

**EXPLORING FACTORS AFFECTING CLASSROOM MANAGEMENT:
TEACHERS' PERSPECTIVES AND PRACTICES**

(Undergraduate Thesis)

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ABSTRACT

EXPLORING FACTORS AFFECTING CLASSROOM MANAGEMENT: TEACHERS' PERSPECTIVES AND PRACTICES

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This research delves into the intricate relationship between a teacher's knowledge and professional background and their approach to classroom management. Through a comparative analysis of two experienced educators, Teacher G and Teacher A, the study explores the nuanced ways in which their knowledge, training, and years of experience influence their classroom management styles. Teacher G, with a master's degree in language teaching and over a decade of experience, employs dynamic and organic engagement strategies. In contrast, Teacher A, a graduate of a Teaching English program with five years of experience, focuses on structured approaches and preventive measures. The findings highlight the importance of aligning teacher background with classroom management strategies and offer implications for teacher training programs, school administrators, and individual educators. This research contributes to the ongoing discourse on effective teaching practices and provides a foundation for future investigations into the intersection of teacher background and pedagogical techniques.

Keywords: classroom management, teachers' perspective, professional development, teaching practices

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MANAGEMENT: TEACHERS' PERSPECTIVES AND
PRACTICES**

By

ILHAM FAJAR MAULANA

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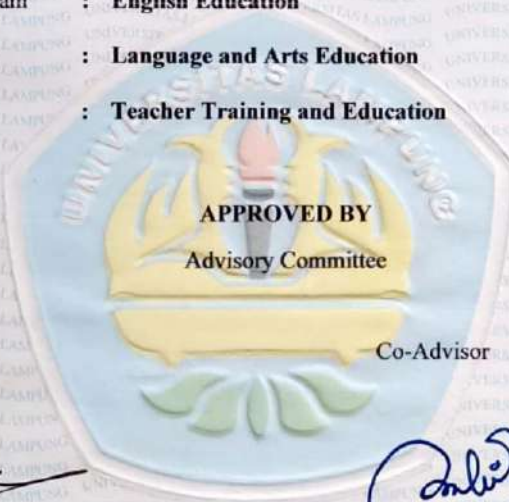
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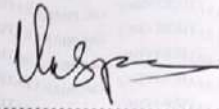
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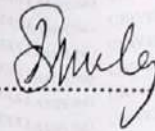
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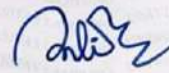
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Ilham Fajar Maulana was born on 23rd July 2000 in Bogor, as the last child of Hajuri and Jamilah. His only sister in the family is Sepriani Putri who was born in 1988

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MOTTO

“What is not started today is never finished tomorrow”

(Wolfgang Von Goethe)

DEDICATION

Devoted to my parents, sister, family, and all teachers who devoted their hearts
and souls in the way of education.

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Having done this work, the author realized that there are many individuals who gave unlimited loves and helps for finishing this script; therefore, the author would like to express her sincere gratitude and respect to:

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Finally, the author believes that his writing is still distant from perfection. There might be flaws in this research. Thus, the author would like to expect any suggestions for the improvement of it. Somehow, the author hopes this research would give a positive contribution to the educational development, to the readers, and to those who want to conduct further research.

Bandar Lampung, 18 January 2024

The author,

Ilham Fajar Maulana

TABLE OF CONTENTS

	Page
TABLE OF CONTENTS	i
LIST OF TABLES	iii
LIST OF APPENDICES	iv
I. INTRODUCTION	1
1.1 Background of the Research	1
1.2 Formulation of the Problem	6
1.3 Objective of the Research	6
1.4 The Uses of the Research.....	7
1.5 The Scope of the Research.....	7
1.6 Definition of Terms.....	7
II. LITERATURE REVIEW	8
2.1 Previous Study	8
2.2 Understanding the Classroom	10
2.3 The Classroom Management	11
2.3.1 Definition of Classroom Management	11
2.3.2 Components of class management	12
2.3.3 Factors Influencing Classroom Management	15
2.4 The Teachers	15
2.4.1 Teacher’s Self.....	16
2.4.2 Educational Background.....	17
2.4.3 Professional Development History.....	18
2.5 Theoretical assumption	19
III. METHODOLOGY	20
3.1 Research Design.....	20
3.2 Subject of the Research.....	21

3.3 Setting	21
3.3 Data of the Research	22
3.4 Data Collection	23
3.4.1 Instruments	23
3.4.2 Procedures	24
3.5 Data Analysis	24
3.5.1 Instrument of Data Analysis	25
3.5.2 Procedure of Data Analysis	26
IV. RESULT AND DISCUSSION	29
4.1 The Influence of Knowledge and Background in Professional Development to Teacher’s Classroom Management Style.....	29
4.2 Teacher’s Ways in Employing Components of Classroom Management	38
4.3 Discussions	44
4.3.1 Relationship Between How Teachers Employ the Aspects of Classroom Management and, Knowledge and Background in professional development.....	44
4.3.2 Comparing Classroom Management Techniques.....	46
V. CONCLUSIONS AND SUGGESTIONS	48
5.1 Conclusion	48
5.2 Suggestions	49
REFERENCES	52
APPENDICES	57

LIST OF TABLES

	Table
Table 1. Observation Guide	25
Table 2. Frequency Table.....	26
Table 3. Open Coding Table	27
Table 4. Table of Observation.....	35
Table 5. Table of Techniques Observed	38
Table 6. Teacher G Coding Table	62
Table 7. Coding Table Teacher A.....	66

LIST OF APPENDICES

	Page
Appendix 1. Interview.....	58
Appendix 2. Observation Guide.....	59
Appendix 3. Biodata of The Test Subjects	59
Appendix 4. Interview Coding Table.....	61
Appendix 5. Interview Transcription	70
Appendix 6. Observation Guide Results.....	90
Appendix 7. Documentation	101

I. INTRODUCTION

Before getting through the research, this chapter provides important points in the research. The contents are background, research question, objectives of the research, uses of the research, scope of the research, and definition of key terms in the research.

1.1 Background of the Research

Teaching language is a professional occupation, akin to other professions that demand a grasp of practical skills and theories. The public generally perceives a 'good teacher' as an individual with extensive language knowledge and proficiency. However, the definition of a 'good teacher' is multifaceted and subjective, encompassing various discussions that attempt to characterize excellence. A proficient language teacher is well-versed in their subject, enthusiastic about imparting knowledge, and adept at communication. They employ student-centric methodologies, tailor instructional approaches to diverse learning styles, and cultivate a supportive classroom atmosphere. A good language teacher fosters motivation, engagement, and language proficiency in students (Eccles & Wigfield, 2002; Brown, 2007; Freeman, 2016).

Among many skills in language teaching that need to be mastered, class management skills often are overlooked, hence many new teachers may be confused about how to manage their classroom. Classroom management has become an indispensable part of the language teaching and learning process owing to the fact that it has a crucial effect on teachers, students and classroom procedures. It can be defined as a way of organizing the physical setting of the classroom,

students, resources, and the equipment so that effective and successful teaching and learning can take place. It is believed that good or successful classroom management is closely related to effective instruction. (Brophy, 1988), Research findings converge on the conclusion that teachers who approach classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place more emphasis on their roles as authority figures and disciplinarians. It means that the teacher must try to enhance students' learning as well as maximize appropriate students' behavior.

Its multifaceted nature of classroom management makes it difficult to be specified, hence the decision about what belongs and what does not belong to this broad domain cannot be generally concluded. Some researchers use the term classroom management as an umbrella term to include a variety of aspects from space and time management to teacher-students relationships (Mercer & Gkonou, 2020).

Most studies on classroom management are its ultimate goal to create learning opportunities and help students make the most of them by working in class, engaging in meaningful interaction and becoming confident and autonomous learners. The key role in providing the necessary conditions and ensuring good results belongs to the teacher. Therefore, it is impossible to describe efficient management without looking into the practices of good language teachers with their unique personal and professional beliefs, understandings, and practices in the real classroom.

Management skills and techniques are essential in teacher education, something that every teacher should learn during their study and training, and continue to acquire and improve in the process of professional practice. Although the importance of classroom management has never been disputed, it remains a neglected topic in research on language education and in teacher training programs (Evertson & Weinstein, 2011; Martin & Norwich, 1991; Wright, 2005). As a result, management skills are either reduced to a very general and highly prescriptive list of behaviors or are presented as a teacher's personal repertoire of procedure and

techniques, part of unique craft knowledge that cannot be generalized or applied to other people or contexts.

The continuing debates about the role of language education in a globalized multilingual society are largely concerned with providing the right conditions for learning, which are different from those of the recent past, and are in a state of constant flux. In this context, good management is described in conflicting terms of order, control, and compliance on the one hand, and freedom, autonomy, choice, and active involvement on the other (Bowers & Flinder, 1993; McCaslin & Good, 1998);. Two major contemporary trends in reassessing the role of management in language education are "the rise and subsequent questioning of communicative language teaching as the canon for language teaching, and the research on the actual practices of language education in a wide range of contexts internationally" (Wright, 2005) The latter trend emphasizes the importance of culture and local variations in adopting and customizing concepts and practices, originally devised mostly in Anglo-American contexts, to the specifics of local contexts and traditions.

The research on classroom management is done from both insider and outsider perspectives, the one being more subjective and reflection based and the other more detached and empirical. The scope of reflection that results from these direct or vicarious experiences can vary from a narrow one (focusing on one or two features of management) to a much wider perspective (reflecting the complex interplay of factors and events happening simultaneously in the class-room). Another strand of research on management concerns the wider political and economic situation that shapes the educational policies in a given country or given school.

Being a complex phenomenon, classroom management is rarely researched in isolation or without a significant narrowing of the scope of investigation. (Wright, 2005) summarizes some key contemporary trends, outlined by researchers, that inform ELT pedagogy. These trends involve interculturality and conflict and the role of English as "cultural goods" in class; the increased informality, autonomy, and authenticity of language learning experiences and materials; increased student awareness and motivation, negotiation, and involvement in classroom decision-

making; and customer-oriented and undermined teacher autonomy as well as the "appropriacy" of methodology and decline of "methods" and "methodology" in the post-method era (Tütüniş, 2020). Contemporary class-rooms are viewed as intercultural societies, with their values, tensions, and conflicts (Allwright, 2003); as discourse communities influenced by professional, institutional, and personal varieties and their vertical and horizontal parameters (Sarangi & Roberts, 1999); and as cultures and communities of practice, with their beliefs, habits, values, and ways of doing things (Allwright & Bailey, 1991; Hargreaves, 1994). In the comprehensive research-based Handbook of Classroom Management: Research, Practice and Contemporary Issues (Evertson & Weinstein, 2011), researchers focus on different approaches to classroom management, such as behavioral, process-outcome, ecological, discursal, design-based, and participation-centered. They also discuss the importance of gender, race, and social class, self-regulated learning, caring communities, parental involvement, social and emotional learning, and culturally responsive teaching. Researchers also investigate the ways that management works in specific contexts and how specially designed programs and regulations facilitate learning in diverse international contexts.

The idea of what efficient classroom management practices involve has changed over the time. Modern views on classroom management are shaped by constructivist pedagogy, whose principles are related to creating conditions for discovering things and enabling learners to have direct concrete experience through action as well as listening, speaking, and writing. There is an emphasis on students' out-of-school experience in lessons and use of activities and techniques for eliciting information rather than teaching. Constructivist paradigms, such as exploratory teaching, discovery learning (Bruner, 1966) assisted performance (Tharp & Gallimore, 1988), and responsive teaching (Bowers & Flinder, 1993), have inspired more recent models of classroom pedagogy such as repertoires of teaching, artistry (Ainscow, et al., 1997), and dialogic inquiry (Wells, 1999) Attention was drawn to feelings and intuition, as in the pedagogy of thoughtfulness, to the idea of staying sensitive to learners' moods and emotional needs and taking intuitive decisions attuned to the moment. Finally, critical pedagogy aimed at empowering students

and developing critical thinking and democratic values and practices through open dialogue between teachers and students.

Recent research focuses on a variety of issues concerned with the learners: person-centered classroom management and sustaining meaningful student engagement (Doyle, 2009), the role of motivation (Wiseman & Hunt, 2013), school-based reflective management (Goker, 2006), etc. There are conceptualizations that summarize and translate management into formulas lending themselves to easy implementation, especially in the primary school, like "the 4 Cs of successful classroom management" (Reese, 2007). However, tempting these might seem, (Scrivener, 2012) warns against simplification, stating that "there is no fixed book of guidelines that can ever tell you how to respond in a particular situation. All effective teaching requires an active moment-by moment processing of the current situation and a flexible ever-changing reflection as to what might be the best thing to do next."

The large-scale OECD research (Creating Effective Teaching and Learning Environments, 2009) drew important conclusions about teaching practices and teachers' beliefs and attitudes directly linked to classroom management. The findings provide both a global and local perspective on the present-day situation, in which students are regarded as active participants in the learning process and teachers are not merely transmitters of information. However, it was found that teachers still put greater emphasis on ensuring that learning is well structured than on student-oriented autonomy-fostering activities such as project work, and that teachers lose at least 30 percent of their lesson time through disruptions and administrative tasks (OECD, 2009, p. 88)

A more recent publication found a direct link between teachers' confidence, self-efficacy, and job satisfaction. The study found that self-efficacy is undermined not by class size, but by the proportion of students who are low academic achievers or have behavioral problems (OECD, 2009)

Although research has always focused on good management practices in different contexts, there is insufficient research on good teachers' beliefs and

external factors from teachers' perspective such as their education and personal development regarding classroom management. There are a few studies on learners' perceptions of good teachers by (Prodromou, 1991) entitled *The Good Language Teacher*; by (Brosh, 1996) on the perceived characteristics of effective language teachers; and by (Shishavan & Sadeghi, 2009) about the characteristics of effective language teachers as viewed by Iranian teachers and learners of English. The need to collect and analyze teachers' good practices should be among the priorities of contemporary research.

1.2 Formulation of the Problem

Realizing that there were insufficient studies in some scope of area of factors affecting class management. The researcher was determined to cover external factors from teachers' perspective that affect teachers' practices and expertise in class management. Henceforth this study was aimed to answer this following research questions:

1. What is the correlation between teachers' knowledge of classroom management and professional development and employing the aspects of classroom management?
2. What techniques of classroom management did the teachers use?

1.3 Objective of the Research

Based on the research question above, this research wanted to focus more on the exploring of teacher's role and professional development, such as their background in professional development and knowledge. The factors that were considerably from the teachers' perspective.

1.4 The Uses of the Research

By conducting this research, the researcher hoped that the findings may be beneficial in a way that future researchers could use this as a means of reference and strengthen the previous research. Practically, the findings in this research can be used by the novice or pre-service teacher to help them understand more about class management.

1.5 The Scope of the Research

The focus of this research was on the factor's teachers have that affected teachers' style of managing class. The researcher tries to look at some areas that affected the way teachers' act in their class. Furthermore, the subjects of this research were the English Teachers in NKA Language Course. The research was conducted through an interview and observation.

1.6 Definition of Terms

1. Classroom Management

(Weinstein & Schafer, 2016) Said that Classroom management can be defined as the actions teachers take to establish and sustain an environment that fosters students' academic achievement as well as their social, emotional, and moral growth. In other words, the goal of classroom management is not order for order's sake, but order for the sake of learning.

II. LITERATURE REVIEW

This chapter provides ideas of theories underlying this research. This chapter explains thoroughly about Understanding of the Classroom, Concept of classroom management, which explains the definition, components, and factors. Furthermore, this chapter describes about teachers where Teacher's Self, Educational Background, and Professional Development History are discussed. This chapter also discusses previous study, and theoretical assumptions.

2.1 Previous Study

(Evrin, Gokce, & Enisa, 2009) Explores the relationship between Teacher beliefs and class management style. Study was conducted at a preparatory school of a private, English-medium university in Istanbul, Turkey. The participant was a 29-year-old teacher with 7 years of teaching experience and at the time of the study she was teaching a beginner level class for 15 hours a week. Data collected through the ABCC Inventory showed that the participating teacher was interactionalist in her general beliefs regarding classroom management. When her scores on each dimension of instruction, people and behavior management were calculated, it was found that she had interactionalist orientations on instructional and people management while she had interventionist beliefs on behavior management. The study also revealed some degree of congruence between her beliefs and actual practices. In other words, her classroom management orientations were influenced by her personal beliefs. As she believed, she tried to create a relaxed and cooperative learning environment in which she considered individual differences and the reasons behind their actions that stem from their individual problems.

(Flower, McKenna, & Haring, 2017) conducted research on teachers regarding their preparation program about their knowledge on behavior and class management. The research suggested that many teachers were underprepared for the behaviors that their students may bring to the classroom, resulting in challenges to teaching and learning. The purpose of the study was to examine the behavior management content included in preservice teacher preparation programs for general education and special education teachers. Using survey methodology, the researchers collected information from participants about the types of behavior and classroom management strategies and skills included in their preparation programs. Results suggested that preservice educators were more likely to be taught universal management strategies than more specific skills and strategies for increasing or decreasing behaviors. Significant differences were found between alternative certification general education teacher certification programs and college/university special education teacher certification programs in the areas of increasing appropriate behavior and behavioral assessment.

Another research on the relationship between behavior and class management practices was conducted by (Gage, Scott, Hirn, & Macsuga-Gage, 2017). In the study, they examined the degree to which teachers implemented evidence-based classroom management practices and whether there was a relationship between use of those teacher behaviors and students' time engaged in instruction and rate of disruptions. Using latent class analysis, they identified four groups of teachers from 1,242 teacher–student dyads in 65 elementary schools, with one group of teachers demonstrating very low rates of classroom management practices. They then modeled the predictive relationship of being in classrooms with low rates of classroom management practices and student engagement and disruptive behavior within a multilevel framework. Results indicate that students in classrooms with low rates of classroom management practices were statistically significantly less engaged in instruction, whereas no differences in disruptions were found.

Recent research on Teacher self-efficacy by (Lazarides, Fauth, Gaspard, & Gollner, 2021), suggested that Teaching quality is a key factor in student academic

success, but few studies have investigated how teaching quality changes at the beginning of secondary education and how such changes are predicted by dimensions of teacher motivation. The study investigated the changes in class-level student perceptions of teaching quality over one school year at the beginning of secondary school and examined how teachers' self-efficacy and enthusiasm predicted such changes. Data from 1996 students (53.8% male; mean age: 11.09 years, $SD = 0.55$) and their homeroom teachers ($N = 105$), who were surveyed at the beginning of Grades 5 and 6, were analyzed. Results showed a significant decline in class-level student-perceived emotional support, classroom management, and instructional clarity. Teacher-reported self-efficacy was not significantly related to changes in teaching quality. Teacher-reported enthusiasm buffered the decline in students' class-level classroom management.

2.2 Understanding the Classroom

A classroom can be defined as a dedicated space within an educational institution where teaching and learning activities take place. It is a physical or virtual environment that provides a structured setting for students and teachers to engage in educational interactions. A classroom is a physical or virtual space within an educational institution where teaching and learning activities occur. It provides a structured environment for students and teachers to engage in educational interactions (Kizilcec, Piech, & Schneider, 2013).

The classroom includes multiple elements that contribute to its effectiveness as a learning environment. These aspects encompass various factors: the physical layout, resources, and instructional strategies employed to facilitate learning. (Johnson & Johnson, 2009) emphasize that the classroom is a social context where teacher-student interactions and collaborative relationships play a crucial role in fostering academic growth and creating a supportive learning environment. It is within this defined space that educators utilize various instructional techniques, facilitate discussions, deliver lectures, and provide guidance to facilitate student learning and achievement.

2.3 The Classroom Management

This sub chapter discusses about definition, components which explains physical design of the classroom, rules and routine, relationship, engaging and motivating instruction, and discipline. Furthermore, this sub-chapter also discusses Factors Influencing Classroom Management.

2.3.1 Definition of Classroom Management

Classroom management was a term used by the teacher to describe the process of ensuring that classroom lessons run effectively. The term also implies the prevention of disruptive behavior in the process of learning. It is possibly one of the most under-rated skills of teaching for many teachers; indeed, experiencing problems in this area can cause blunder in the process of teaching and learning. There are some definitions that were given by several experts as follows:

According to (Sieberer-Nagler, 2016) classroom management refers to what the teacher organizes students, space, time, and materials so that the student learning can take. It establishes the social-emotional learning and effective learning context. The teachers not only give the material to the students, but also give more attention to their students. The teacher is required to have a certain degree of knowledge in classroom management in order that they can achieve the goals of a successful classroom.

Classroom management has been defined broadly as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning (Evertson & Weinstein, Handbook of classroom management: Research, practice, and contemporary issues, 2011). Instructional procedures could also be considered classroom management by this definition; however, effective instruction alone is insufficient for establishing universal classroom management. Procedures that structure the classroom environment,

encourage appropriate behavior, and reduce the occurrence of inappropriate behavior are necessary for strong classroom management

Based on the explanation above, the researcher can conclude that there are many definitions and some principles of good classroom management formulated by experts. In short, it can be said that classroom management is a strategy for teachers to maintain and organize a classroom. It is an important skill that every student-teacher should learn in order to make students achieve their learning goals. It plays a big role in the success of the teaching learning process. Classroom management diminishes students' misbehavior and makes students know what direction they are going.

2.3.2 Components of class management

According to (Garret, 2014) classroom management is a process consisting of the following five components:

1. Organizing the physical design of the classroom
2. Establishing rules and routines
3. Developing caring relationships
4. Implementing engaging and effective instruction
5. Addressing discipline issues

2.2.2.1 Physical Design of Classroom

The physical design lies in how the classroom is laid out, where the students' desks are, where the teacher's desk is, where learning center and material are located, where heavily used items such as the pencil sharpeners are, et cetera.

2.2.2.2 Rules and Routine

Classroom rules, teach, are generally about overall conduct, whereas routines were much more specific to certain tasks and usually provide some direction about how these tasks should be accomplished, rather than seeking to prevent a particular type of behavior. They were both essential components of an effective classroom management plan and go a long way with respect to developing an environment conducive to learning.

In addition to rules, routines are essential for the overall fluidity of the classroom. They show students how to carry out common tasks in an efficient, orderly manner. Without routines, tasks that should be accomplished almost seamlessly throughout the day will take more time to accomplish, thereby reducing the amount of time available for instruction. Most routines fall into three broad categories: movement, routines, lesson-running routines, and general procedures. Teachers establish class rules and routines (such as handing back papers and taking attendance) to keep the class activities running smoothly with as little disruption and loss of time as possible. For example, the students must collect their tasks on time and they must memorize 10 vocabularies in every meeting.

2.2.2.3 Relationship

The idea of developing caring relationships was often overlooked in a narrative about classroom management. Effective classroom managers develop caring, supportive relationships with students and parents promote supportive relations among students. By having strong relationships with students, the classroom would be a place for each member to express their feelings and work together. Academic success depends on these close relationships and guidance that the teachers and students have with one another. For example, teachers and students make an English-speaking club to make a good interaction and relationship between them.

2.2.2.4 Engaging and Motivating Instruction

The fourth component of classroom management is engaging instruction, which involves using instructional techniques that increase students' motivation and interest in learning. It is imperative that teachers understand that there is a reciprocal relationship between engaging, motivating instruction and effective classroom management. This means that, on the one hand, the more engaging the instruction is the fewer behavioral issues will arise, because students actively engage, interest, and motivate in the lesson. On the other hand, there were some issues of classroom management that must be attended to so that a teacher engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly. For example, the teacher gives a motivation before the lesson starts because certain motivation can make a difference in impression and mood which affect the level of interest among the students, like stirring up activities, giving a story et cetera.

2.2.2.5 Discipline in Classroom

The last component of classroom management is discipline. Discipline is the guideline that makes sure the students are on the right track. It keeps the student's behavior away from disrupting the ongoing educational activities or breaks a pre-established rule created by the teacher, the school administration, or the general society. Discipline, guiding children's behavior, or setting limits are all concerned with helping children learn how to take care of themselves, other people, and the world around them. Discipline revolves around teacher actions that are focused on preventing and responding to students' misbehavior. Discipline does not only mean the actions the teachers' talk after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior. For example, teachers and students must be on time to the class in every lesson.

2.3.3 Factors Influencing Classroom Management

Effective classroom management is influenced by a variety of factors that impact the dynamics of the learning environment. One crucial factor is the behaviour and instructional practices of the teacher. Teachers who establish clear expectations, communicate effectively, and implement fair and consistent discipline strategies create an environment conducive to learning (Evertson & Weinstein, 2006).

Another influential factor is the characteristics and needs of the students themselves. Students' individual differences in abilities, learning styles, motivation, and social-emotional development can significantly impact their behaviour in the classroom (Hoy & Weinstein, 2006). By addressing these diverse needs through differentiated instruction and positive behaviour support, teachers can promote effective classroom management.

The physical environment of the classroom also plays a role in classroom management. The arrangement of furniture, availability of resources, and overall organization of the classroom can influence student interactions, attention, and behaviour. A well-structured environment that promotes collaboration and engagement contributes to effective classroom management (Weinstein C. S., 1979).

Additionally, external factors such as school policies, curriculum demands, community influences, and cultural norms can shape classroom expectations and practices. Teachers must navigate and adapt to these external influences while maintaining effective management strategies (Weinstein, Tomlinson-clarke, & Curran, 2004)

2.4 The Teachers

In this sub chapters, researcher takes a look on factors on teacher's perspective where Teacher's Self, Educational Background, and Professional Development History are discussed.

2.4.1 Teacher's Self

The notion of "teacher's self" refers to the personal identity and self-awareness of an individual teacher. It encompasses their unique beliefs, values, attitudes, and experiences that shape their teaching style, interactions with students, and overall approach to education. The teacher's self is a fundamental aspect of their professional identity, influencing how they perceive their role and responsibilities in the classroom.

According to (Darling-Hammond, 2006), a teacher's self includes their personal values and beliefs about education. These deeply-held convictions influence their instructional strategies, classroom management techniques, and their overall approach to fostering student growth and development. Teachers' personal values may stem from their own educational experiences, cultural backgrounds, and philosophical perspectives on teaching and learning.

The teacher's self plays a crucial role in establishing and maintaining positive teacher-student relationships. Researchers (Pianta & Hamre, 2009) have emphasized the significance of these relationships in shaping student outcomes. Teachers who embrace their self-identity and respect the individuality of their students are more likely to create a supportive and inclusive classroom environment. Understanding students' diverse backgrounds, interests, and learning needs helps teachers tailor their instruction to meet students where they are, fostering engagement and promoting academic success.

Reflective practice is an essential component of the teacher's self. By engaging in self-reflection, teachers can critically examine their own teaching methods, assess their effectiveness, and make necessary adjustments. (Schon, 1983) highlighted the importance of reflective practice for professional growth and development. Reflective teachers actively seek feedback, engage in self-assessment, and continually strive to improve their instructional practices. This process of introspection and adaptation enables teachers to better meet the evolving needs of their students and enhance their own effectiveness in the classroom.

The concept of "teacher's self" encapsulates the personal identity, values, beliefs, and experiences that shape a teacher's approach to education. It influences instructional choices, teacher-student relationships, and reflective practices. Teachers who cultivate self-awareness and actively embrace their teacher's self are better positioned to positively impact student learning, development, and overall classroom dynamics.

2.4.2 Educational Background

The educational background of teachers encompasses their formal education and qualifications related to teaching. It includes the academic degrees, certifications, and specialized training that teachers acquire to become qualified educators. A bachelor's degree is often the minimum educational requirement for teaching in many countries. Teachers complete a four-year undergraduate program, majoring in education or a specific subject area. This degree equips teachers with subject knowledge and foundational pedagogical skills (Kliebard, 2004).

In addition to a bachelor's degree, aspiring teachers often need to obtain a teaching certification or license to work in the education system. Certification or licensure requirements vary by country and may involve passing standardized tests, completing a teacher preparation program, and fulfilling practicum or student teaching requirements. These certifications or licenses ensure that teachers meet the necessary qualifications to teach in their respective regions (Darling-Hammond, Hyler, & Gardner, 2017).

Some teachers pursue a master's degree in education or a specialized field within education to further enhance their qualifications. A master's degree offers advanced knowledge and expertise in pedagogy, curriculum design, educational leadership, or a specific subject area. It provides teachers with the opportunity to delve deeper into educational theories, research, and instructional strategies, allowing for increased effectiveness in the classroom (Ingersoll, Merrill, Stuckey, & Collins, 2014).

Professional development is essential for teachers to stay current with educational research, new teaching methodologies, and advancements in their subject area. Teachers engage in ongoing professional learning throughout their careers. This may involve attending workshops, conferences, and seminars, participating in online courses, or pursuing advanced certifications or endorsements in specialized areas of education. Continuous professional development ensures that teachers remain knowledgeable and skilled to meet the evolving needs of their students (Desimone, 2011).

2.4.3 Professional Development History

Professional development history refers to the evolution and changes in the approaches and practices of educators' ongoing learning and growth throughout their careers. In the early years of education, professional development opportunities were limited. Teachers typically received initial training through normal schools or teacher training institutions, but ongoing professional development was scarce (Putnam & Borko, 2000).

In the mid-20th century, professional development began to gain recognition as an essential component of teacher effectiveness. Workshops, conferences, and seminars became more prevalent, providing teachers with opportunities to engage in collaborative learning, share experiences, and learn from experts in the field (Putnam & Borko, 2000).

By the late 20th century and early 21st century, professional development efforts shifted towards a more individualized and differentiated approach. Recognizing the diverse needs of teachers, professional development initiatives started to incorporate differentiated learning experiences such as mentoring, coaching, action research, and self-directed learning (Desimone, 2009).

Reflective practice gained prominence as a key aspect of professional development. Teachers were encouraged to engage in critical reflection on their teaching practices, assess student learning outcomes, and adapt their instructional

approaches accordingly. Reflective practice facilitated continuous improvement and informed decision-making in the classroom (Zeichner & Liston, 2014).

With the advancement of technology, professional development has increasingly integrated online learning platforms, webinars, and virtual communities of practice. Technology-enhanced professional development provides greater accessibility, flexibility, and opportunities for collaboration and resource sharing among teachers (Harris & Sass, 2011).

2.5 Theoretical assumption

The effectiveness of classroom management practices is influenced by the teacher's self, including their beliefs, values, instructional strategies, and ability to establish caring relationships with students. Additionally, factors such as the physical design of the classroom, the establishment of rules and routines, engaging and motivating instruction, and effective discipline strategies play crucial roles in creating a conducive learning environment. Furthermore, the teacher's educational background, including formal education, certifications, and ongoing professional development, impacts their knowledge and skills in implementing effective classroom management strategies. These factors collectively contribute to student engagement, academic success, and overall classroom dynamics.

This theoretical assumption suggests that a teacher's self, classroom environment, and educational background are interconnected and influence the effectiveness of classroom management. It implies that teachers who possess strong self-awareness, positive beliefs about education, and the ability to establish caring relationships are more likely to create an environment conducive to learning. Additionally, teachers who are knowledgeable about effective classroom management strategies and continuously engage in professional development are better equipped to meet the diverse needs of their students and promote positive student outcomes.

III. METHODOLOGY

This chapter discussed research design, subject, setting, data, data collection, and data analysis of the research.

3.1 Research Design

This research was conducted through a qualitative method. The objective of this research was to find out how factors such as background in education and professional development affected teachers' styles of classroom management. A case study with interviews and observations was used in this research to provide and extract in-depth information from the sample. Interviews and observations were employed in case study research to gather rich qualitative data, gain contextual understanding, explore complex phenomena in depth, and facilitate triangulation of data and researchers' perspectives. Interviews provided detailed firsthand accounts of participants' experiences and perspectives, while observations captured behaviors and contextual factors in real-life settings (Yin, 2011). The combination of these methods enhanced the comprehensiveness and reliability of the study's findings within the specific case being investigated (Yin, 2009). A case study was chosen, as it was an exploratory study that led to the ideal plan of confining the study to a small sample that was investigated in-depth, allowing the researcher a direct interaction with participants.

3.2 Subject of the Research

The subjects of this study were teachers from NKA Language Class. Since this research revolved around teachers with different levels of experience and professional backgrounds, a Heterogeneous Purposive sampling approach was chosen to sample the subjects. (Etikan et al., 2016) suggested that heterogeneous purposive sampling helps researchers obtain a comprehensive understanding of the phenomenon being studied by exploring variations, contradictions, and complexities within the population. Teachers with certain amounts of experience and educational background were needed as test subjects. The two teachers had noticeable differences in language skills, teaching experience, education, and professional development. The reason for choosing a language course instead of a school will be explained in the next sub-chapter.

3.3 Setting

The English course was chosen instead of school because of the nature of the English course itself. Research suggested that managing students in courses could present unique challenges compared to managing students in traditional school settings. While there was limited specific research comparing the difficulty levels of managing students in courses versus schools, certain factors could contribute to the perception of increased difficulty in course management.

One factor was the voluntary nature of courses, where students chose to enroll based on personal interest or professional development goals. Unlike in schools where attendance might be mandatory, course participants had varying levels of motivation and commitment, which could impact their engagement and behavior in the classroom (Bloom, 2009).

Another factor was the diversity of learners in courses. Courses often attracted participants from different backgrounds, age groups, and experiences. This diversity could lead to variations in learning styles, expectations, and levels of participation, making it more challenging for instructors to create a cohesive and inclusive learning environment (Granström, 2006).

Class size also could be a significant factor in classroom management. In the context of courses, where class sizes tended to be smaller compared to traditional school settings, there were some challenges related to class size in terms of management. In smaller classes, limited anonymity, higher expectations for interaction, and the impact of group dynamics on the classroom atmosphere could be significant (Marzano, Marzano, & Pickering, 2003). Students might feel more exposed, requiring instructors to manage individual dynamics and maintain a positive classroom climate. Encouraging student participation became crucial, and instructors had to be attentive to interpersonal relationships and fostering a supportive learning environment. Combining these factors, the environment of language courses required the teacher to be more aware of classroom management, thus assuring a stronger role of the teacher in managing the classroom.

3.3 Data of the Research

The data was collected through a predetermined set of questions, covering various aspects related to classroom management. Structured interviews provided standardized data collection, enabling systematic comparison and analysis of responses (Yin, 2011). The data included gathering demographic information, exploring participants' educational backgrounds and professional development experiences, examining teaching practices and classroom management strategies, discussing challenges faced, and reflecting on their teaching styles.

During the observation phase, a range of data was collected to gain insights into teacher styles of classroom management. This included documenting the classroom environment, teacher-student interactions, instructional strategies, classroom management techniques, student engagement, classroom dynamics, use of instructional materials, and classroom routines. By observing these elements, researchers could understand how teachers created a conducive learning environment and managed student behavior (Yin, 2011). The qualitative data obtained through observations helped uncover the complexities and nuances of classroom management practices (Yin, 2009), providing a comprehensive

understanding of the impact of factors such as educational background and professional development on teacher styles of classroom management.

3.4 Data Collection

Regarding data collection, Instruments and procedure were discussed below.

3.4.1 Instruments

To collect the data, structured interviews and observations were conducted. Interviews were a valuable method for collecting qualitative data due to their ability to explore participants' perspectives in-depth and capture rich insights (Seidman, 2006). They offered flexibility in adapting questions, allowing for a comprehensive exploration of the research topic (Rubin & Rubin, 2011). Interviews enabled participants to express their thoughts and experiences in their own words, providing a nuanced understanding (Kvale & Brinkmann, 2009). Researchers could clarify and validate responses, ensuring a comprehensive understanding (Seidman, 2006). Additionally, interviews facilitated the exploration of contextual factors and the establishment of rapport with participants (Rubin & Rubin, 2011). Overall, interviews generated rich, detailed, and contextual data that contributed to a comprehensive analysis (Seidman, 2006).

Observation of teaching activity was conducted after the interviews were done. Observation was a purposeful, systematic, and selective way of watching and listening to an interaction or phenomenon as it took place (Denzin & Lincoln, 2008). Using an observation guide, the researcher made observation and analytic notes of the real events that transpired during observations. The researcher acted as a non-participant in the classroom. Non-participant observation was when the researcher did not get involved in the activities of the group but remained a passive observer, watching and listening to its activities and drawing conclusions from this. The

recording of the observations was done through taking notes and video where possible (Libarkin & Kurdziel, 2002).

Adding to that, since in the components of class management there was also mention of the motivation of the students, an observation of students' motivation regarding the teacher's engagement in giving instruction was also taken into account. (Skinner, Kindermann, & Furerr, 2009) said measuring students' motivation in the classroom qualitatively involved looking at students' behavior, attitudes, and other non-numeric factors that suggested their level of engagement and interest in the learning process.

3.4.2 Procedures

The interview was conducted only once for each teacher at a time. As for observation, every class in NKA Language class was observed for two weeks. By observing classes with varying proficiency levels, age, class size, and other non-expected factors, the observer could witness how classroom management techniques were adapted to meet the specific needs and abilities of students at different proficiency levels. Furthermore, the researcher could observe how different management approaches and interventions were employed to address specific behavioral challenges associated with moods in the class.

3.5 Data Analysis

The instruments and procedures of data analysis were discussed further below.

3.5.1 Instrument of Data Analysis

There were several instruments of data analysis used in this research:

1. **Transcripts of Interviews:** The verbatim transcripts of the interviews served as the primary data source. These transcripts were analyzed by reading them thoroughly to gain familiarity with the content and identify significant ideas, concepts, and patterns.
2. **Observation Notes:** The notes taken during the classroom observations provided additional data for analysis. These notes captured the researcher's observations of behaviors, interactions, and classroom dynamics. They were reviewed and compared with the interview findings to identify consistencies or discrepancies.

Table 1. Observation Guide

NO.	Analysis	Checklist	Description
Physical design of the classroom			
1.	Does the teacher arrange the class accordingly before starting the classroom?		
Rules and Routine			
2.	Does the teacher explicitly explain rules or procedures to students?		
3.	Does the teacher have a routine that the class always conduct?		
Relationship			
4.	Does the teacher foster good social relationship among students?		
5.	Does the teacher foster good relationship between teacher and students?		
Engaging and Motivating Instruction			
6.	Does the teacher actively engage in students work?		
7.	Does the teacher bring variety and challenge in classroom seatwork (individual and groupwork)?		

Discipline			
8.	Does the teacher respond quickly to disruptive behaviour of the students?		
9.	Does the teacher monitor students' compliance with rules or procedures?		

3. Video Recordings: Video recordings of the classroom sessions provided visual and contextual information, capturing nonverbal cues, teacher-student interactions, and student motivation. The researcher watched and re-watched these recordings, taking detailed notes on the observed behaviors and dynamics. The video recordings enriched the understanding of classroom management dynamics and complemented the interview and observation data.

These instruments, including the interview transcripts, observation notes, and video recordings, were analyzed using qualitative data analysis techniques to organize, categorize, and interpret the data. The analysis process involved open coding, identifying themes and patterns, constant comparison, reflective memoing, and iterative refinement of the emerging themes. The goal was to synthesize the findings into a comprehensive and coherent narrative, supported by direct quotes, examples, and video excerpts, to provide a rich understanding of the variables affecting the teacher's style of classroom management in the NKA Language Class context.

3.5.2 Procedure of Data Analysis

The data collected from interviews, observations, and video recordings were analyzed using qualitative data analysis techniques. Qualitative data analysis involved a systematic process of organizing, categorizing, and interpreting the data to identify themes and patterns (Miles, Huberman, & Saldana, 2014).

The interviews were transcribed verbatim, and the transcripts served as the primary data source for the first research question. The analysis began with a thorough reading of the transcripts to gain familiarity with the content. Then, a process of open coding was applied, and a narrative with ideas, concepts, and patterns was identified and labeled with descriptive codes (Saldana, 2016). After that, the two tables were compared and analyzed descriptively.

The tables were then compared to the results of the observation to determine whether what the interviewees said in the interview matched what they did in the classroom. The strategies and techniques conducted in observation were counted to determine the frequencies and then graded.

Table 2. Frequency Table

Frequencies	Grade
100%	Very good
75%	Good
50%	Fair
25%	Poor
0%	Not conducted

Table 3. Open Coding Table

Themes	Pattern	Descriptive Codes

To answer the second research question, the observation notes, and video recordings complemented the interview data. The observation notes were reviewed and compared with the interview findings to identify consistencies or discrepancies. The video recordings provided additional visual and contextual information, capturing nonverbal cues, interactions, and classroom dynamics.

During the analysis, the researcher watched and re-watched the video recordings, taking notes on the observed behaviors, teacher-student interactions, and student motivation. These video-based observations were integrated with the interview and observation data, enriching the understanding of classroom management dynamics.

The qualitative data analysis process involved constant comparison and iterative refinement of the emerging themes. The researcher engaged in reflective memoing, recording thoughts, ideas, and interpretations during the analysis process (Maxwell, 2012). This helped in developing a deeper understanding of the data and refining the emerging themes.

The final step of the data analysis involved synthesizing the findings from interviews, observations, and video recordings into a comprehensive and coherent narrative. The themes and patterns identified were supported by direct quotes, examples, and interview excerpts. The analysis aimed to provide a rich and nuanced understanding of the factors affecting the teacher's style of classroom management in the context of the NKA Language Class.

Overall, the qualitative data analysis process, including the integration of video recordings, enabled a thorough exploration of the research problem and provided valuable insights into the complex dynamics of classroom management in language courses.

V. CONCLUSIONS AND SUGGESTIONS

This chapter contains the conclusion of the study. This chapter also provided some suggestions. The suggestions are expected to be beneficial for English teachers, education practitioners, and the future researchers.

5.1 Conclusion

This chapter has explored and compared the classroom management techniques employed by Teacher G and Teacher A, shedding light on the influence of their knowledge and backgrounds in professional development on their teaching styles.

Teacher G, who holds a master's degree in language teaching and possesses over a decade of teaching experience, exhibits a classroom management approach characterized by flexibility and organic engagement. His use of flexible and dynamic seating arrangement exemplifies his adaptability, providing students with a versatile learning environment. Moreover, his emphasis on natural conversations fosters an informal teacher-student relationship.

Teacher A, with a background in Teaching English and four years of teaching experience, employs a more structured approach to classroom management. He meticulously arranges seating to ensure visibility and interaction, a strategy aligned with the principles of controlled classroom environments. He also leverages proactive techniques, such as strategically pairing students based on their needs, to prevent discipline issues.

Overall, this comparison illuminates the significance of the teacher's professional background and experiences in shaping their classroom management techniques. Teacher G demonstrated that greater experience and an extensive knowledge base led to more complex and effective decision-making in classroom management. In contrast, Teacher A appeared to have a more limited repertoire of techniques, with the strategies employed in classroom management being relatively similar. When confronted with specific challenges, Teacher A's approaches, as compared to those of Teacher G, were less intricate.

Despite their divergent strategies, both teachers share commonalities in certain aspects of classroom management. Both emphasize the importance of organizing the physical design of the classroom, albeit employing different methods. They recognize the significance of establishing rules and routines, albeit Teacher A leans more towards implicit communication. Additionally, both teachers prioritize developing caring relationships with students, albeit expressing it in different ways.

While there's no one-size-fits-all method, the teacher's pedagogical knowledge, adaptability, and proactive prevention of discipline issues are vital elements that can influence classroom management. These insights provide valuable implications for educators seeking to enhance their classroom management skills and adapt to diverse teaching environments.

The subsequent chapter delve into a discussion of the implications of these findings and offer recommendations for improving classroom management techniques and teacher training programs.

5.2 Suggestions

The insights gained from the comparative analysis of Teacher G and Teacher A's classroom management styles yield valuable implications for teacher training programs. Recognizing the impact of a teacher's knowledge and background in professional development is crucial. To this end, teacher training programs should aim to provide a diverse array of classroom management strategies

that cater to the unique experiences and educational backgrounds of teachers. This will empower educators to adapt and select the most effective methods to create optimal learning environments. Additionally, teacher training should emphasize the importance of building strong teacher-student relationships, as this foundational aspect of classroom management significantly influences student engagement and success.

Based on the analysis of Teacher G and Teacher A, several practical recommendations can be offered to teachers looking to enhance their classroom management skills. Firstly, educators should embrace flexibility and adaptability in their teaching styles. Creating versatile learning environments, similar to Teacher G's use of dynamic seating arrangement, can greatly enhance student engagement. Furthermore, teachers should aim to establish genuine and caring relationships with their students, as Teacher G demonstrated, fostering a positive learning atmosphere.

For teachers like Teacher A, who employ structured approaches to classroom management, it's essential to continually refine their strategies. Proactive measures, such as strategic seating arrangements and pairing students based on their needs, should be integrated into their pedagogical toolkit. Additionally, focusing on preventative strategies, rather than solely reactive measures, can help manage discipline issues before they arise.

This research provides a solid foundation for understanding the correlation between a teacher's professional background and their classroom management style. However, there is still room for more in-depth studies. Future research could explore the effectiveness of various classroom management techniques in diverse cultural and educational contexts, adding depth to the current findings. Additionally, a longitudinal study tracking the development of classroom management skills over an extended teaching career could offer further valuable insights into the evolution of pedagogical strategies.

In conclusion, the comparison of Teacher G and Teacher A has demonstrated the influential role of a teacher's knowledge and background in professional development on their classroom management techniques. By applying

the implications and recommendations provided in this chapter, educators and teacher training programs can work towards creating more effective learning environments, positively impacting student engagement and academic outcomes. Understanding the intricate connection between a teacher's background and their classroom management style is paramount for fostering a richer educational experience for students.

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