed, featuring 10 close-ended questions and 2 open-ended questions. The close-ended questions, focusing on teacher behaviors and student-teacher relationships, were measured on a four-point Likert scale. A total of 105 students participated in the survey, providing valuable quantitative data. Additionally, five participants provided responses to descriptive questions, contributing qualitative insights. The collected data were meticulously analyzed, with percentages calculated using Microsoft Excel, and the results were presented visually through tables and charts, facilitating a comprehensive understanding of the findings. This mixed-methods approach allows for a more holistic exploration of classroom management within the specific context of the English department at Balkh University's Education Faculty.

6. Participants

The participants in this research comprise 105 female students enrolled in the third and fourth classes of the English department at the Education Faculty. These students, possessing diverse learning backgrounds, were actively involved in responding to both multiple-choice and descriptive questions designed to address the research inquiries. Notably, five participants provided detailed responses to descriptive questions, offering qualitative insights. The majority of participants, totaling 100 students, engaged with the research through answering multiple-choice questions. This participant pool provides a varied perspective on the subject, considering the diverse backgrounds and experiences of the students within the English department, and facilitates a comprehensive analysis of the research questions.

7. Data Collection

Certainly, data collection plays a crucial role in the research process, serving as the foundation for deriving meaningful insights. In this study, the researchers employed a well-structured questionnaire as their primary tool for data collection. The questionnaire comprised ten closed-ended questions, likely designed to gather quantitative data on specific aspects of classroom management. Additionally, two open-ended questions were included, allowing students the opportunity to provide more detailed and qualitative information, expressing their individual perspectives and ideas regarding classroom management. This combination of closed-ended and open-ended questions provides a balanced approach, enabling the collection of both quantitative metrics and rich, nuanced qualitative data. The questionnaire serves as a valuable instrument for capturing the diverse viewpoints and experiences of the participants, ultimately contributing to a comprehensive understanding of the research topic, particularly in the context of classroom management within the English department of the Education Faculty.

8. Data Analysis

In order to derive meaningful answers to the research questions, the collected data underwent a meticulous analysis process. Utilizing Microsoft Excel, the researchers employed various formulas and charting techniques to break down and interpret the data. This analytical approach likely involved calculating percentages, averages, or other relevant metrics from the quantitative responses obtained through the questionnaire. Additionally, the use of charts in Microsoft Excel, such as bar graphs or pie charts, would have facilitated a visual representation of the data trends and patterns, aiding in the presentation of key findings. This methodical analysis ensures a systematic and rigorous examination of the data, enabling the researchers to draw reasonable conclusions and insights in response to the research questions. The combination of quantitative analysis through formulas and visual representation through charts enhances the clarity and interpretability of the research outcomes.

9. Results

The research paper, designed for implementation at the university level, relies on a survey of students' opinions, revealing a notable satisfaction among the majority regarding the application of classroom management techniques. The data collected from the questionnaires not only reflects the participants' background information but also provides a quantitative analysis of their views on the importance of classroom management within the English department of the

Education Faculty. According to the findings, a significant 87% of students at the English department expressed a clear understanding of the effectiveness of classroom management. They conveyed contentment with the application of good classroom management practices, emphasizing its role in creating a conducive teaching environment and positively impacting overall outcomes. Notably, this majority underscores the perceived importance of effective classroom management for achieving successful results in the educational setting. Conversely, 13% of participants indicated a lack of information about classroom management, suggesting a potential area for further exploration or educational intervention.

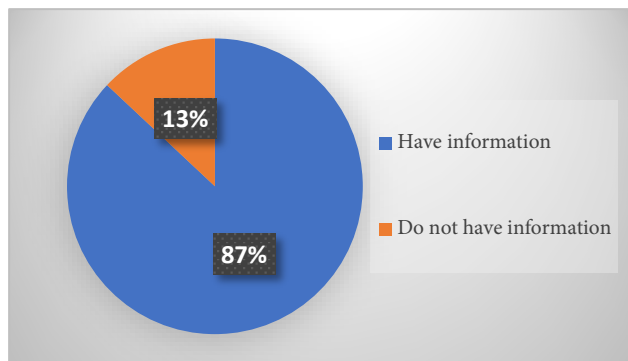


Figure 1: The effectiveness of classroom management on students' learning.

The statement emphasizes the critical role of the physical setting in classroom management, challenging the notion that it may not be very important until educators encounter issues that disrupt the learning atmosphere. It underscores the essential acknowledgment that the physical environment significantly impacts the thoughts, feelings, and behaviors of both teachers and students. Moreover, Figure Two in the research presents compelling insights, with 78% of students identifying key factors influencing classroom management in language teaching. Elements such as fostering a positive atmosphere, employing effective body language, maintaining eye contact, having a well-thought-out plan, and managing time are highlighted as crucial contributors to successful classroom management. Notably, 32% of participants also recognize the importance of good equipment in language teaching. This data underscores the multifaceted nature of effective classroom management, incorporating both the physical environment and various interpersonal and instructional aspects, thus emphasizing the holistic approach required for optimal teaching and learning outcomes.

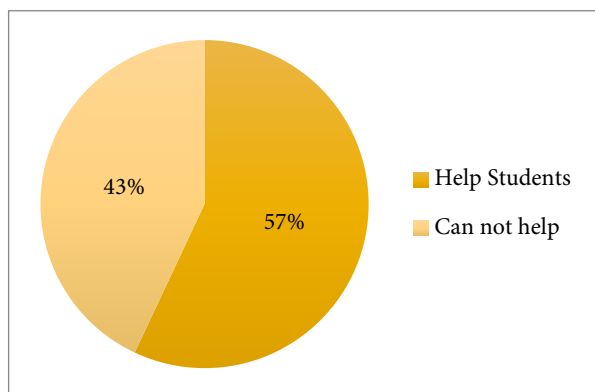


Figure 2: Important factors for effective classroom management.

Students' views about classroom behavior shows that (75%) of them were strongly agreed about classroom management. Also (118%) of participants were agreed about classroom behavior.

However (134%) of students were disagreed about that. In addition, (173%) of them were strongly disagreed that classroom behavior effect in language teaching. (table 1)

Rating Statement	Having difficulties (%)	confident (%)	Run smoothly (%)	Students practices (%)	Balance towards students and teachers (%)
Strongly Agree	7	21	3	14	30
Agree	29	16	21	29	23
Disagree	24	37	26	20	27
Strongly Disagree	40	26	50	37	20
Total of Percentage	100	100	100	100	100

Table 2 about students-teachers relationship on classroom management shows that (95%) of participants were strongly agreed about positive relationship. Also (115%) of students were agreed about students-teachers relationship. While (127%) of them were disagreed about this. Moreover, (163%) of students were strongly disagreed with students-teachers relationships.

Rating Statement	Positive relationship (%)	Responsible (%)	Looks welfare (%)	How to motivate (%)	Cope with stress (%)
Strongly Agree	36	23	5	17	14
Agree	25	24	25	29	12
Disagree	20	29	28	23	27
Strongly Disagree	19	24	42	31	47
Total of Percentage	100	100	100	100	100

10. Discussion

The overarching aim of this research was to scrutinize the significance of classroom management in influencing students' learning within the English Department of the Education Faculty. Specifically, the researchers sought to gauge the effectiveness of classroom management and its pivotal role in the teaching process. Through a thorough analysis of data and a comprehensive review of existing literature, the researchers established that effective classroom management plays a crucial role in empowering students with self-control, thereby fostering positive academic achievements and behaviors. The research findings further indicated that classroom management not only influences students' learning outcomes but can also impact the overall well-being of teachers. Additionally, the study underscored the assertion that proficient classroom management stands out as one of the most critical methods that language teachers should employ in their classes, serving as a foundational element for enhancing the learning experience and outcomes.

11. Conclusion

The study underscores the positive reception of the efficient classroom management system among students in the English department, highlighting its pivotal role in creating a conducive learning environment. Recognizing classroom

management as a significant challenge for teachers, the research emphasizes the necessity for educators to be highly effective in supervising students while maintaining an atmosphere conducive to learning. The study's findings suggest that teachers should adapt their curricula and lesson plans to align with the diverse interests, needs, and learning preferences of students. It emphasizes the importance of teachers not only managing and organizing the class effectively but also paying attention to the individual needs of their students. In addition, the researchers strongly advocate for English language teachers to incorporate a variety of teaching methods, including group and pair work alongside individual and whole-class practices. This diverse approach is recommended to assist students in applying language skills in real-life situations and enhance their overall language learning experience.

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