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## The Influence of Interactive Classroom Management Strategies on Iraqi EFL Students' Academic Performance at Secondary School

### Abstract

*This study aims at identifying the strategies that increase interactive classroom management (henceforth ICL), including the students talking time instead of teacher talking time by reducing teacher centrality in the class and setting up students in organized place to share ideas and participate in class tasks. Also using technology strategy that provides diversity on the part of both the teacher and the student in accomplishing syllabus goals. The Teachers Classroom Management Proficiency Questionnaire (TCMPQ) was used to the sample that was randomly chosen in certain private schools in Misan, Iraq. Findings have shown that the main two hinders that mark fruitful classroom management are the students' needs and characteristics and the students' seating organization. For the popular class strategies, teachers claim they have to offer awareness for educational and teaching settings. Teachers believe that interactive classroom management is the process of creating and upholding a positive leaning atmosphere which can direct learners to flourish in classroom and their characters in class touches student's educational achievement.*

**Keywords:** Interactive Classroom Management, Student's Educational Achievement, Learning Environment, Classroom Difficulties and Problems.

### Introduction

The fundamental principle of succeeding students' performance (henceforth SP) in the classroom is by dealing with classroom management in a professional way especially on the part of the teacher. This can be done by providing many opportunities for the students and supply suitable learning materials and technology. To begin with, classroom management (henceforth CM) is a term that means "the way teachers organize what is going on in the classroom" (Gebhard, 2009). According to Umoren (2010, as cited in George et al., 2017), the concept of CM is wider than the concept of student style and behavior in class, it

embraces all the effects teachers organize in the class to bring students' academic performance and collaboration in classroom actions to produce encouraging education setting. Ming-tak and Wai-shing (2008) relate that CM involves restraining student's disruptive performances such as noise creation, close observation, preparation of classroom resources, and reply to students who have poor sight (vision), poor reading, poor writing, poor spelling, embarrassment, dullness, hyperactivity and poor study lifestyles.

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### **Statement of the Problem**

SP in the classroom is affected by certain strategies of ICM. Most classroom problems come from dealing with SP in advance. Iraqi secondary school students encounter a problem in providing them an ICM through which they can share ideas and participate actively in all class tasks. For example, setting up the class and teacher talk time are the primary factors that need to be taken into consideration because such factors diminish the SP when dealing with it haphazardly or inaccurately.

### **Purposes of the Study**

The purposes of the current study are to shed light on the influence of ICM on students' academic performance and the empowering of active teaching upon students' academic achievement.

### **Research Questions**

The following questions have been adopted:

1. How does ICM influence the performance of the learners?
2. How does active teaching upgrade academic performance of the student?

### **Significance of the Study**

This study is important for it is going to produce data that may help instructional stakeholders such as the Ministry of Education and researchers to determine how to operate ICM influence students' academic performance in high schools.

### **Research Hypotheses**

The following hypotheses have been adopted in the current study:

1. There is no significant relationship between ICM and students' academic performance.
2. There is no significant relationship between active teaching and students' academic performance.

### **Significance of Classroom Management**

Debra et al. (2003, as cited in Iqbal, 2018) indicate that theorizers and practitioners have experienced that classroom arrangement comprise of handling activities which echoes the enhancement and bring developments in class productivity. Teachers should basically have enough knowledge of how to act professionally with classroom situations in order to raise agency and effectiveness of students' own

achievement in language skills. This can be done through the treatment of interactive classroom activities and tasks in academic and educational manner in order to be accepted globally and achieve great results on the parts of the students and their teacher and also the goals of the institution itself.

### **Teacher's Effectiveness and Academic Performance**

Teacher effectiveness or teacher quality is an indicator of an ICM. Great consideration should be taken into account to rise up the teacher quality requirements through establishing a number of procedures and a solid system to build up a developed community. Such step needs large effort on the part of the government in general and the institutional or educational systems. There should be a strong linkage between teacher competence in classroom management and student's performance. Teacher agency and flexibility should also be activated enough in class, the interactive relationship with students in class produce high positive results and the connection between teacher and curriculum syllabuses should be taken into account and attempting to find instant solutions of what is going on in class and what comes out from students' behaviors. Teacher personality has more impact on students' performance that teacher knowledge as many researchers claim and that belongs certainly to the desire and motivation he/she plants in students' mind that create them an interesting world full of fun and success.

Fagbamiye (2006, as cited in Titus and Ado, 2017) argues that teachers competence in classroom management contributes to SP, the performance of the learner therefore can directly be tied to the inputs of the teacher in the classroom teaching and learning interaction just as the learner cannot rise above the level of his academic experience, so also the teacher cannot transfer more than he knows.

### **Strategies of Interactive Classroom Management**

#### **Student Talking Time (STT)**

This strategy has an important role in increasing the production of classroom performance because most classes are teacher-centred (as many studies have confirmed). Classes need to be student-centred and the domain of time talk should be given on the most face of it to students since the main aim of educational settings is to concentrate on students' productivity. There are many ways through which teacher talking time can be

reduced or shifted into student talking time by adopting some strategies. According to Chaudron (1988, as cited in Creese, 2005), teacher talk dominates around 60% of class time. So, to reduce teacher talk time (TTT) and increase STT, the researcher suggests following some strategies:

1. Motivating students to follow "think, pair, share" technique in order to increase students' participating in classroom activities.
2. Brainstorming students' ideas. Teacher should collect students' information as possible to raise students' self-development in language learning.
3. Following grouping procedure. One of the effective ways that leads to succeeding learning process is by doing group-work because it provides ample opportunities and suitable instructional environment.
4. Getting rid of the old or outdated methods of teaching and stick to the new ones such as task-based method, content-method or communicative language approach.
5. Giving the students additional drills or exercises just in case they do not understand well for enhancing the topic in their minds and increasing their talk time.

### **Setting up Classroom Activities**

One of the effective strategies that occupy a vital role in increasing classroom organization is to set up activities and tasks the teacher make in the class. If set up well, SP will improve well. The term ideal learning atmosphere highlights on the way in which teachers structure their schoolrooms in regard to physical space, instructional occasion and social communications and progress (Zou and Thomas, 2018).

CM is the fundamental premise learning relies on. It represents the teacher's experience in the field of education. If treated well, its results are positive on students' performance either if ill-treated, its results are going to be catastrophic. The theory that serves teacher's need and interests here is Maslow's Hierarchy of the need analysis. He figures fivefold pyramid of the students' needs that begins with a) self-actualization (achieving student's full potential, including creative tasks. b) Esteem needs (prestige and feeling of achievement c) Belongingness and love needs (intimate interactions, classmates) d) safety needs (security, safety) e) physiological needs (Food, water, warmth, rest). Bencze (2017) assigns that

student promotion counts on teachers' supplementary exercise. It takes a straight connection to their student's level of upgrading. Some argues that such concerns may reduce the reliability of the students' performance yet the paramount enhancement a teacher brings is having a well-controlled CM in order that students' achievement can become better.

### **Giving Obvious Instructions**

Teacher's instructions in CM are very essential since they provide ICM. Gebhard (2009) mentions some instructions teachers should follow:

1. The instructions should be put forward verbally to the students.
2. Students need to get know on how to perform the tasks and activities what is required from them to do or achieve.
3. Then the students themselves have to read the instructions and utter them to the whole class.
4. Jotting down all the instructions, allowing the learners read them silently.
5. Uttering instructions at that point taking the students check the others.
6. Representing the instructions as learners predict what they have to do.
7. Whispering the instructions while learners lean forward in desks, later having learners replicate the instructions to the student near them in a whisper.

### **Combining Technology in the Classrooms**

Nowadays, technology takes a special status in our life. For example, social media language learning or SMLL has two main advantages: first, it provides information from different sources (such as Facebook pages or Twitter tweets), and this in turn improve the degree of students' achievement, and second it shapes skills and experiences in the application of digital technology as a learning instrument. All classes should be provided with technology (though it is somehow not cheap, but working hard to make classes supplied with such technology is better), as Iacob and Muşuroi (2013) assert that today's modern and dynamic community is intrinsically based on high technologies which progress at a very fast speed, requiring a existing profile of adaptability and flexibility established on consistent skills and abilities.

In Gebhard view, technology includes all the means that provide people to live and it can be echoed clearly in the class (Gebhard, 2006). He

then suggests a technology continuum that there is low technology such as sticks or Earth and then it steps gradually such as blackboards or papers later includes Overhead projector or Slide projector that are used by teachers in the class to motivate students. Finally, sophisticated or high technology that should be available in the classroom to provide a stimulating classroom environment or ICM such as computer or Internet. Internet has many applications and uses in the class. Teacher can make use of SMLL and formulate applications help answer additional exercises or extra tests or he can use online tests or online interview to assess his students out of place or restrictions such as over-crowded students and many challenges. So, high technology may help in providing a successful learning atmosphere through SP can change.

## Methods and Procedures

### Population

The population of the study includes all teachers and students in secondary schools in Al-Maymona in Misan city. A total of 80 respondents including teachers and students shaped the sample population for the present study.

### Sample and Sampling Techniques

Eight secondary schools were randomly selected for this investigational study. Five teachers and five students were also randomly selected from each school comprising male and female teachers respectively. A total of fifty (50) teachers and fifty (50) students were used in the study.

### Data Collection

The data is collected using the Teachers Classroom Management Proficiency Questionnaire (TCMPQ). The tool which was self-established by the researcher encompassed two parts. Part A requirement for the background information of the respondents such as place of work, years of experience, qualifications, sex and class taught. Part B consist of twenty (20) questions categorized under three (3) items; teachers' management proficiency, ability to teach, and attitudes of students to learning.

### Validity and Reliability of (TCMPQ)

The content validity of the tool used here in this study was ensured by giving it to a jury of experts in the field of language teaching and teacher education. The reliability of the tool was

evaluated in five (5) public secondary schools. The researcher with the aid of other teachers in the selected schools administered the tool on one hundred (100) EFL students. Kuder Richardson 20 was used to estimate the reliability which gave 0.86 at alpha level of 0.05

### Data Administration and Instrumentation

The study has been carried out for six weeks and that was done through the procedure that the researcher intended to move from each school selected to administer the instruments by himself with the support of the schools headmaster.

### Results and Discussions

The hypothesis that was posited at the beginning as follows; there is no significant relationship between the teachers' ICM efficiency and students' academic performance is rejected. The correlation of 0.61 indicates a positive linear correlation which implies that there is a significant relationship between teacher's ICM efficiency and students' academic performance at 0.05 significance level.

#### 10.6.1 RESULTS

Table 1.

The relationship between ICM and students' academic achievement

S/N	How does ICM affect students' academic Performance?	Mean	SD	Remarks
1	Interactive classroom should be calm and controlled by the teacher.	3.66	1.12	approved
2	Experienced teachers or disciplined teachers have the ability to reduce classroom complexity to its minimum.	3.25	1.36	approved
3	Students' presence affects the academic performance.	3.55	0.87	approved
4	The teacher observes students' behavior influencing students' academic performance.	3.92	0.78	approved

Table 1 shows how ICM affects students' academic performance. Item 1-4 produced the mean 3.66, 3.25, 3.55 and 3.92 respectively.

This is a sign while the teacher carefully observes students' behaviour, it improves students' academic performance. Experienced teachers have the ability to minimize classroom complications, systematic attendance to classroom lessons augment academic performance of the students and the class should be quiet and controlled thoroughly by the teacher to bring and achieve students' goals in academic achievement.

**Table 2.**

The relationship between active teaching and students' academic achievement

S/N	How does active teaching empower students' academic performance	Mean	SD	Remarks
1	Participated students in various activities ensure better performance on the part of the students.	3.14	0.74	approved
2	Students' involvement in doing homeworks makes students perform better.	2.37	0.88	approved
3	Focusing should be more on teaching tasks rather than tests	3.96	1.21	approved
4	Everyday teacher activities and techniques in class reflect in student's performance.	3.26	0.69	approved

Table 2 illustrates how active teaching strengthens academic performance of the students. Items 1-4 yielded the mean 3.14, 2.37, 3.96 and 3.26. This is a clue that when students participate in different activities in class increase their achievement and production. Teacher also should focus on regulating assignments and homeworks and daily tasks enhance SP. Teacher perspective should be on daily routine activities rather than examination to avoid washback effect.

## Conclusion

The current study shows truthfully the connection between the ICM and the SP. The study aimed at providing a successful atmosphere to students in order to promote their achievement in English language. The study reveals that reducing teacher talk time increase student chance to better learn since class becomes students-centred. Giving clear and voiced instructions that all students hear obviously enhance SP. Prearranged setting up serves the objectives of the lesson, hence setting up students in categorized manner on the form of groups motivate them to learn better. For technology, it occupies an essential part in improving SP since technology stimulates ICM and make students motivated and have the intention to learn.

This investigational study certifies the high relationship between ICM students' academic achievement. The findings of the current study show that there is a strong relationship between ICM and SP in case the study strategies have been taken into account and applied thoroughly in classroom. Teachers should have a great care of ICM because it can produce a large amount of students' academic performance when dealing with it in a professional manner as many studies have shown and confirmed this perspective.

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