



**Problems that Face Sudanese New Teachers in Classroom Management  
(Case Study of White Nile basic Schools -Rabak Locality - Elgazeera  
Aba)**

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## Abstract

*The current paper aims to investigate the processes that help Sudanese beginner teachers to manage their classroom that is the process of organizing and running the classroom matters. It is important to be tackled because the learning objectives cannot be achieved unless the classroom is managed. then a good outcome will be gained. A descriptive analytical approach was adopted to conduct the study. An interview for the experts in the field of education at Sudanese basic and secondary school was adopted to collect the data of the study. Textual analysis for the expert's interview was adopted as method to analyze the data to obtain the findings. The researchers found out the following results after the analysis of the data. The results are as follow: Effective classroom management is fundamental thing that the teachers can do to achieve the objectives of teaching. A lot of advice that can be studied in training courses can help the new instructors to manage the classroom. Teachers' own experience needs long time to identify techniques for managing effective learning. Base on the results, the researchers recommend that: teachers should be aware of the purpose of classroom management. Use effective management strategies are important in successful teaching.*

**Keywords:** *interactive classroom management skills, New teachers, Teaching English*



## Introduction

It is well known fact that among instructors, new teachers everywhere struggle and exert a lot of efforts in classroom management. The Classroom management is not an easy task. To deal with overcrowded classroom with eighty and sometimes one hundred who all have different needs, unique challenges, and varying expectations who also range in attention span and ability means there results in having a lot of issues for you to handle. The academic content that the teachers have studied at universities or colleges doesn't enable him or her to be a teacher who should magically know how to manage the classroom successfully.

Many new instructors consider classroom management as just a matter of maintaining order through the control of teachers. However, classroom management is much more than that. This also includes setting up and maintaining the teaching environment so that the educational goals can be achieved (Savage,( 2021) cited in Nouredine Mohamed Qassimi (2021).

It has been observed by the researchers of the this recent study that a lot of Sudanese EFL instructors face a lot of problems in creating what is called a classroom that is a room where instructors and students meet for the purpose of learning, with strong attitudes and behaviors, and a willingness to learn. Nevertheless, the idea of what is called a classroom is not always accomplished. The teachers are responsible of creating what is called classroom management.

This study aims to investigate the problems that face Sudanese new teachers in managing their classroom. It is very important to do a research in this field because teaching without managing the class results in bad and disastrous consequences of the learning outcomes. The researchers own experience in teaching English at both secondary level as well as university shows that teachers with short experience in teaching don't manage their classroom. When they begin to teach for the first time without training, that is to say, to have professional course of how to manage the classroom, they feel as if they were thrown to the wild animals in forest alone. But they realized that actively a achieving the objectives



of the lesson , the textbook and then the curricula as a whole is not an easy task which needs a lot training and experiences . Some of those teachers believe that if they couldn't manage their class effectively, then they had no chance to give the students the opportunity to succeed that they truly deserved. Managing the classroom effectively results in having crucial and essential influence on our students and can significantly help the instructors to get rid of stress.

The main hypothesis of this study is that effective management of the classroom helps teachers to achieve the teaching objectives but this important and significant fact is not really understood. Administrators, universities, and specialize institutions ignore the need to provide teachers with the tools and support them with the need to manage their classrooms efficiently.

The reality is that teachers everywhere struggle with classroom management. And let's be honest, they struggle for a reason. Classroom management is hard. Dealing with eighty children who all have different needs, unique challenges, and varying expectations – who also range in attention span and ability – means there is many of issues for you to handle. It is difficult for new teachers to manage their classroom wonderfully and effectively even if they get intensive training courses. The matter needs experience that is acquired gradually and takes time, patient, and determination.

### **Statement of the Problem**

It has been observed that Sudanese new teachers face many problems in classroom management However, tremendous researchers have shown positive impact on improving the classroom managements by training and adopting new methods and strategies of teaching. The reality would rather frustrate but it's a reflection of current teaching situations at basic as well as a secondary level in Sudan. So the implementation of training for new teachers associates with teachers' awareness of how to deal with the requirements that help them to manage the classroom effectively results in wonderful outcomes. The problem was observed by the researchers as their long experience in teaching at Sudanese secondary as well as university level.



## Questions of the Study

1. To what extent do effective classroom management results in achieving the objectives of teaching then results in good learning outcomes?
2. How new teachers do classroom management?
3. What are the characteristics of effective teachers who able to manage their classroom?

## Hypotheses of the Study

- 1- Effective classroom management is fundamental thing that the teachers can do to achieve the objectives of teaching.
- 2- A lot of advice that can be studied in training courses can help the new instructors to manage the classroom.
- 3- Teachers' own experience needs long time to identify techniques for managing effective learning.

## Objectives of the study

1. To identify techniques for organizing and managing effective learning environments
2. To help teachers to review the way that they manage their own classroom style.
3. To identify the role of experience in managing the classroom.

## The Limitation of the study:

This study takes the following limitation:

First, the population was limited to the secondary school new teachers in Sudan. Second, the generalization of the results is limited to the population of the study. Third, this study was confined on the problems that face Sudanese new teachers in classroom management in the school year 2021 - 2022.

## Previous Studies

This study is conducted by Assist. Prof. Dr. Çukurova. It is entitled Management of teaching and class control. This research aims at finding out what kind of precautions are



taken in line with the teaching-learning process and how these are realized at state primary schools as for methodology of this research, the participant teachers were observed in different classes. The teachers' precautions in order to organizing and managing instruction in their class were investigated by means of observe their strategies at three periods: pre-while-post phases of the class. Organizing and managing instruction has based on the identification of target behaviors and teaching tools, actual teaching, receiving feedback, revising, summarizing, evaluation and reinforcement activities. Organizing and managing instruction is one of the ways for establishing and keeping the class organization. It can also be defined as an integration of teaching environment and learning experiences. It has been found out that the participant teachers of this research have lacked of management skills of teaching activity.

This study is prepared by Nouredine Mohamed Qassimi entitled classroom management. Classroom management is the process of organizing and running the classroom business. Many see it as maintaining order through the control of teachers. However, classroom management is much more than that. This also includes setting up and maintaining the teaching environment so that the educational goals can be achieved (Savage & Savage, 2010). Furthermore, classroom management paves the way for teachers to get students to learn, and good classroom management is more than just being strict, authoritarian, or simply being organized. It contains routines, rules, and consequences, and it creates a set of expectations that are used in an organized classroom environment.

This study entitled Interactive Classroom Management Skills for Teachers with Special Needs. It is conducted by Alaa M. M. Asqalani Prof. Iman Saleh Saleh Dr. Mohamed D. Mohamed The aim of the current research is to develop the skills of interactive classroom management for teachers of special needs as an input to education under modern and advanced teaching techniques. The researcher used two research methodologies: descriptive approach to previous studies, including identifying the skills used in the classroom to manage it electronically, using a semi-experimental approach to identify the effectiveness of a virtual learning environment in the development of interactive classroom management skills in the research group of 25 teachers, and applied the measurement tools, which were a note card for the skills of interactive classroom management. I did not default



in developing the interactive classroom management skills of my research group. This study is prepared by Ngerem Eucharia Iheoma. It is entitled Effective classroom management: A panacea for enhancing students learning experience and satisfaction in higher education. Classroom is a very important school physical plant designed to achieve quality teaching and learning for the improvement of standard in education. The purpose of this study is to determine how effective classroom management can enhance students' learning experience and satisfaction in higher education. Classroom is characterized by high expectations, excellence, standards and caring environment. It is specifically meant for special qualitative interactions, facilitation and pedagogical instructions between the teachers and the students and where this is not obtainable, distractive environment erupts. This distractive environment has greater influence on participants regardless of how the students are organized for learning or what educational philosophy and pedagogy teachers espouse. Classroom learning friendly environment promotes high academic learning, experience, satisfaction, morale tone of the learner and attainment of goals in higher education. This can only be achieved through effective classroom management. The teacher as the chairman of classroom affairs has the duty and obligation to ensure efficient and effective classroom management strategies. He must take cognizance of variance and differences in the student's background (i.e. ideas, goals, socio – economic, preferences, abilities and religion etc.). These make teacher's role more challenging. The classroom teacher must be skillful in learning management in order to succeed. The justification of this research and aim of classroom management is to maintain positive, productive and friendly learning environment. This is very necessary because there cannot be effective teaching and learning process without an effective classroom management. This paper discusses the concepts of management, classroom management, purpose of classroom management, effective classroom management, principles of teaching, characteristics of teaching and ethics. It also recommends that teachers should imbibe the ethics of effective classroom management for the enhancement of students learning experience and satisfaction in higher education.

## Literature Review

### Definitions of Classroom Management



There are many definitions of Classroom management; the researchers are going to mention some. According to Nouredine Mohamed Qassimi Classroom management is the process of organizing and running the classroom business. But many people believe that it as the role of teacher when dealing with students. Classroom management includes setting up and keeping the teaching environment so that the educational goals can be done properly; in addition good classroom management is more than just being strict, authoritarian, or simply being organized. It contains routines, rules, and consequences, and it creates a set of expectations that are used in an organized classroom environment.

Classroom management refers to the methods of organization, disciplinary procedures, and routines established by the teacher to ensure positive student behaviors that are conducive, to learning and social interaction ( Orlich, D. et al . 1998 ), Cited in Alfaki, I. Ahmed, T. (2007

According to Randi McCreary Classroom management is defined as" the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning". Although there are many pedagogical strategies involved in managing a classroom, a common denominator is making sure that students feel they are in an environment that allows them to achieve.

### **What is Classroom Management?**

Classroom is a place where teachers and students gather for the purpose of learning, with good attitudes and behaviors, and a willingness to learn. However, this ideal is not always achieved. Certificate in classroom management offered by Aspiring Professional Teacher Training Institute is the course suitable for all aspiring teachers to maintain a healthy decorum and to create the ideal classroom through teacher's efforts and student training.

Classroom Management is defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning. A trained teacher in classroom management makes sure that students feel they are in an environment that allows them to achieve their goal. Classroom management is action-oriented and also goal-oriented. Certificate course in Classroom management will help teachers to create an environment where students experience a well-managed classroom.



In turn they are more likely to cooperate in creating another, thus helping their future teachers and classmates. Certificate in Classroom Management covers topics as varied as general management of the class that includes teaching values and belief systems to time management.

One could say that classroom management is so complicated issue. it is concerning many things. It started from the physical environment of the classroom such a sight, sound, and comfort. Also, seating arrangement, chalkboard use and voice and body language. According to H. Douglas Brown (2001)"Is teaching an art or science? Are teachers born or made? Is the learning- teaching connection poetic or predictable?" These various questions are raise by educators.....

According to Rehana Masrur (2015:4) The classroom management is an important part of the teaching and learning method. It is essential for giving a good environment for the students as well as the teachers. Thus, teachers must to know the importance of understanding the concepts of classroom management and its role in teaching process. If the teachers want to achieve the learning outcomes , they have to sustain and create a balance in classroom environment.

### **The Elements of Classroom Management**

According to ( Orlich, D. et al . 1998 ), Cited in Alfaki, I. Ahmed, T. (2007) There are six key Elements of Effective Classroom Management

1. Planning.
2. Establishing usable rules.
3. Getting off to a good start.
4. Monitoring the classroom environment.
5. Keeping records efficiently.
6. Greeting strategies for managing interruptions.

According to the above elements concerning the classroom managements, the researchers believe that teachers who make explicit plans are better organized and they can see the worth of these plans in classroom managements. Teachers who are effective managers teach students how to follow rules and procedures and begin with the rules that are of



the most immediate importance. Effective classroom managers discuss classroom procedures with their students at the beginning of the school year and provide opportunities for students to practice them, to ensure understanding. During the first few days of school, much feedback is needed. Effective teachers monitor student behavior in the classroom. They make each student responsible for some work during the learning activity and they monitor to see that it was actually accomplished. Every teacher faces the tasks of recording scores or grades, taking attendance, keeping track of students' class participation, recording disciplinary actions, and documenting other aspects of classroom life. For legality, fairness, and consistency, you need a comprehensive and systematic approach to record keeping. The ability to manage most interruptions is fully within teachers' control. You simply need to anticipate and plan for them. You must plan for transitions in instruction, and you must establish firm expectations regarding student behavior to avoid as many unanticipated interruptions as possible.

### **Classroom Application Indicators**

According to Stephanie Stoll Dalton. (2008) when teachers and students work together they facilitate learning through joint productive activity among themselves using multiple activities setting and student groupings. The role of the teachers is to:

1. Guide students to produce a classroom community agreement.
2. Design suitable JPAs.
3. Use an instructional frame to plan and organize instructional activity.
4. Arrange the classroom for interaction and joint activity.
5. Monitor student's participation and production in positive ways.

Teacher and students are together in classroom every day, but they rarely collaborate on tasks to completion. The teacher collaborates with students in a hands-on activity on measuring circles. Together they measure jar lids with string to determine the relative sizes of two circles: diameter and circumference. The excerpt, through brief, reveals that the students are English language learners (ELLs) below proficient levels in mathematics. It



also shows the teacher probing students' knowledge to involve them in an academic discussion using content terminology.

### **Intrinsic Motivation in the Classroom**

Motivation is one of the most important factors of second and foreign language learning. H. L. Mencken says” One of the more complicated problems of second language learning and teaching has been to define and apply to the constrict of motivation in the classroom. On the other hand, it is an easy catchword that gives teachers a simple answer to the mysteries of language learning. "Motivation is the difference” I have heard people say, between success and failure. If they will's motivated, they will learn, and if not, they won't. So, motivation plays significance role in learning process”

### **Five pedagogy standards**

There are many different skills and experiences that can help and support a teacher so as to be qualified, professional and competent within these skills the arts of teaching and pedagogy. According to Stephanie Stoll Dalton (2008) there are five pedagogy standards:

1. Teacher and students Producing Together Facilitate learning through joint productive activity (JPA) among teacher and students using multiple activity setting and student groupings.
2. Developing language and literacy develop competence in the language and literacy of instructions across the curriculum.
3. Connecting School to students' lives connect teaching and curriculum to students' experiences at home and in the community.
4. Teaching complex thinking challenges students to think at increasingly complex levels.
5. Teaching through conversation engages students in dialogue, especially instructional conversation(IC).

### **Role of the teacher in the classroom Management**

According to Peter Kayondo (2001) Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. The y



set the tone of their classrooms, builds a warm environment, mentor and nurture students, become role models, and listen and look for signs of troubles.

Assessing learners: The teacher assumes this role to see how well students are performing or how well they performed. The teacher should organize feedback and also carry out corrections for the for his or her learners in the class

The teacher should participate in the classroom activities when teaching: This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it.

To properly control the class: controlling is the process by which teachers ensure that the learning activities and behavior of children in the classroom are consistent with the objectives, expectations and plans of both teachers and school.

To effectively communicate to the learners: Learning and teaching in the classroom predominately take place through interpersonal communication between teachers and students. Above all the teacher should communicate interest in all the students and show concern for each of them. The interest and concern is communicated through brief eye contact with all and through supporting gestures and facial expressions while teaching.

To empower the students make them responsible for their own learning through group and individual learning activities so that they ultimately become independent learners. This is one of the purposes of good classroom management.

To keep instruction at the students' level. Keep instruction at the students' development level so that they neither experience discouragement nor boredom. Otherwise, they might behave disruptively.

In addition, the teacher should develop healthy and professionally sound relationship with all the students by being friendly with them. Learn their names and some positive information about each to greet them.

To develop a set of few general classroom rules applicable to variety of situations. These rules should be displayed in the class.



To meet basic needs of the students. Teachers must try to meet students' basic as well as age related needs. Make students feel physically comfortable, safe, welcome, socially accepted and valued. Otherwise, they more likely to face learning difficulties and disruptively

## Methodology

This study is descriptive analytical one. The researchers therefore decided to construct an interview as a tool to collect data because they thought that it would be the easiest way to collect the data. Also it was directed to experts in teaching to tell us about their own experience of teaching then we will be able to know the way that a class is managed.

The questions of the interview were primarily responded by basic school's new teachers in Sudan, White Nile state, Rabak locality, Elgazeera Aba town. The responds of the teachers' questions were analyzed by using textual analysis technique.

The teachers' interview was submitted to five educational experts at three universities so as to ensure the quality and to avoid the problematic aspects of the interview such as poor wording constructions and ambiguity.

The researchers respected their standpoints about the overall contents, shape and the design of the interview. In the light of their feedback, some items had been slightly changed; while other were reconstructed and reorganized to remove the ambiguity and make the items quite clear for the respondents.

## Data Analysis and Discussion

This section deals with the analysis of data. The experts' responses of the interview were analyzed using textual analysis technique. The responses were discussed in light of the questions of the study as well as the hypotheses. Question one that was directed to the experts is as follow: Management of the classroom needs time and experience, what do you think? The majority of the participants believe that the acquisition of classroom management needs time, patience, determination. Moreover, it needs personal philosophy





students are organized for learning or what educational philosophy and pedagogy teachers adopt. Classroom learning sociable environment promotes high academic learning, experience as well as satisfaction. It is important for us to know that classroom management can only be achieved by a lot of efforts. The classroom teacher must be skillful in learning management in order to succeed. The results of this study show that effective classroom management develops students learning experience and fulfillment as well as learning outcomes.

Base on the conclusion, the researchers recommend that teachers should: Be aware of the purpose of classroom management which helps them to work towards its achievement. Use effective management strategies are important for successful teaching process.



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