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**RESEARCH ARTICLE**

## Investigating English as a Foreign Language Classroom Management in the Mauritanian Secondary Schools

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**ABSTRACT**

This research is conducted to investigate the issue of EFL classroom management, aiming at discovering the various types of students' misbehavior, their reasons, and teachers' management strategies. In accordance with these objectives, a qualitative method was employed through the use of one-to-one interview technique. The participants were limited to 14 teachers from different secondary schools in Mauritania and 102 students from three secondary schools located in Nouakchott, Boghe and Maata Moulana. The study revealed four types of misbehavior made by students: verbal, non-verbal, confrontational and non-confrontational, and the reasons were summarized as lack of time management, unfriendly relationship, inappropriate instructional methodologies, students' disengagements in learning, poor learning environment, teachers' characteristics, students' low proficiency, affective attitudes, lack of ethics, and overcrowding. To deal with this issue, teachers adopted four coping management strategies: preventive, supportive, corrective and ignoring strategies. These strategies decrease the students' disruptive behavior and contribute to their focus on achieving better academic results.

**KEYWORDS**

English, student, teacher, classroom management strategies, misbehavior, reasons, secondary school, Mauritania

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**1. Introduction**

Like other parts of the world, English in Francophone Africa is gaining ground due to its international role despite the high presence of top languages such as French and Arabic. Its position as an official language of the African Union not only contributes to its prestige but also reflects the necessity of its adoption in every country's language policy.

Therefore, in Mauritania, it has been taught in secondary schools since the 1960s as a foreign language. This has required the educators to develop a curriculum aimed at achieving the Mauritanian goals behind its introduction. According to the Mauritanian philosophy of education, English must be taught for communication and as a means of knowledge acquisition in scientific fields, in the same vein as Arabic and French (Syllabi rewriting committee [SRC], 2007-2008). However, the implementation of such an intended curriculum doesn't guarantee high academic achievement without primarily considering such issues as classroom management.

The concept of "classroom management" is wider in scope than that implied in more old fashioned terms like "discipline" or "control" (Martin, 1990:11). It encompasses all the things a teacher must do in the classroom to foster students' involvement and cooperation in classroom activities and to establish a learning environment. It overlaps a wide range of activities, including such things as arranging physical settings, establishing and maintaining classroom procedures, monitoring students' behavior, dealing with divergent types of behavior, keeping students accountable for work, and conducting lessons that keep students on task.

This wider view of classroom management, which, according to Marzolo, provides an environment in which teaching and learning can flourish (Akosubo, Nkankwo, and Nweke, 2020:69), is reconsidered in this research paper. The focus is on English classroom

management since many studies from all over the world emphasize that this classroom experiences different types of disruptive behavior (Charles, 2014; Niwaz, Khan & Naz, 2021; Marais and Meier, 2010, etc.), which sometimes calls for parents' attention or dismissal of students from school. This has made all the secondary school stakeholders aware of their need to collaborate with one another and use dissimilar strategies to cope with the concern. As it is the first time to be particularly studied in the context of Mauritania, the objectives are to (1) identify the types of students' misbehavior in the English classrooms, (2) discover teachers' coping strategies and how they influence students' misbehavior, and (3) finally find out the reasons behind the phenomenon.

These objectives provide the secondary school stakeholders with general findings about the nature of poor classroom management and its perceived impact on students' academic achievements. They will raise teachers' awareness about the centrality of classroom management in the process of teaching and learning. Students will also understand the negative consequences of their misconduct. The recommendations that are going to be drawn will be helpful in the process of creating a conducive learning environment.

## 2. Literature review

This study is based on behavioral theories, such as B. F. Skinner's operant conditioning, Kounin's discipline model, and Canters' assertive discipline (Praveen & Alex, 2017). Skinner involved the principles and ideas of the behaviorist approach to maintain that it is possible to produce desirable behavior outcomes through rewards and undesirable behaviors through punishment in order to modify the behaviors into favorable ones (Praveen & Alex, 2017). Skinner's Operant Conditioning theory, according to Omomia & Omomia (Praveen & Alex, idem), greatly influenced the area of classroom management. It is built upon the concepts of reinforcement and punishment. Skinner aptly believes that an individual cannot learn by doing something alone but learn on the basis of the consequences that follow after the performance. This is what he called 'reinforcement'. If a student adheres to the rules of the classroom, that means the child is producing favorable behavior, which should be reinforced with a reward. On the other hand, if that child disobeys the rule, that means the behavior is unfavorable, which should be reinforced with a punishment.

The proper use of these concepts could solve some problems occurring in the classroom (Praveen & Alex, idem). However, using the concept of punishment should carefully be thought out as the objective is to correct the behavior of the student, not create mental trauma. Skinner also believed that ignoring the misbehavior is an alternative to punishment. Teachers should carefully use reinforcers to make sure that students continue to produce desired behaviors and retract back to undesired ones, as emphasized by Sandridge (Praveen & Alex, idem).

The main problem with this model is that while it is effective in teaching students desirable behaviors, it is less successful in teaching them what not to do (Theories, n.d.). Nor did it help students understand why certain behaviors are rewarded while others are not. Strategies such as ignoring the misbehaving students may also be counterproductive in persuading students to behave acceptably; they may persist with it when their misbehavior is positively rewarded through the attention they receive from their peers.

Another important issue in Skinner's Operant Conditioning is that teachers making use of it may sometimes overlook important elements in students' history and home environment (Theories, idem). This is because a lack of awareness of the relationship between a learner's background and his/her present behavior may result in ineffective communication between the educator and the learner. Moreover, Skinner's use of the term 'control' has provoked several attacks. His critics believe in self-determinism, i.e., humans are inherently free to do whatever they wish.

However, Skinner is not without proponents. Kounin (Theories, idem) argues that learners will adopt good behavior and eliminate bad behavior in an attempt to gain a reward and avoid punishment. Whereas Skinner focused on how the behavior of the learner could be controlled and how behavior modification could be achieved, Kounin focused more on the behavior of the educator and what the educator should be doing to achieve the desirable behavior in learners. This discipline model, which is based on a detailed scientific analysis of school discipline and describes lesson and movement management as a means to control students' behavior, recommends two techniques to address learners' misbehavior (Martin, 1990 & Theories, idem). They are 'withitness' and 'overlapping'. The first concept implies that an educator must be able to know and see what is happening in his/her class, even he/she is busy writing something on the board, whereas the latter is the ability to attend to two things at the same time.

Kounin's focus on the educator's role in bringing about changes in the behavior of students doesn't prevent him from concluding that the educator's personality has very little to do with classroom control (Theories, idem). In spite of the importance of Kounin's work in terms of lesson management, educators have not found his approach satisfactory as a total system of discipline since he provides no help with regard to how educators should cope when a lesson is being spoiled.

In this frame, Canters' Assertive discipline appears to bring about a system of coping with students' behavior when it occurs through a plan that makes them responsible for their behavior and follow-on consequences (Praveen & Alex, idem). This theory is not entirely behavioral theory but has some elements of a behaviorist approach. It allows the teachers to clearly communicate what they want and how they feel and, at the same time, not abuse the rights of the students (Charles & Senter, 2005). Based on this assertion, Canters describes three types of teachers: Non-assertive, hostile, and assertive teachers. Non-assertive teachers do not have a voice in the classroom and are manipulated by the learners. Hostile teachers appear to view students as adversaries.

They dictate and control students, whereas assertive teachers rely on their skills, communicate to the students what they want, and foster learning in the classroom (Charles & Senter, idem; Praveen & Alex, idem). This latter type makes teachers' presence valuable in the classroom and calmly controls and enforces the previously agreed upon rules. Canters' approach stresses rules and consequences, which must be explained and visible to students, as a strategy in order for teachers to control the classroom in a democratic and stable manner.

However, according to Duke and Meckel (as cited in Theories, idem), this theory does not provide students with the opportunity to learn or practice conflict resolution skills. Assertive discipline cannot be effective without communication. Any discipline management system the educator wishes to implement should first be discussed with school management because both the school management and the parents should be aware of the proposed system. This will ensure that parents know of the educator's attitude regarding the importance of good conduct and its influence on teaching and learning.

### **3. Methodology**

This project depends on "probability sampling" (Kothari, 1990:60), implying an equal chance for every student and English teacher to be part of the research universe in settings consisting of the three secondary schools located in Nouakchott, Maata Moulana, and Boghe. The number of students is 102. They are selected from the different levels (from the 1<sup>st</sup> year to the 7<sup>th</sup> year). As for English teachers, there are 14 teachers, including those who teach in the target secondary schools, and the others are randomly selected at the national level.

The methodology of data collection is qualitative in nature, where the main used instrument is one-to-one interview accompanied by an audio recording. The interviews with students are carried out in Arabic or French based on the choice of the participants, while the interviews are conducted in English with teachers. Both closed-ended and open-ended questions are well structured to find qualified evidence that leads to rich findings.

Yet, before collecting the data, a pilot study is conducted to make sure that the threats to research reliability concerning participant error, participant bias, research error, and research bias will not happen during the research. As a result of this process, 10 designed questions and sub-questions for students and eight structured ones for the teachers of English are well adopted, going along with the theoretical framework of the study and the particular definitions of the main concepts employed in this research paper.

To reach the expectations behind these questions, the data collected are analyzed according to the thematic analysis approach (Al-Abrawi, 2017). This approach identifies the patterns within the data through edition to avoid inconsistency, classification, and organization, as well as decrease the amount of data to consistent groups and limited clusters.

### **4. Data analysis and findings**

The purpose of this section is to analyze the data collected from both the students and teachers in order to reach unbiased findings that express the current situation of English classroom management in Mauritanian secondary schools. This process is conducted according to the methodology used in the data collection above.

#### **4.1 Students**

Based on the data analysis, it is perceived that the students were selected from the different levels of secondary education (46 interviewees from the secondary first cycle and 56 from the secondary second cycle), taking into account their distinctive criteria in terms of sex (50 male and 52 female). These samples answered well-structured questions in one-to-one interviews to get valuable information about teachers' classroom management strategies and their impacts on the behavior of their students. To realize these objectives, they expressed themselves about the nature of their own disruptive behavior with a heavy focus on the reasons behind it. They also discussed their teachers' disciplinary rules to cope with such unfavorable behavior and those rules' impacts on their academic achievements. The extent to which English classrooms are managed in comparison to the other school subjects' classrooms is, moreover, argued.

In response to the first question, which gave students an opportunity to express their opinions about disruptive behavior in the classroom, 65% of the students think that the phenomenon is bad and that it is also abnormal at secondary schools, according to another 15%. One of the students said, "*tashwish vil madirsah mahou mounasib bihili tilmidi jaye yagra ma yalla ishewashe*" ("The occurrence of unfavorable behavior is not suitable at school because students who come to study should not disturb their class.") [Our translation]. Apart from these major percentages, there are minorities, standing for 8% and 12% respectively, who consider it good as well as normal.

When these students, regardless of their differing opinions, were asked whether they disturb their classes during the learning process, the majority (44%) emphasized that they do disturb their classmates, while a considerable percentage (32%) expressed that they don't make any unfavorable behavior in the classroom. Besides these percentages, 24% is found, representing those who are in a neutral position.

This question has led to structuring the question related to the types of unfavorable behavior they make in order to know much about the phenomenon. In this sense, they considered that the types are limited in their occurrence to noise making (74%), such as speaking, laughing ...etc. In addition to this type, they found the use of the phone (7%), lateness to the classroom (6%), fighting, especially among students of the secondary first cycle (4%), aggressive behavior or threats against their peers (4%), physical and ethical threats against teachers (3%) including interaction in rude manners and throwing them with chalk and stones. Finally, they like asking to go out without being in need in order to disrupt the learning process, and this was emphasized by only 1%.

These misconducts are not without reasons. According to 26% of the students, the main reason is the free time they have during the class. It takes students' focus away from their studies and then causes different types of unfavorable behavior to occur. Around 20% also put the emphasis on their own classmates as the main reason for their misconduct. This is followed by the consideration of the lack of interest in English by 18%, the difficulties of the lessons by the same percentage (18%), and their low level in English in the eyes of 10%. Moreover, teachers' weak personalities and inappropriate appearances cause students to exhibit misbehavior, according to 3%. The same percentage (3%) stands for those who just like making noise. The lessons' easiness lastly causes students' inattention to the lessons' activities according to 2%.

Since discipline in the classroom is the most required action in order for learning to take place in a conducive environment, students were asked if their teachers pre-establish rules to avoid students' misbehavior. The discussion showed that 84% of the students emphasized that there are some disciplinary rules to follow, whereas 6% denied the existence of any rules. In the neutral position, 10% are found, meaning that their teachers do not regularly set rules to avoid misconduct.

The rules which are set are: speaking is not allowed, as emphasized by 31%; being on time by 21%; and only English according to 20%. Students also shed light on the necessity of bringing school materials, as expressed by 16%. 10%, moreover, show that moving around without permission is forbidden. To conclude, 3% mentioned that teachers prohibit fighting and playing in the classroom.

When these rules are violated, teachers react differently. According to 53%, teachers tend to punish students by either dismissing them from the classroom or reducing their marks. Warning via both blaming and advising is highly considered in the eyes of 28%. In addition to this percentage, 9% of the students emphasized that their teachers react angrily as a response to their unfavorable behavior, and sometimes they use corporal punishment such as slapping with hands and hitting with whips, as expressed by 5% of secondary first cycle students. Moreover, some students, representing 3%, highlighted staring at the misbehaving students as a way of correcting their misconduct. Sending them to the administration is, furthermore, adopted by 1%. Finally, another 1% added that sometimes their teachers do not care about their misbehavior.

According to 80%, these reactions behave well and correct their misconduct. Contrarily to this majority, 7% stressed the opposite, implying that they do not adjust their unfavorable behavior. In addition to these controversial percentages, the undecided students are not voiceless, as expressed by 13%.

However, since the majority agree well with the usefulness of such teachers' reactions in correcting unfavorable behavior, it is perceived that 82% of the students considered that their favorable behavior contributes to their understanding and then academic attainments, whereas 11% disagree with the majority on that, and so does the percentage (7%) of the unbiased students.

To compare the English classroom management to the other school subjects, 56% believed the English classrooms are generally much more managed than the rest of the school subjects. Yet, the rest of the subjects are not without proponents. They are supported by 27%. In the impartial position, 17% is found.

#### **4.2 Teachers**

As far as teachers are concerned, their sample is chosen from different secondary schools based on their consent to be part of this research universe. Therefore, the data collected represent the contribution of 14 teachers, among them those who teach in the target secondary schools. They expressed themselves about the phenomenon of students' unfavorable behavior and the reasons behind its occurrence before discussing their classroom management strategies.

In this sense, the first question confirmed the types of unfavorable behavior, which have already been mentioned by students: noise making (50%), fighting (18%), going out without being in need (11%), threats against teachers (7%), the use of the telephone (4%), lateness to classrooms (4%). It is noticed here that students' threats against their peers are the only type being left out by the teachers, but they added sleeping (4%) and eating in the classroom (4%) as further types.

These misbehavior types, according to 64% of the teachers, do not prevent the misbehaving students from getting good grades, although there is, of course, a minority (7%) confirming that students' misconducts negatively affect their academic achievements. This is in addition to a considerable percentage (29%) standing for the unbiased position.

To avoid the occurrence of disruptive behavior, teachers take into account a number of measures, including the emphasis of 45% of the teachers on the importance of well-prepared lesson plans and another 21% on the significance of a positive classroom

climate. Creation of effective classroom rules, giving advice, and asking the misbehaving students questions at the beginning of the classes are also at the heart of the preventive measures, as shown by 7% for each. 3% of the teachers additionally prevent disruptions by giving the students who participate in the classroom activities extra marks. The same percentage stands for each of the following measures: walking around tables, grading students' favorable behavior at the end of the school year, and punishing the misbehaving students.

As for the reasons, a considerable percentage of the teachers came out with some similar motives to those mentioned by the students, 14% confirmed the lessons' difficulties as a reason, as well as teachers' weak personality and inappropriate appearance, free time, and the misbehaving students' classmates according to 11%, 7%, and 4% respectively. However, the majority (36%) believed that the main reason is the lack of students' interest in English due to boredom, some personal issues, and focus on social media networks. A lack of ethics is also found in 11% of cases. The same percentage considered overcrowding. The emphasis on lateness to the classroom and lack of learning environment, according to 4% for each, are at the heart of the motives, too.

Concerning teachers' coping strategies, the majority (28%) will reinforce the principle of punishment through corporal punishment, grade reduction, dismissal from the classroom, or oral assessment. Warning, advice, and sending to the administration are considerably adopted by 22%, 13%, and 9%, respectively. Besides, there were other coping strategies, including keeping students busy all the time, reinforcing the principle of rewards, rearranging their sitting positions, and staring at the misbehaving students without saying anything, which each one of them highlighted by 6%. These go against ignoring disruptive behavior as a strategy, according to 3%.

The majority of these teachers (72%) generally stressed that such strategies help them manage their classrooms, whereas the remaining percentage (28%) represents the teachers who are in a neutral position. The well-behaving students are also highly taken into account, where all the teachers agree that they reinforce students' favorable behavior by paying attention to them, placing their names on the wall, and even giving them extra marks.

## **5. Discussion of the findings**

These results are discussed below, putting the emphasis on the main patterns and themes discerned from the data.

### *5.1 Types of misbehavior*

Misbehavior among students has increased over the last two decades, as found by Charles (2008, as cited in Niwaz, Khan & Naz, 2021). It also badly affects the learning and engagement of all students in the class, contributes towards the loss of instructional and administrative time at school, and negatively impacts teachers' responses, according to a considerable number of researchers (Niwaz, Khan & Naz, idem). In the Mauritanian secondary schools, the results of the data analyzed emphasized different types of misbehavior that students make in the English classroom across different levels (secondary first cycle and secondary second cycle), although the majority of students think that it is a bad, abnormal phenomenon. Due to such an occurrence, which does not prevent the misbehaving students from getting good grades according to the majority of the teachers, the following types can be distinguished: verbal, such as noise making, laughing, and speaking, and non-verbal ones, like the use of phones, sleeping, and eating. Such a classification is at the heart of that of some scholars such as Marais and Meier (2010) and Niwaz, Khan & Naz (2021). They also found other types, going along with Wallace's classification of students' misbehavior (2011, as cited in Niwaz, Khan & Naz, idem), summarized in violent and confrontational versus non-violent and non-confrontational. The violent and confrontational conduct cover fighting, especially among students of the secondary first cycle, aggressive threats against classmates, and interaction in rude manners with teachers and throwing them with chalk and stones, whereas non-violent and non-confrontational behaviors encompass coming late and asking to go out without being in need. All these types have a dampening effect on teaching, learning personal feelings, and motivation to learn (Charles, 2014).

### *5.2 Reasons of the Phenomenon*

Many conditions encourage students to misbehave. By addressing those causes, you significantly reduce inappropriate behavior in your classes (Charles, idem). In this frame, the findings showed such reasons as lack of time management, student-teacher unfriendly relationships, inappropriate instructional methodologies, students' disengagements in learning, poor learning environment, teachers' characteristics, students' low proficiency, affective attitudes, lack of ethics, and overcrowding. Many researchers from all around the world have discussed these motives. According to Habibi (2018), lack of time management is one of the significant factors of ineffective classroom management. As mentioned earlier, it takes students' focus away from their studies and causes different types of unfavorable behavior to occur. To manage time, effective teachers are required to plan lessons well in order to keep students busy all the time. This takes into account a trusting, psychologically comfortable learning environment. Charles (2014), thus, discussed the negativity of poor learning environment, inappropriate instructional methodologies, and students' disengagement in learning, which go along with the results of this study, emphasizing the more engaging the instruction is, the fewer behavioral issues will arise because students are actively engaged, interested and motivated in the lesson (Nurhijjah, 2019). As a result, the unfriendly relationship between teachers and students, affective attitudes towards misbehavior and ethical issues, peer provocation, and students' low proficiency, which were found as reasons, is far away from

happening. However, sometimes teacher misbehavior and other characteristics cause the occurrence of misbehavior, as confirmed by Charles (*idem*), as well as overcrowding.

### 5.3 Coping strategies of teachers

The numerous causes of disruptive behavior that have been discussed above mean that teachers are required to have the ability to select and utilize relevant management strategies to deal with them. Thus, the coping strategies of the teachers can be categorized into the following types: preventive strategies, which are the rules to determine expected habits, reinforcers, and penalties for unacceptable conduct (Farooq & Ahmed, 2021), are, according to the teacher participants: well prepared lesson plans, positive classroom climate, giving advice, asking creative questions, paying much attention to students and praising them, reinforcing the principle of rewards and of punishment, and finally creating effective classroom rules. The students discussed this later during their participation. They claimed that their teachers pre-establish what they cannot do: speaking in the classroom, speaking languages other than English, being late, attending classes without the required school materials, walking around, fighting, and playing. Similarly to Skinner's and Kounin's ideas (see p.4), all these actions shed light on the necessity of combining the behavior of the teacher in terms of what should be done to achieve the desirable behavior in learners and how the behavior of the learner could be controlled or modified in order to avoid disruptive behavior while learning process.

Concentrating on such good classroom disciplinary procedures decreases discipline conflicts and leaves the classroom with fewer interruptions and disturbances (Farooq & Ahmed, *idem*). However, the violation of such measures requires supportive management and suggestions as strategies in order to correct the disruptive behavior in any form before reaching serious consequences (Niwaz, Khan & Naz, *idem*). The supportive strategies are, hence, summarized in warning, blaming, and advising the misbehaving students, expressing anger, staring at them, keeping them busy all the time, and rearranging their sitting positions. The failure of the misbehaving students to follow the instructions of their teachers in supportive management strategies leads to further management strategies, corrective ones. In these corrective strategies, teachers use different approaches, and of course, some of them are more efficient than others. The different forms of punishment are decidedly employed, including dismissal from the classroom, grade reduction, oral assessment, sending them to the administration, and corporal punishment such as slapping with hands and hitting with whips. This latter is only used to correct the misbehavior of students in the secondary first cycle regardless of the fact that it is negatively viewed by school stakeholders. Although it is an effective method of correcting misbehavior and of making individuals more responsible, according to a number of researchers, many others collected evidence showing that corporal punishment resulted in poor academic achievement, increased dropout rate, low level of participation, very low self-esteem, fear of teachers, school, and decline in self-worth of students (Niwaz, Khan & Naz, *idem*). Skinner (see p.4) suggested, in addition to the punishment method, a rewards principle to reinforce and encourage positive behavior. The findings here underlined it since teachers reinforce students' favorable behavior by paying attention to them, placing their names on the wall, and even giving them extra marks. Besides these valuable methods, some teachers ignore misconduct as a method to deter them. This is supported by Skinner (see p.4) and some research in many parts of the world (Niwaz, Khan & Naz, *idem*), although it is controversial in terms of its effectiveness.

Regardless of these diverse coping strategies, the majority of the students stressed that their teachers' strategies correct their misbehavior, contribute to their understanding, and then to their academic achievements. They go even further as they believe that their English classrooms are generally much more managed than the other subjects' classrooms.

### 5.4 Recommendations

Based on this discussion, the following recommendations are made:

1. Teachers, as classroom managers, are required to plan the lesson activities carefully in accordance with the devoted time so as to prevent the misbehaving students from having time to disrupt the learning process. Such planning should take into consideration an instructional methodology that goes well with the students' needs to solve the problem of students' low proficiency and disengagement in learning.
2. It is also the responsibility of teachers to develop caring, supportive relationships with students and parents and promote a supportive relationship among students. Such a relationship encourages a conducive environment for learning, corrects students' ethical issues, and harasses misbehaving students.
3. Above all, teachers are expected to behave as models of good manners, habits, and appearance. Meeting these expectations contributes to misbehavior correction, as emphasized by many educators (see p.4).
4. Overcrowding also makes classroom management challenging. There cannot be a motivating learning environment without taking into account the permissible number of students in a given classroom.

### 6. Conclusion

The results revealed that the phenomenon of students' misbehavior does occur and reoccur in English classrooms in different forms: verbal, non-verbal, violent, and non-violent. It has such reasons as lack of time management, student-teacher unfriendly

relationships, inappropriate instructional methodologies, students' disengagement in learning, poor learning environment, teachers' characteristics, students' low proficiency, affective attitudes, lack of ethics, and overcrowding.

In order for teachers to cope with such misbehavior, they employed four main strategies: first, preventive measures, which focused on the importance of well-prepared lesson plans, positive classroom climate, giving advice, asking creative questions, paying much attention to students and praising them, reinforcing the principle of rewards and of punishment, and finally creating effective classroom rules. Second, in supportive management, the aim is to correct the misbehavior before becoming challenging through warning, blaming, and advising the misbehaving students, expressing anger, staring at them, keeping them busy all the time, and rearranging their sitting positions. In corrective one, as the third management strategy, teachers dismiss students from their classrooms, reduce their grades, submit them to oral assessment, send them to the administration, and punish them physically by slapping them with their hands and hitting them with whips. Contrary to these strategies, some teachers consider the best way to deal with students' misbehavior to be to ignore it as a further strategy. These coping management strategies decrease to the extent of eradicating the occurrence of the phenomenon, which, of course, contributes to better academic achievements. Such correctness is reinforced with rewards such as extra marks and praise.

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