# CLASSROOM MANAGEMENT PROBLEMS FACING EFL TEACHERS: A CASE OF LIBYAN EDUCATIONAL SCHOOL IN NORTH CYPRUS

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**ABSTRACT**
One of the most important but difficult aspects of becoming a teacher is classroom management. EFL teachers may face particular classroom management difficulties while teaching in a language-learning environment where a foreign language is employed as both the medium and the subject matter (Linse& Nunan, 2005). In this context, Libyan educational school instructors in North Cyprus encounter classroom management problems as one of their most urgent issues.  The study aims to explore the perception of teachers and classroom managers in regard to problems facing EFL Libyan teachers in school. The investigation involves an exploratory survey and sets to use interview questions adopted from (Sumaia & al., 2020) for data collection. The participants of the study are 6 teachers (4 Females and 2 Males) and 3 Managers of Libyan educational schools in North Cyprus. This study comprises a qualitative theory of Creswell (2012) for the data organization, data editing, data coding, and commonality of the participants. The finding indicates that teachers and managers are confronted with classroom challenges. Furthermore, the study intends to suggest some appropriate strategies to address the problems facing teachers and managers in school sectors.
**Keywords:** Classroom management, Language-learning environment, appropriate strategies. Teachers and classroom managers.

## Introduction

Classroom management refers to the action or planning that teachers should follow to control the classroom. Also, it is a process or step for execution as an assessment for carrying out learning and the emotional well-being of the students in classroom situations (Borg, S (Ed), 2015). It is believed that students' misbehavior makes teachers adopt measures to control and manage the classroom. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students well organized and orderly in order to focus attentively on class tasks and academic performance during class hours. Hence, teachers are expected to come out with laudable strategies to reduce as much as possible the misconduct of the students that obstruct teaching and teaching (Schleicher, A (2016). Classroom management is the action teachers take to maintain discipline, control, and motivate teaching and learning. Another important duty of teachers and school managers is to focus extensively on the useful aspects of the school rules that teachers can emphasize to make students observe school regulations. Moreover, the responsibility on teachers' shoulders is to see to it that students' commitment to attendance and departure regarding school and home is maintained (Campana, J. 2014). Teachers are responsible for the sitting arrangement of their students in a way that helps them to follow the direction of the teachers and listen carefully to explanations during teaching and learning.  Teachers' profession intends to prove all means available to facilitate explanation and improve students' performance during class interactions. The term classroom management is a conceptual umbrella that is often used interchangeably with discipline but is also seen as distinct from classroom instruction. (Egeberg et al., 2016).

The literature lays emphasis on previous research related to the paper.  Research in the 1980s, however, argued that teachers' management and instruction are not separate, but are inextricably interwoven and complex. "Classroom management is certainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization, and control of learners. Thus, the learning process and the classroom environment must maintain an effective teaching and learning experience (Doyle, 1986). Conflicts and misunderstandings can lead to disagreements and problems between school administrators and instructors. According to Uchendu et al. (2013), disagreements and battles inside intuitions are caused by a variety of viewpoints and have their own unique operating principles. As a result, the contacts and connections between school administrators and teachers spark contentious disagreements in their academic endeavors. When there is a lack of agreement between the school manager and his teachers over the method of assessing activities and task implementation and achievement, there is a mismatch of duties. According to reports, this ground for disputes frequently arises in settings for teaching and learning that include both individual teachers and the school as a place of employment. As a result, these disputes may introduce a variety of differences among the stakeholders in the school system, from the top down, in terms of hatred, arrogance, pride, sloth, carelessness, irresponsibility, and discrimination. In this regard, the authors Bano et al. (2013) infer that inadequate conflict management is to blame for the deeply ingrained causes and effects of conflict. Thus, insufficient supplies of teaching and learning resources, teacher uncertainty, a lack of motivation, the practice of autonomy, and unmet human needs are also

included. According to the authors, conflicts in organizations and schools occur at various stages and involve a variety of factors, including rules and regulations pertaining to work and workloads, individual differences in ethics, conduct, and this situation brings pressure due to a lack of resources, and a lack of promotion.  Therefore, interactions and connections between school administrators and teachers may result in contentious situations during educational activities. The various groups may refer to one another in this context as enemies and so disdain any authority and order tasks that have been imposed on them for observation (Ramani & Zhimin, 2010). Intergroup conflicts can also arise, particularly if different groups start to compete with one another for departmental interests, positions, commitments, and allegiance. In light of the vote of no confidence, the level of unity, love, caring, and friendship may completely decline. This means that disagreement, mistrust, and hostility may lead to conflict resolutions in schools that become more intense (Borg, 2015c).  According to the authors, managing employees is a continuous task that should affect both the school manager and the teachers in order to resolve conflicts. In order to maintain law and order and create sustainable settings, both the school manager and the instructors must improve their leadership skills (Makaye & Ndofirepi, 2012). It is necessary to empower workers for professional growth and sustainability rather than merely hiring a large number of people. Therefore, mechanisms for encouraging and preserving the welfare of the administration and teaching staff must be put in place. Additionally, as this method of upgrading has an impact on the professional development and promotion of individual instructors as well as the school heads to avoid conflicts, the capacity building of the teaching staff has become essential (Kipruto & Kipkemboi, 2013).Teachers should therefore be encouraged to perform their jobs successfully and appropriately, and this may be accomplished by giving them improved working conditions, such as a fair salary structure, in-service training, and opportunities for creativity and professional growth (Barmao, 2012). It's vital to note that unresolved disputes can result in a variety of problematic situations, such as non-attendance, unjustifiable and unexplained absences, and unreachable instructional goals. To resolve conflicts and disagreements, it is necessary to use situational negotiation, cooperative bargaining, fair arbitration, and collective intercession as part of the conceptual framework of conflict resolution. According to this interpretation, Mapolisa & Tshabala, (2013) confirm that conflict management resolution must be handled amicably via a forum for group decision-making. As a result, agreement among interested parties in the school is required for decision-making and dispute.  As a result, fighting and conflicts become a regular element of school management and the educational process. As a result, school administrators and instructors must develop the abilities or competencies necessary to handle conflicts successfully and constructively. For school administrators and teachers alike, professional development programs have become crucial in this situation. These activities involve strengthening teachers' professional motivation, dedication, knowledge, technical know-how, and professional competencies. They also include improving teaching and learning performance (Darling-Hammond, Hyler, and Gardner, 2017). As a result, it is believed that these professional development activities are important for encouraging teachers and school managers to comprehend and abide by the laws and morals that govern the school, its administration, and the society to which it belongs.

## Research Questions
**1. What is the perception of teachers on problems pertaining to classroom management?**
**2. What is the role of school managers in regard to classroom management**?

## Aim of the Study
The purpose of the study is:
To explore teachers' perceptions of challenges related to classroom management.
To examine the impact of school managers in classroom management.

## Method
A qualitative case study methodology was used in this study in order to examine the EFL classroom management of Libyan educational school teachers in North Cyprus. According to Creswell (2012), case studies are often carried out to investigate situated phenomena in natural environments. The current study examined educational school teachers' EFL classroom management, including issues and coping strategies in a Libyan school in North Cyprus. The design under the methodology comprises the instrument, participants, data collection procedure, and data analysis. This study includes problems and coping strategies such as asking others for help, taking responsibility for the situation, participating in problem-solving, challenging past beliefs, trying to change what is stressing you, and staying away from what is stressing you (Creswell, 2012; Elliott, 2005; Johnson & Christensen, 2008; Miles, Huberman, & Saldaña, 2013; O'Donoghue & Punch, 2003).

## Instrument
The interview guide questions are conducted to collect data for this study. The interview guide questions are composed into different parts: part 1 represents the demographic information of teachers and managers. This includes background information such as the level of education and teaching experience of both teachers and

school managers. Part 2 of the study instrument is categorized into sections. Section 1 concerns "teachers' perception regarding students' problems and management of classroom". For example: How can you as a teacher deal with the behavioral problem of students in classroom management? Section 2 for the 3 school managers contains the "opinion of school challenges regarding classroom management. For example, how can you as a manager employ unqualified teachers? The study adopts this instrument for reasons of validity and reliability and also for the fact of being related to the subject matter. Thus, the instrument has been tested and has obtained reliable results. Consequently, the interview guides for this study include open-ended questions that allow the teacher participants to freely give their viewpoints on the perception of teachers' professional development.

**Participants**
The population for this study involves EFL teachers working at private schools in North Cyprus. It includes 6 EFL teachers (2 Males and 4 Females) who volunteered to participate in this study. The school is Libyan Unit A educational school. The study also involves 1 school manager and 2 assistant managers.

**Data collection Procedure**
Classroom Management Interview Question guides are used to collect the data. They comprise two parts: The first part is classroom management problems and the second part concerns the strategies for classroom management. In addition, the ethics for permission and date fixing for data collection have been established to seek official permissions from one teaching school namely (Unit A ) in North Cyprus. The first section of the interview has been administered to 6 teachers (2 Males and 4 Females) under the permission of the school manager. The second section of the interview has been conducted with the 3 managers (1 main manager and 2 assistant managers) at the same time. The time allotted for the interview has been between 15 to 30 minutes for each person. The interview guide questions have been used as open-ended questions and follow-up questions to ascertain hidden and reliable information from the respondents.

**Analysis of data**.
 The qualitative method is used in this study. For descriptive analysis, the data is sorted and coded. For instance, 6 teachers (2 Males and 4 Females) are represented by the following acronyms. For example, the two (2) male teachers represent the following acronyms (MT1, MT2), and the four (4) female teachers also are related to the acronyms (FT1, FT2, FT3, FT4). In addition, the main manager represents the acronym (M1) and the two assistant managers represent (M2, and M3).

Analysis of the items related to the interview guide questions based on the qualitative theory of Creswell (2012) which also takes into account data coding participant prototypes. The analysis is segmented into three (3) finding sections: (finding section 1, finding section 2, and finding section 3).  The first section of the analysis covers the description of the demographic information of the participants comprising educational backgrounds and years of teaching experience of the participating EFL teachers and school managers. The perception of EFL teachers on classroom management is highlighted in the descriptive analysis of the second section and also related to research question 1 "What is the perception of teachers on problems pertaining to classroom management?". The third section of the analysis covers the opinion of school managers on effective school management related to research question 2 "What is the role of school managers in regard to classroom management?" The interview questions are sectioned into 8 themes. For example, for EFL class teachers, they are: (Theme A, Theme B, and Theme C).  Also, for the school managers, the interview guide questions are coded to the following themes: (Theme D, Theme E, Theme F)

**Finding**
The finding is elaborated on in three different sections. Section 1 presents the finding on the educational backgrounds and years of teaching experience of the participating EFL teachers and school managers, section 2 presents findings on the perception of teachers on problems pertaining to classroom management, and section 3 presents findings on the role of school managers in regards to classroom management.

**Finding section 1** indicates that, out of the 6 EFL teachers who participated in the interview, all 6 have bachelor's degrees. The results imply that the majority of EFL teachers in Libyan educational schools in North Cyprus have bachelor's degrees. The interview results about the academic backgrounds of school managers revealed that the main school manager has a master's degree and the two assistant managers also have bachelor's degrees. According to the data acquired during the interview on teachers' years of teaching experience, four (4) of the 6 EFL teachers have (1-3)  years of teaching experience and 2 EFL teachers have between (1-4) years of teaching experience. The interview results on the working experience of school managers disclose that just one (1) school manager has 1–5 years of experience and the two assistant managers claim to have teaching experience of 2-4 years. This finding determines that both classroom teachers and school managers have more

years of professional experience and greater levels of education in the EFL context.

**Finding section 2** comprises the result of **(**Theme A. Theme B and Theme C). It concerns the responses of the 6 teachers (MT1, MT2, FT1, FT2, FT3, FT4).

**Theme A** refers to Libyan EFL instructors on "why do they believe the behavioral problems of students can disrupt the teaching and learning processes?" The classroom teachers 'responses indicate that all 6 teachers gave their opinions on the misbehavior of students in the classroom during the teaching and learning section on how students' behavior can disrupt the teaching positive objective and the classroom centration. For example, for teachers (MT1), disturbances can cause negative performances of the children. Also, the teacher (FT2) indicates the inability of controlling class noises can generate indiscipline in school rules. Moreover, teacher FT3 agree with the point of view of MT2 and they infer that the behavioral problems of students disrupt class activities and prevent active learning.

**Theme B** refers to classroom teachers' opinions on "how they can deal with behavioral problems of students in classroom management". All 6 classroom teachers have responded to this question. For example, the teacher (FT4) explains that the population of the classroom must be reduced to a reasonable number for the classroom teacher to pay thorough attention to the number of students in class. Teacher FT3 circulates that it is advisable to deal with problems by occupying students with a series of teaching and learning activities.

**Theme C** speaks about "reasons for students' lack of attention in classroom management". The finding shows that all 6 classroom teachers give answers to the above questions. For example, the teacher (FT1) elaborates that, at the time some of the students get bored with certain traditional methods of teaching such as abstract teaching where no concrete teaching materials are used to motivate the students. For the teacher FT3, inappropriate classroom sitting arrangements for the students can be a factor to take students' attention from classroom instruction and learning. Also, teacher MT1 states that students are mostly attracted to things they see, hear and touch. Thus, the location of the school close to noisy industrial areas and animal farms can take students' attention from the classroom.

**Finding section 3** comprises the result of (Theme D, Theme E, and Theme F). It concerns the responses of the main manager (M1) and the two assistant managers (M2, M3).

**Theme D** indicates the result on "failure of sharing experiences and discussing classroom issues with other teachers, can affect classroom management". The main manager (M1) and the assistant managers (M2 and M3) give their opinions on the question above. For example, Manager (M1) ascertains that issues with teachers' inexperience depend on many factors and one is the inability of organizing orientation programs for experienced and newly recruited teachers.  In another development, the assistant manager (M2) claims that the failure to sponsor teachers to take part in the professional seminar has a negative effect on teachers' professional development as well as teaching experience. Moreover, the assistant manager (M3) explains that the lack of workshops for upgrading classroom teachers' knowledge can be a cause to negatively affect classroom management.

**Theme E** shows finding on an issue related to **the** "employment of unqualified teachers that can cause a problem to school management?" The three managers have made their points on issues concerning unqualified teachers'. For example, the main manager (M1) conceives of not accepting the idea of recruiting unqualified teachers. To the manager (M1), unqualified teachers handle classroom situations unprofessionally and don't handle classroom children with care. The response of the assistant manager (M2), lays emphasis on unprofessional methods of teaching and learning that can generate failure and incompetency in the lives of the school children. According to the assistant manager (M2), the recruitment of unqualified teachers can be a problem for the entire school since they cannot sometimes understand to effectively handle some difficult topics before the students.

**Theme F** presents finding on "inadequate supply of teaching and learning materials that can be a problem to school management".  The three managers have responded to the issue concerning the lack of teaching and learning materials. The manager ( M1) upholds that a lack of teaching materials in a classroom situation can cause students to lose consistent concentration on things taught in the class. Thus, they have nothing to refer to for recovery since they did not observe anything concrete from the teacher during instruction hours. The assistant manager (M2), accepts, it is a fact to cause a problem in classroom management without the supply of school aids such as textbooks, and writing materials, because the school children need to enhance the four language skills such as hearing, speaking, reading, and writing. Furthermore, the assistant manager (M3) raises a concern about facilities apart from teaching and learning materials. He transmits that, a lack of a library, language

laboratory, science laboratory, computer laboratory, and playground can retrogress the competency of the school children since they have no access to these facilities. They will be getting bored and fed up with the aspect of theory teaching without practical.

**Discussion**

According to the interpretation of the finding, classroom management resolution must be handled amicably via a forum for classroom decision-making. As a result, the resolution at the schoolroom level requires agreement from all relevant parties including the school teachers and managers (Mapolisa & Tshabala, 2013). Consequently, it is necessary to take into account the professional development of teachers in classroom crucial matters. Therefore, school managers must pay attention to everyday operations in school administration and the school lifecycle in order to aid teachers in acquiring the essential skills or competencies. This attention will go a long way to give the opportunity to teachers to deal with issues in a fruitful and useful manner in the classroom. Activities and schedules must be prioritized in this situation in order to support professional growth and improve students' learning capabilities. Even if school managers read for updates, they have not yet made a flawless conclusion regarding comparing and updating the teaching theories of EFL teachers. Updates to EFL teaching theories, according to the responses from the managers, will go a long way toward resolving some confusion on the part of unqualified teachers and incompetence surrounding teachers' concerning "outdated teaching theories". Also, the responses of school managers demonstrate that they don't hold professional programs to assist teachers in classroom difficult situations. It is important to exchange experience with coworkers to uphold professional ethics and prevent hostility between staff members and school managers.  It is crucial to remember that poorly handled teaching settings can result in a variety of problematic elements, such as non-attendance, unjustified and intangible absenteeism, and unrealistic teaching goals. The author elaborates in his study on how crucial it is to use teachers' forums and classroom inquiries to enhance teaching and learning activities from this point of view (Altinyelken, H. K. (2010). To resolve disagreements and shortcomings it is necessary to use situational negotiation, dialogue, fair arbitration, and collective intercession as part of the conceptual framework for classroom management.  According to the opinion of the linguist, teachers must be involved in the planning of the school's curriculum. For the linguist, improving teacher professional development programs is essential for fostering interactive learning in classroom settings (Outsell,2016). For  (Darling-Hammond, Hyler, and Gardner, 2017), the fact remains that professional programs or improvements in teaching and learning effectiveness comprise motivational incentives, dedication to obligations and rewards, knowledge of technical know-how, and on professional conferences as well as motivational incentives must be part of classroom management policies. Thus, teachers and school managers are crucial players in the achievement of the school's aims and objectives. As a result, it is believed that these professional development activities are important for encouraging teachers and school administrators to comprehend and abide by the laws and morals that govern the school, its administration, and the society to which it belongs. The findings show that teachers' opinions of professional development are compelling concerns to address because school managers confess they don't allow enough time for sharing classroom experiences with the classroom teachers.  According to Altinyelken, H. K. (2010), teachers must be involved in the planning of the school's curriculum. In a related event, school managers claim that the school must provide textbooks and other school facilities and equipment for effective teaching and learning. For the linguist, improving teacher professional development programs is essential for fostering interactive learning in classroom settings (Outsell,2016).

**Conclusion**

In light of the study's findings and conclusions, it is critical to note that EFL instructor participants are subconsciously aware of the importance of professionalism in fostering students' language proficiency and communicative competence. The interview questions about efforts to advance and maintain teachers' professional development show that school managers are somewhat aware of the advancement of EFL classroom teachers' professional development and students' language proficiency. Misunderstandings and interpersonal disputes cannot stop occurring in educational settings; they are inevitable in educational settings.  However, since it is one of the essential steps to establishing professionalism in teaching and learning contexts, innovation for its sustainability has become vital to harmony between EFL teachers and school managers (Galaczi, 2015). Therefore, policies to improve the professional development of EFL instructors must be developed in conjunction with the views, forums, and experiences of teachers. The stakeholders of the communities that the schools are located in include school administrators, instructors, students, and parents. In this regard, it's critical to recognize the variety of approaches this study suggests. This report also encourages EFL teaching and learning institutions to set up useful platforms for both cooperative and individual development, praising the improvement of instructors' professional development. It is also essential for school leaders and teachers to establish innovative connections. In order for teaching and learning environments to move toward sustainable development, it is essential that school administrative policies for schools take into account creativity, harmony, and tolerance. The school's management must ensure that its instructors have access to conferences, workshops,

and seminars that will assist them to progress their careers.

**Implication**

The pedagogical significance of this study emphasizes the need for school administrators to support EFL teachers' professional growth and especially in classroom management. The goal of this effort is to close the communication gap between school managers and classroom teachers so that they can share professional input. Additionally, in order for EFL teachers to learn about cutting-edge professional approaches to teaching and learning, they must frequently have the chance to attend professional conferences at both the local and global levels. Giving EFL teachers exposure to the latest scientific research and technology is important in order to make teaching and learning exciting and participatory in environmentally friendly settings. In this perspective, school administrators and instructors are viewed as professionals and key players in the effective implementation of academic programs and extracurricular activities. Additionally, it is important and advisable for school administrators to take on the duty of finding solutions to teachers' problems, including poor working conditions, a lack of basic amenities, unequal resource distribution, a lack of teaching aids and reference materials, and, most importantly, inadequate pay and advancement opportunities.

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**Appendix**

**DEMOGRAPHIC INFORMATION**

 **Section 1: For both School teachers and school managers.**

**Educational Level of EFL Teachers**

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**Levels of
Education**
Bachelor degree

Master Degree

Not mentioned


**Educational Level of School Managers**

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**Levels of Education**
Bachelor degree

Master Degree

Not mentioned

**Teaching Experience of EFL Teachers**
**Length of Teaching
Experience**
1-5 years

6-10 years

11-15 years

Not mentioned

**Teaching Experience of  School Managers**
**Length of Teaching
Experience**
 1-5 years

6-10 years

11-15 years

Not mentioned

**PART 1 Level of Education of EFL teachers, school managers and their years of teaching and working experience**

**PART 2**

**INTERVIEW GUIDE QUESTIONS**

**Section 1: For school teachers**

**Teacher' Perception   regarding students' problems in management classroom**

1. Why do you believe the behavioral problems of students can disrupt the
Teaching and learning processes?

1. How can you deal with behavior problems of students in classroom management?

3-Give reasons for students' lack of attention in classroom management?

Section2: For School Managers

 **Opinion of school managers regarding challenges in management classroom**

5. To what extent do you believe that failure of Sharing experiences and discussing classroom issues with other teachers affect classroom management?
6. To what extent employment of unqualified teachers can cause a problem to school management?
7. To what extent inadequate supply of teaching and learning materials can be a problem to school management?