

An Evaluation of Primary School Teacher's Role in Classroom Managements**Osama Nabil Mohammed¹ & Hesham A. Elsunni²***University of Alzaiem Alazhary, Faculty of Education, Curriculum and teaching method Department- Sudan¹**University of Khartoum, Faculty of Education, Instructional Technology Department- Sudan²*

ABSTRACT**corresponding Author:
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Classroom management is becoming an increasing problem for teachers and administrators in primary school because of changes in educational environments, and the relationship between classroom management and student learning makes the issue of classroom management of critical importance. The purpose of this study is to evaluate the primary school's teachers' role on the classroom managements, and what management's factors affect the student's achievements. The method used in this study is the descriptive analytical method; questionnaires have been distributed for a sample of teachers' at the Eastern Nile District in Khartoum. The study concluded that, The primary schools teacher role is one of the very important factors in the classroom management, which has a positive effect on students learning achievements, moreover, the teacher failure in the classroom management and general problems that occur in the classroom have a high impact on the students learning.

Key Words: primary schools; teachers; classroom managements; student's achievements; evaluation

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1- Introduction

Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are

disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create—and the person who is most responsible for creating it is the teacher. A study showed that there is a difference in students' achievement gains across teachers' classrooms based on their effectiveness in classroom management (Kane, Taylor, Tyler, & Wooten, 2011). Another research indicated that classroom management is a critical competency area for all teachers as it is directly related to student achievement (Yilmaz, 2009). More effective teachers were seen as more effective classroom managers. They were more consistent in rule enforcement, monitored better, accepted less disturbance, had fewer interruptions, and had more efficient transitions. They are also perceived to have greater confidence and enthusiasm, less anxiety, and to be more encouraging and receptive to student input (Emmer, Evertson & Brophy, 1980).

The purpose of this study is to evaluate the primary school teacher role in the classroom management and to answer the questions: what effect that the classroom management can give to students? to what extent that the teacher's failure in classroom managements affects the student achievements? And to what extent that the general problems in the classrooms can affect the student's achievements?

2- Literature Review

The classroom management is the teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning and good classroom management implies good instruction Brophy (1986). The classroom management is different from a discipline plan; it includes the teachers' beliefs and values, as they relate to discipline, but also how they intertwine with various other underlying aspects of the class' structure Brophy and Good (2003). Some suggests that there are mainly three aspects- the physical environment of the classroom, the amount of teacher preparation and ways in which the lesson is presented- which influence classroom management; and the classroom management is organization of all these aspects in a classroom. Teachers, who fail to take some responsibility of thinking ahead, may fail to provide effective learning and control students' behavioral attitudes (Wong & Wong, 2005). According to research, classroom management is directly linked with academic achievement, teacher efficacy, and teacher, and student behavior (Froyen & Iverson, 1999). Teachers, who have confidence with their self-efficacy, may be effective in controlling negative student behaviors (Jolivette & Steed, 2010). Teachers, who feel inadequate in classroom management, may be ineffective in providing a disciplined classroom (Reupert & Woodcock, 2010). Researchers believe that teachers mainly face two critical issues in their teaching careers: classroom

management and discipline (Bandura, 1997; Canter & Canter, 2001). They created important models to help educators deal with disciplinary issues in proactive and systematic ways. Researchers realized that student disruptions may consume much of the instructional time on daily basis (Bluestein, 2000). One of the most promising findings from the research on becoming a skilled classroom manager is that apparently it can happen relatively quickly. For example, in their study of some 40 junior high school teachers randomly assigned to experimental and control groups, Emmer, Sanford, Clements, and Martin (1982) found that teachers' skills at classroom management could be significantly improved even by the simple intervention of providing them with a manual and two half-day work-shops. As described by Emmer and his colleagues. Teachers, who lack in classroom management skills, could have a questionable impact on student learning (Floden & Buchmann, 1993). They may have frequent problems with classroom control, and write a large number of disciplinary referrals (Bennett, 2009). Those problems may be associated with students' noise and their disrespectful attitudes towards their friends and teachers (Kohn, 1998). Lack of skills in classroom management is one of the biggest challenges for teachers especially those who are new in teaching because organizing students' behaviors is an important factor in the teacher's classroom effectiveness and job satisfaction (Heit et al., 2003). In some cases, one-half of classroom time is taken up with controlling negative student attitudes other than instruction. The discipline problems are responsible for a significant portion of this lost instructional time (Cotton, 1990). All these authors views show us how important is the classroom management for teaching and learning process and students achievements.

3- Methodology

The method used in this study is the descriptive analytical method to student's to evaluate the primary school teacher's role in classroom managements and how it can support student's achievement, and questionnaires have been distributed for primary school's teacher sample of the East Nile District in Khartoum the capital city of Sudan. The data have analyzed by using the SPSS program, finding the mean, standard deviation, valuation, -Test, and the Indication level at 0.05.

4- The Study Findings Discussion

4.1- An effective classroom management has positive effect on students.

Table (1) Present the result of that an effective classroom managements has positive effect on students.

Items	mean	S.D	Valuation	T-Test	Indication level at 0.05	Deduction

1. Teacher has high impact on students.	2.7736	.42252	1.0	13.329	mark	Agree
2.students point teacher classroom activities	2.7547	.43437	1.0	12.649	mark	agree
3.teachers always lead learners to the learning	2.4717	.60776	1.0	5.650	mark	Agree
4.students impact positively by their teachers	2.6038	.63062	1.0	6.970	mark	Agree
5.students be proud by their teachers	2.7170	.56763	1.0	9.196	mark	Agree

From the above table (1) we notice that the effective classroom managements has positive effect on students, because of that most of the items has get agree for respondents.

4.2- An effective classroom management has negative effect on students.

Table (2) Present the findings of how teachers effective classroom management can give negative effect on students

Items	mean	S.D	Valuation	T-Test	Indication level at 0.05	Deduction
1.bad teachers cannot control classroom	2.9245	.26668	1.0	25.239	mark	Agree
2.classroom management support the learning process	2.9245	.26668	1.0	25.239	mark	agree
3.schools environment might be a factor of students bad behavior	2.3962	.63062	1.0	4.574	mark	Agree
4.teacher own reasons affect the students learning	2.1509	.71780	.13	1.531	Non-mark	Agree
5.morl reasons of teachers affect the student leaning	2.4717	.79913	1.0	4.297	mark	Agree

From the above table (2) it is clear that the all the items, which related to that, an effective classroom management has negative effect on students, get agreed from respondents, which mean that there high degree of the rightness.

4.3. Teachers failure in classroom managements affects the student achievements:

Table (3) Present the findings of how students achievement can be influenced by teacher classroom management failure

Items	mean	S.D	Valuation	T-Test	Indication level at 0.05	Deduction
1.teacher cannot point the differentiation between students	2.6226	.68575	1.0	6.610	mark	Agree
2.teacher waste most of the lesson time	2.5283	.66806	1.0	5.757	mark	agree
3.teachers give less care to solve student problems	2.4906	.60836	1.0	5.870	mark	Agree
4.the number of students in the classrooms is too much	2.6792	.61311	1.0	8.065	mark	Agree

From the above table (3) it is clear that the Teachers failure in classroom managements has high affect on the student achievements, because of the higher agreement form respondents.

4.4- General problems in the classrooms affect the student’s achievements

Table (4) Present the findings of how and what the general problems in the classrooms that can affect the student’s achievements:

Items	mean	S.D	Valuation	T-Test	Indication level at 0.05	Deduction
1.the number of students in the classroom	2.7925	.49453	1.0	11.666	mark	Agree
2.tesching method of teachers	2.4151	.74509	1.0	4.056	mark	Agree
3.poor training of teacher	2.3019	.74897	1.0	2.934	mark	Agree
4.unability to adapt the learning environment	2.5283	.60776	1.0	6.328	mark	Agree

From the above table (4) it is clear that the general problems in the classrooms has high affect on the student’s achievements, because of that most of the item get high degree of agreement form the respondents.

5- Conclusion

Classroom management takes account of students and their environment and is intended to increase student achievement by the process of planning, assessment, and evaluation. The primary schools teacher role is one of the very important factors in the classroom management, which has a positive effect on students learning achievements, moreover, the teacher failure in the classroom management and general problems that occur in the classroom have a high impact on the students learning.

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