The Relationship between Iraqi EFL Teachers’ Professional development and Their Classroom Management

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ABSTRACT:
The present study investigates the relationship between Iraqi EFL teachers’ professional development and their classroom management techniques. A general term that means developing yourself professionally and also improving your classroom management abilities by learning new strategies and techniques, making motivation for students, and having all students practice by asking questions. Language is very important, like grammar, writing, or vocabulary. Then Classroom management refers to a wide variety of skills and techniques. The study will require the participation of 275 EFL teachers. Participants must be of both sexes and different ages. They are chosen using convenience random sampling according to Krejcie and Morgan's (1970) formula, with a confidence level of 95%. in different language schools. The Classroom Management Techniques questionnaire (Diaz, Gonzalez, Ramirez, & Munoz-Parra, 2018) and Teachers’ Professional Development (Evers, Kreijns, & Van der Heijden, 2016) are used in order to collect the required data. The study's findings found that EFL (English as a Foreign Language) secondary school instructors in Iraq have a unique perspective on classroom behavior. The teachers agree that the subscale "content" obtains the 2nd highest score based on the questionnaire's eighth domain as a researcher and teacher at Abi Talib Intermediate School for Boys in Wasit Governorate, I observed that every teacher values the opportunity and necessity to constantly improve his professional development. Professional competence levels correspond to different stages of professional and educational development. The higher the level of the teacher's professional activity, the higher the scientific level of the students, which leads to the advancement of the educational process and the prosperity of the country. 

Keywords: classroom management, EFL teachers, gender, professional development, strategies and techniques

Introduction
In this era of rapid and seemingly endless change, the teacher’s skills and movement within the classroom are developing with the advent of the age of technology. Most education teachers and administrators agree that teaching the fundamentals of knowledge is one of the solutions that may be
effective in confronting the activities of the modern era, as it includes a comprehensive and profound change in student behavior. The process of transferring ideas to the minds of Students impose on the teacher to transcend traditional methods of teaching and follow modern methods in the age of technology, and Education has become increasingly important for individual and societal success. Some researchers see that the concept of professional development for teachers is an unclear term (Fullan, 1999; Hargreaves, 2000). Evans (2002) Professional development was defined as the educator is defined as "the process by which educators, alone or in collaboration with others, review, renew, and extend their commitment as agents of change in the moral world." As a result, teachers, who are primarily responsible for their students' achievement and performance, must meet new educational requirements in order to advance their professional development (Bransford, Darlin). Fullan (2000, 2001; g-Hammond and LePage, 2005). the fact that, for the purposes of teaching (Evans, 2002, p. 79), teachers gain and develop knowledge, skills, planning, and practice with children, youth, and colleagues through professional development. This process is the foundation of educational development to meet societal expectations "(Borko, 2004; Dede, Whitehouse, Breit & McCloskey, 2009; Desimone, Smith & Ueno, 2006). As a result, professional development for teachers has emerged as an important agenda item in educational research. In this case,

1.1 Statement of the Problem

One of the most important features of teaching, which is Class management is a hot topic in the teaching profession's educational research literature. When proper class management is used, teaching could be more effective. It makes no difference how good the teacher is; success is impossible unless the class is properly managed. As a result, "class management should be regarded as the fundamental ingredient in ensuring the success of teaching" (Yilmaz, 2009; Halstead & Jiamei, 2009).

As a result, the current study's researcher hypothesized that there could be a link between teachers' professional development and classroom management. Stress and/or classroom management, "a reality of teaching" (Iwanicki, 1983, p. 27), are an unavoidable part of teaching pedagogy because the teaching profession is fraught with stressors. These interactions may lead to some level of stress and exhaustion that may affect teachers' classroom management. Understanding only the behavior of individuals is insufficient. It is necessary to comprehend both teacher and student behavior, as well as the factors that influence this behavior. Students may enjoy school far more than they currently do. They may not enjoy all of the learning activities and tasks assigned to them, but they may be influenced by the teacher's behavior. Important studies by behavior scientists, such as behaviorism, have provided some practical insights into why many students dislike school and how teachers' behavior can affect students' attitudes toward school and learning in recent years. Teachers must engage in a wide range of human interactions in order to effectively carry out organized learning activities.
1.2 Importance of the Research

The present study, which aims to investigate the significant inter-correlation between the components of PD and classroom management techniques in the context of EFL teacher education, would be considered beneficial for both teachers and students. In the case of teachers, it helps them to build their PD and classroom management skills required for a professional learning and teaching environment and assists them in overseeing classroom activities such as learning, social interaction, and student behavior in a more communicative way (Martinet al., 1998).

The teacher as a classroom manager should provide context for the growth of social and psychological characteristics of students, too. This can be done by, for example, learning students’ names, using eye-contact, and learning about students’ types of personalities (Diaz et al., 2018). Classroom management aims to improve the teaching and learning process for both teachers and students benefit from well-managed classrooms; in well-managed classrooms, teachers can work easily, lessons run smoothly, and students effectively understand and grasp the output. The goal of professional development is to change our professional thinking, knowing, feeling, and doing. Numerous studies have been conducted on the difficulty of teaching English in both the Arab world and Western countries, with varying perspectives. Teaching English in Arab countries, particularly Iraq, is fraught with difficulties that prevent teachers from carrying out their responsibilities adequately. Although Iraqi teachers face challenges similar to those faced by teachers in other Arab and non-Arab countries, some of these challenges are unique for a variety of reasons that will be discussed in depth later in this study. The new curriculum, "Iraq Opportunities," is a

Defining teaching objectives and translating them into measurable behavior

The lesson's implementation is a part of the learner's daily life.

Attention is paid to cooperative work among students in the same class, which leads to learners' needs being met and their innovative thinking developing.

Attention is paid to providing a healthy natural environment for learners, which aids in motivating them.

Where teaching takes place in the development of learners' innovative and creative thinking abilities, as well as their renewal, by designing educational situations and environments based on experimental research and discovery and encouraging the students. A technique for organizing the learner's external field in order to activate and change his behavior. Because education occurs as a result of the learner's interaction with external conditions, and the role of the teacher is to create these conditions so that the learner responds to and interacts with them.

- "A set of intended and intended activities that aim to achieve learning, which is the method used by the teacher to scientifically translate curriculum contents and achieve curriculum objectives." Learners' behavior can be improved through realistic education.
EFL Teachers' Professional Development.

Professional development (Khan & Begum, 2012). In this study, Teachers who are seen as a source for upgrading their knowledge and skills in various sectors create a foundation for behavioral change in teachers and help them to attain the level of professional development. Teachers' performance will increase if opportunities for learning, information, and skills are provided in schools and classes. A study, a 25-item questionnaire (Evers, Kreijns, & Van der Heijden, 2016) was used to study teachers' professional learning practices and opportunities for professional growth.

Classroom Management Techniques

According to Oliver and Reschly (2007), Classroom management strategies are the methods used by teachers to create and maintain an environment in the classroom that permits pupils to learn as much as possible. In this study, a 60-item classroom management questionnaire (Daz, González, Jara-Ramirez, & Muoz-Parra, 2018) is used to assess teachers’ classroom management skills.

Review of Related Literature

2.1 Introduction and Conceptual Framework

Teacher's professional development is important because it enhances the quality of teachers' knowledge and skills and also. It has a direct impact on students' learning quality. The teacher is the recipient during this process, but the final beneficiaries are the students. This professional improvement not only involves teachers but also various professionals, such as lawyers, engineers, and healthcare professionals, as well. The main goal of PD programs is to maintain an individual's profession in the best way possible (Mafakheri, 2016). Moreover, it is the necessity of some jobs to have further training, like doctors and surgeons, who should be aware of the latest technologies, newest techniques, and medical advancements (Tantawy, 2020). Accordingly, in the context of teacher development, The goal of professional development is to empower teachers' adaptations, knowledge, and skills in order to improve their educational skills. Furthermore, professional development has a central role in increasing students' achievements (Chen, 2020). and there are abilities to help students.

Teachers should find more time to engage students in educational activities in addition to extracurricular activities. The teacher should be conscious of his significant position as a professional and citizen in the community, as an agent of development and change, and should be given the opportunity to do so. The teacher is the developer of the learning setting, the originator, the designer of the curriculum, and the ongoing and purposeful attempt to change his pupils' likes.

2.1.1 Professional growth

The word "profession" originated from the Latin word "profiteri," meaning "to state publicly," since a profession is an occupation in which one publicly declares a skill. Professional development has a confidential role in different aspects of education, including teacher training, advanced professional learning, and generally formal education. Thus, the term "professional development" refers to the increase in the professional
knowledge, competence, and effective performance of teachers and educators (Imants & Vanderwal, 2020). It is also defined as a continuous process of group and individual training that empowers teachers individually, in groups, and even in professional associations to make complex decisions, identify and solve problems, and communicate with students (Bett & Makewa, 2020).

Therefore, professional development can be considered as nonstop learning opportunities that make enhancements to an individual’s skills, knowledge, and attitudes to grow as a professional in a job. In today's ever-changing educational settings, there is a need for professionals to be up-to-date and fresh in their learning of new knowledge and skills. Hence, professional development, which includes learning opportunities (project sessions, lesson plan sessions, 14 conferences, seminars, webinars, and workshops), is key in this regard for optimizing employees’ personal development and job growth and promotion (Tantawy, 2020).

2.2 Related Research

In a study, Nasser and Shabti (2010) examined the relationships between professional development programs (PD), background characteristics, patterns of motivation, program characteristics, and satisfaction among educators. Data collection was done by using a questionnaire from 499 educators in 38 PD programs. The configuration of the study was carried out at a center for educational personnel development. Six of these programs were created for preschool teachers, 19 for elementary school teachers, eight for high school teachers, and five for all teachers. Thirty-one of the programs were designed for Hebrew speakers, while seven were designed for Arabic speakers. In terms of PD program topics, 20 were dedicated to subject matter, nine to personnel with non-teaching responsibilities, and nine to curriculum and personal enrichment. The findings revealed that there were differences in satisfaction among participants who displayed different patterns of motivation and had different perceptions of the PD program's contribution.

Methodology

3.1 Participants and Environment

In order to collect the required data for this study, 275 EFL teachers participated in it. Participants included both genders, different ages, and various educational backgrounds. The sample was drawn from 1000 male and female English teachers who worked in various language schools using convenience sampling based on Krejcie and Morgan's (1970) formula and a confidence level of 95% (margin of error = 55). The goal of this study, as indicated earlier, was to investigate the relationship between Iraqi English language instructors’ self-efficacy and their continued professional development. "Does there appear to be a link between Iraqi EFL teachers' self-efficacy and their continuous professional development?" the study asked. The proposed model was analyzed using SEM and Pearson's correlation coefficient to obtain a clear image of the quotient outcomes, in order to answer the study question. Cooperation, decision-making,
inference, and updating, according to the research, are all key good indications of collaboration.

3.2 Instrumentations
Two questionnaires were employed: Classroom Management Techniques and a Professional Development Questionnaire (PD).

3.2.1 Techniques for Classroom Management
To assess EFL teachers’ attitudes and beliefs on classroom management and control, the questionnaire on classroom management techniques developed and validated by Daz, González, Ramirez, and Munoz-Parra (2018) was used.

3.2.2 Teachers’ Professional Development Questionnaire (PD).
To assess the EFL teacher’s professional development, a questionnaire developed and validated by Evers, Kreijns, and Van der Heijden (2016) was employed.

Procedure.
In this study, 275 EFL teachers participated. First, the participants were assured that all information received would be kept private and utilized solely for the purposes of the study. Then, the online questionnaires were sent to the teachers who agreed to participate, aiming to find the relationship between Iraqi EFL teachers’ professional development and their classroom management. After gathering the data, the data was summarized in SPSS software for further analysis.

3.4 Research Plan
The design of the present study was correlational. Correlational research studies the relationship between or among the variables (Fitzgerald, Rumrill, & Schenker, 2004). Also, the quantitative method was used in this study. In the quantitative method, the researcher deals with collecting, editing, and analyzing numbers (Monka, Quist, & Skovse, 2020). The quantitative method is widely used in different fields of study.

3.5: Data Analysis Method
In order to analyze the collected quantitative data, SPSS software was used. SPSS is a widely used program for statistical analysis. In this study, the bivariate Pearson correlation is used to measure the correlations among the two variables. Moreover, path analysis using AMOS software was applied to investigate the interconnections between PD and classroom management constructs. Finally, the T-test is used to answer the second and third research questions.

Results
4.1 Restatement of the Problem
The results of descriptive statistics illustrated the positive relationship between professional development and classroom management. Moreover, to see if the causal linkages between the components are strong enough, a model was proposed and the standardized estimates were examined. The results showed that the study’s proposed model had a perfect fit with the empirical data after some modification. To assess EFL Iraqi teachers’ classroom behaviors, its importance is discussed, as well as how teachers prepare for classroom management. Many teachers seem to
think that their classroom management training is insufficient. Research over the past 50 years shows that junior teachers often cite classroom management as a major concern. This increased classroom management training would have benefited the teaching practice of teachers in a single study. in secondary schools, descriptive statistics are used to present data collection above the current goal and hypothesis. As mentioned in the previous section, a questionnaire was prepared and distributed to the study's sample.

To assess EFL Iraqi secondary teachers' awareness of classroom behavior, the weighed mean and weighted percentile are used.

Furthermore, while there is no significant difference between gender and professional development, there is a significant difference between gender and classroom management, according to the findings. Furthermore, the reliability of the questionnaires revealed that the used questionnaires obtained acceptable Cronbach alpha indexes.

4.2. Preliminary Analyses

4.2.1 Kolmogorov-Smirnov Test

To determine the normality of the data distribution, the Kolmogorov-Smirnov test was used. This test determines whether the distribution is different from a comparable normal distribution. If the p-value is non-significant (p>.05), we can conclude that the distribution of a sample is not significantly different from that of a normal distribution, and thus it is normal. The distribution is not normal if the p-value is significant (p.05). Table 4.1 displays the Kolmogorov-Smirnov test results. As can be seen, the sig value for all variables obtained is greater than.05. As a result, we can safely assume that the data is normally distributed across all variables.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Kolmogorov-Smirnov</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>275</td>
<td></td>
<td>.074</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>275</td>
<td></td>
<td>.114</td>
</tr>
</tbody>
</table>

4.2.2 Descriptive Statistics

Table 4.2Professional Development descriptive statistics are presented, including the mean, standard deviation, maximum and minimum scores. These results are compared on the following pages. The range of possible scores for the Professional Development scale with 21 (1 to 4) items is between 21 and 84.
Table 4.2 Descriptive Statistics of Professional Development Scale
Enrollment in local colleges, 2005

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to date</td>
<td>275</td>
<td>5.00</td>
<td>20.00</td>
<td>17.8727</td>
</tr>
<tr>
<td>Experimenting</td>
<td>275</td>
<td>5.00</td>
<td>20.00</td>
<td>16.2691</td>
</tr>
<tr>
<td>Reflecting</td>
<td>275</td>
<td>5.00</td>
<td>20.00</td>
<td>14.7709</td>
</tr>
<tr>
<td>Collaborating for improving lessons</td>
<td>275</td>
<td>5.00</td>
<td>20.00</td>
<td>17.8836</td>
</tr>
<tr>
<td>Collaborating for school development</td>
<td>275</td>
<td>5.00</td>
<td>20.00</td>
<td>13.2582</td>
</tr>
<tr>
<td>CPD Overall</td>
<td>275</td>
<td>25.00</td>
<td>100.00</td>
<td>80.0545</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>275</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean score of teachers' reports in total Professional Development is 80.25, with a standard deviation of 9.60, as shown in Table 4.2.

Pearson correlation was employed. The results of the correlation between Iranian EFL teachers' professional development and classroom management are shown in Table 4.5. Classroom management correlated positively and significantly with Professional Development (r=.42, p.05), as shown in Table 4.5. As a result, the null hypothesis was rejected.

Table 4.5
Results of Correlation
Professional Development

<table>
<thead>
<tr>
<th>classroom management)</th>
<th>Correlation</th>
<th>(Pearson 0.42 **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign 2-tailed</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>275</td>
<td></td>
</tr>
</tbody>
</table>

Correlation is significant at 0.01 level.

5. Discussions
In response to the first research question, quantitative data revealed a positive relationship between professional development (41.88 percent) and classroom management (204.48 percent).

Fundamental professional learning activities such as staying current, experimenting, reflecting on one's practice, and innovation empower teachers while also allowing for faster change (Kwakman, 2003). Collaboration, collegiality, and shared values are important PD cornerstones, according to Stoll, Bolam, McMahon, Wallace, and Thomas (2006). In line with their findings, Khan and Begum (2012) viewed teacher professional development as a means of updating teachers' knowledge and
skills in a variety of fields, resulting in improved teacher performance. Classroom management is defined by Marzano (2003). Furthermore, more professional-development opportunities for teachers in classroom management are now available, and there has been debate about the role of practical teaching techniques in teacher education and certification programs, as well as whether such programs overemphasized education theory at the expense of practical, applied skills that teachers will need in the classroom, such as classroom-management strategies. Educators who understand the importance of negotiating contextual, cultural, and lexical meaning will only accept the teaching of the more formal and non-contextual functional aspects of language to a limited extent because they are abundant in mainstream textbooks in the native language, almost exclusively speaking to native speaker input dialogues. They will explicitly invite students to consider other ways of thinking and reasoning besides their own. Learners will come to see their own point of view as just one of many. They will engage in written conversations or communication while remaining conscious of their role in the interactive setting. They will understand the complexities of creating context, naming topics, and engaging in various types of interaction.

7. References


