Teachers' Viewpoints of the Integration of Classroom Management in In-Service Training Programs

Nadia Majeed Hussein, PhD, Middle Technical University, Technical Instructors Training Institute, nadiabs12@yahoo.com

Inst. Abdulridha Sholi Ghadhban, Mustansiriyah University, College of Physical Education and Sports Science, redha1000@uomustansiriyah.edu.iq

Abbas Lutfi Hussein, PhD, Mustansiriyah University, College of Arts, drabslutfi@yahoo.com

Abstract- In-service training programs (ITPs) are often thought to aid Iraqi EFL primary school teachers to recognize their pupils' needs and improve their teaching progression, and in return develop pupils' learning. Too, these programs offer the teachers with understanding of what can be directed to develop the teachers' presentation in teaching classes. According to Finocchiaro and Bonomo (1973, p. 76), English teachers should be given a proportionate education and appropriate "training in professional education, psychology, and teaching methods". One important requirement for the training programs is the inclusion of *classroom managem*ent (CM) as it plays a great role in the teaching career.

Hence, this study endeavors to gather Iraqi EFL primary school teachers' points of view of the inclusion of the elements of CM in the ITP and its impacts on teachers' demonstration of English subject in Iraqi primary schools. Put differently, it revolves around identifying the influence of the teachers' CM on the efficiency of the training program. Eighty-three Iraqi primary school teachers from Al-Karkh and Al-Risafah sections of Baghdad constitute the sample of the study who have voluntarily participated in the questionnaire and answered its 18 items concerning CM dimensions. However, the questionnaire is followed by two questions, i.e. the influence of CM in the training program on teachers' performance and the application of CM in Iraqi classes.

Based on Likert scale, Iraqi EFL primary school teachers' responses mostly show their agreement towards instructional and behavior (or discipline) rather than people management; they focuses on their observations of the inclusive nature of pupils' general psychological environment, and on what they do to help their pupils learn, rather than on what teachers think about their pupils as individuals and what they do to assist their pupils to improve autonomous learning.

Key Words: EFL primary school teachers, pupils, in-service training program (ITP), classroom management (CM), questionnaire

I. Overview

Teaching English in Iraqi primary schools have passed through a number of encounters these days. The regulation of learning policies, the projections and demands of the Ministry of Education, the teachers' anxieties, the students' life conditions, the unsettled situations of public life in Iraq, etc., all these prompt schools to bid their pupils with authentic teaching in EFL educational settings. Additionally, to provide pupils with the essential knowledge principles in English and other school subjects, schools should be equipped with skilful primary teachers. Many studies in the literature available have emphasized the necessity for practiced teachers who are able to successfully accomplish the tasks demanded.

Thence, it becomes necessary for primary English teachers to be well-prepared and self-determining in their careers of teaching EFL; there should be certain thoughtful steps to be taken for encouraging those teachers to attend ITPs which involve dedicated educational courses and programs focusing on teaching strategies and efficient technologies and fruitful CM. As a result, primary teachers "can develop their qualifications and achieve professional identity through both pre-service and in-service training programs" (Saban, 2002, p. 72). The need for perpetual improvement in the occupation of teaching calls for "teacher professional development" (Kazemi and Ashrafi, 2014, p. 246). Surely, teachers' development demands "well-designed pre-service and in-service training programs", which are planned to create skilled teachers (Tuncer, et al., 2009, p. 427).

ITPs are often set off to cultivate teachers' performance in English in an attempt to help them attain the sought standards (Sapp, 1997). According to (Saiti and Saitis, 2006, p. 455f), training is "a key factor in influencing the professional development of teachers and, thus, contributes to the improvement of their knowledge" and their real stimulation of teaching course. In the same vein, Ng and Dastmalchian (2011)

remark that the usefulness of an ITP lies in fulfilling its objectives and applicants' requirements, and in ensuring the necessary modifications and regulations for the future teaching.

To train junior primary teachers "who are in high demand in academic environments", it is serious to observe ITPs to make out if these training programs bid participants with the requisite knowledge in EFL language classrooms. Training inexperienced teachers is an important matter in developing the teachers' teaching methods and strategies and as a result, "contributes to the improvement of their knowledge" and their actual activation of teaching process (Saiti and Saitis, 2006, p. 455f). Strikingly important, these programs should cope with primary school teachers' and their pupils' requirements. However, a successful training program is based on a variety of essential components; one of which is CM, the principal concern of this paper.

A lot of studies have reinforced the role CM plays in classroom teaching, for example, Martin and Yin (1997 cited in Yasar, 2008, p. 18) maintain that CM is an influential aspect of teacher efficiency. They (ibid) confirm that "effective student behavior management has always been an essential issue in the mind of most educators". In consequence, active CM "plays a significant role for constructive educational environments for both learners and educators."

CM, in consistent with Martin, Yin and Baldwin (1997, p. 3), is "a broader and comprehensive construct that describes all teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction and students' behaviors. Classroom management constitutes three broad dimensions; person, instruction and discipline." Because of its practicality in the area of language teaching, it becomes necessary for the any training programs to include the phase of CM. But before boarding on the presentation of details of managing classroom, it is essential to give some information about the stance of English in Iraqi schools, and the importance of ITPs for Iraqi primary school teachers.

II.   ENGLISH IN IRAQI SCHOOLS

The important rank of English as a universal language all over the world and the need for learning are intensely echoed in Iraqi standpoints towards acquiring English language. This constant diffusion of English, accompanied by its incidental linguistic distinctions, has given rise to the initiation of numerous "World Englishes" (Kachru, 1992). Now, English becomes more concerned with the practices and purposes of miscellaneous socio-cultural circumstances by speakers from different linguistic and social backgrounds. The belief that English is "an International Language" has affected the methodologies of teaching and learning English and opposed the point that English is a static and colossal material associated with the L1 speakers of English purely. English has appeared as the universal language, the widespread language for trade, business and technological and political issues. (Pennycook, 2017) affirms that Iraq's commercial future rests on growing the Iraqis' English skills. In future, teaching and training capable teaching staff will definitely include the utilization of English so as to emphasize the use of technology in these various academic areas.

In line with other nations, Iraq acknowledged the significance of acquainting with English in the early periods of the primary stage to provide pupils with additional time to study English, i.e. 12 instead of 8 years. In 2014, the Iraqi Ministry of Education gave the decision to teach English from the first year with an updated curriculum (*English for Iraq*) at the primary school. Then, training teachers to implement fruitfully the new curriculum and the proposed approach (communicative approach) becomes decisive to all educational settings. The genuine scenery of the ITPs for primary school teachers becomes the most demanding point in this regard.

 Further, the modern change in teaching techniques and materials has also led the ministerial consultants to encourage teachers to attain training programs to modernize their ways of teaching in accordance with the updated techniques of teaching and to upsurge their knowledge and cognizance of the up-to-date resources. Meanwhile, the tactic of the Iraqi Ministry of Education has been reformed as it acknowledged that English language is indispensable to be "taught from first grade using the textbooks that were specially written for the Iraqi elementary schools" (Altufaili, 2016. p. 1). The Ministry of Education have held many "training programs in Erbil and Beirut" to improve the teachers' standards to teach the new textbook, and suggested that "the trained teachers" would train other EL primary teachers in all cities of Iraq.

In general, educational system (administrated by the Ministry of Education) in Iraq starts with two years in kindergartens (nursery schools) at age of 4-5 years followed by six years at primary school. Concerning the position of English in Iraq, nowadays, English begins with the first year of the primary school stage at the child's age of 5-6 years. After spending six years of studying in primary schools, pupils go to secondary schools, and there they are taught English for six years.

Significantly, English Language Teaching (ELT) is essential in Iraq because it is alleged that most scientific matters are accessible in English and reading in English is as significant as reading texts in Arabic. According to Amin (2017, p. 579) the student who applies for advanced programs of study has "to pass a proficiency test in English" led by the Departments of English in the Iraqi colleges., Additionally, "the process of Arabicisation of texts is accompanied by an emphasis on the role of English as a language of science and technology."

III.   EFL TEACHERS' IN- SERVICE TRAINING PROGRAMS

Iraqi primary school teachers are often observed to face many challenges mainly due to unsettled social situations in Iraq. One of the central encounters is the limited abilities of those teachers in the application of the up-to-date practices in teaching EFL. Harb, (2008) adds that other challenges involve the old-fashioned educational programs, absence of up-to-date teaching methods, weak presentation of teachers in teaching classes, absence of technological tools, and the weakness of the educational organization. Studies of classroom teaching have shown that most Iraqi EFL primary school teachers are not well-equipped with the modern teaching technologies; further, they lack a native-like fluency.

As a result, the students' English adeptness standard is unsatisfactory although they have been taught English for 6 years in the primary schools. For this reason, Juma Lehtomäki, and Naukkarinen (2017) contends that ITPs are the most inspiring and actively accessible channels for vocational development, as well as combating tediousness and isolation among the in-service teachers. A training program is then an actual method for the primary school teachers to attain professional fulfilment (Rahman et al., 2011). Mahmood (2016) maintains that a disciplined ITP can enhance teachers' capability to achieve classroom activities and tasks successfully, in return assist the educational system to attain its objectives and ultimately develop teaching in terms of aims, and content. For Jahangir, Saheen, and Kazmi (2012), the goal of ITPs is "to increase the qualities possessed by a good teacher which positively affect the performance of a teacher" (p. 32), whereas Fozdar, Kumar, and Saxena (2007) believe that the chief purpose of these programs is to fill the gap between the pre-service education and the educational variations.

In terms of the report detailed by UNESCO (2004), the ITPs in Iraq are not well-prepared and "most (of the teachers) had not benefited from in-service training in recent years" (p. 5). Therefore, "a well-planned in-service teacher training programs are required" (p. 4). This report also confirmed that teachers' requirement to such in-service training programs "is obvious" (p. 90). Therefore, EFL teachers "still need training in … teaching methodology" (p. 34) to improve the teachers' efficiency. In addition, in the Iraqi scholastic setting, rare studies have underlined the dynamic role training programs play in progressing teachers teaching (Abbas, 2015; Abdul-Kareem, 2009; Saeed, 2015). Particularly, those studies have endeavoured to reply to the inquiry "what stands in the way of good teachers' performance in teaching English in the classroom." In particular, these studies have pointed to the difficulties of the educational necessities such as trainers' proficient competence, training situation and training conveniences.

Primary school teachers, putting on ITPs, are assumed to support their pupils to assess and support their improvement. These programs are wrought to offer EFL primary teachers with profundity in a particular training program's aspect to improve their capabilities and jobs (Jacobson, 2005). Commonly , EFL primary school teachers in Iraq exploit Arabic for communicating most of the class time; Arabic is usually manipulated to clarify difficult points for the students to grasp(Koran, 2015). Yet, the present EFL teachers' ITPs have not armed the teachers with the communicative methods meant to upsurge their mindfulness of the prominence of communicative accomplishments (Amin, 2017).
Hence, researchers (e.g. Mahmood, 2016) have ascertained that the ITPs should have the capability of inspiring English teachers to figure out their students' needs and desires. Further, the effectiveness of these programs are frequently due to a number of issues; one main issue is CM. Whereas CM is underlined as an essential factor to be labelled in the EFL teachers' ITPs, those programs mostly disregard this factor

and the current methods leading to operational CM. So, the job of this paper is to introduce Iraqi EFL primary school teachers' viewpoints of the inclusion of the CM in the in-service training programs.

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IV.   CLASSROOM MANAGEMENT

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The concept of CM has been transported to what is understood as "establishing a climate for learning". In fact, it is employed to signify the real instigation of various CM services in the ITPs that improve teachers' specialized quality in teaching EFL efficiently in the classroom. Taylor (2009) describes CM as "the process by which teachers create, import and maintain an environment in the classroom that allows students the best opportunity to learn" (p. 3). Of course, the improvement of teachers' programs supplies teachers with chances to improve "reflective teaching practices". Traditionally, the principal aim of "classroom management primarily means achieving class control and order" (Saban, 2009, p. 2113).

Generally, the term CM specifies the activities and tactics teachers apply to preserve order (Doyle, 1986, cited in Yasar, 2008, p. 2). In other words, it signifies the teacher's determinations "to establish and maintain the classroom as an effective environment for teaching and learning". Because of the shared and supportive relations "between effective classroom management and effective curriculum and instruction", actual CM must entail worthy instruction. In this respect, Brophy (1986, p. 185) demonstrates that "all research results show that in addition to dealing with the misbehaviors and problems effectively, to prevent them from occurring is an important aspect of efficient classroom management".

Being a multi-faceted concept, various definitions have been constructed to explain what CM implicates; for instance, Martin, Yin, & Baldwin (1998, p. 1) define CM as a multi- dimensional notion which involves three wide-ranging facets: "instructional management, people management, and behavior management." They elaborate that:

"The instructional management dimension is based on the daily routines of the classroom and allocation of materials. The people management dimension is centered on how the teacher perceives the students and how they view their relationship with the students. The final dimension, behavior management, is somewhat similar to the concept of classroom discipline but differs in that it focuses on a teacher's pre-planned methods of preventing misbehavior, rather than simply on their reaction to it once it occurs" (Martin, Yin, & Baldwin, 1998, p.2) .

According to Cerit, and Yüksel (2015 cited in Ayebo and Assuah, 2017, p. 170), CM points to "the activities teachers put in place to create a conducive classroom atmosphere to enhance effective teaching and learning." From the early stage of teaching English, primary school teachers usually show their uneasiness about monitoring the students and generating a controlled setting so as to create an appropriate environment for learning; therefore, CM is often introduced as the most involved phase of teaching, simply because a teacher's skill to successfully monitor the classroom and to shape methods of teaching are rudimentary mechanisms in the teaching process (Evertson, Emmer, Sanford and Clements, 1983). Well-organized 'classroom management' makes the class ready for an actual teaching fundamental for the development of learning. In this regard, Evertson and Weinstein (2006) aver that CM unveils two distinguishing functions, "it not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth" (p. 4). Then, an effective CM is imperative as it permits both teachers and students to exploit their time more effectively in EFL teaching and learning practices.

According to Edwards and Watts (2004, p. 17), effective CM skills is concerned with "withitness, overlapping, managing movement", preserving group attentiveness, and stopping monotony. Withitness is the teacher's skill of identifying "what is going on in all areas of the classroom at all times". He/she is mindful of whatsoever happens in the classroom. Overlapping signifies the teacher ability to "attend to two or more" events concomitantly, such as giving oral directions, making a comment, or having a look while teaching in the classroom. Movement management is designed to maintain momentum and sleekness of the lesson. Effective movement management permits the class to flow easily and avoid "jerkiness" and "slowdowns" during the lesson (Wong & Wong, 2005).

Another important movement management skill includes "seating arrangement", responsibility of individual learning, and group notifying (Wong & Wong, 2005). Group seating is organized in a way that it increases active contribution. Lastly, a good teacher should try to preclude monotony in the class

atmosphere. To fight boredom, teachers should resort to tasks and activities that provide students with different intellectual skills.

V. METHODOLOGY

This study utilizes a qualitative-descriptive process intended to bring together the data out of the EFL primary school teachers' replies to the questionnaire items which allow the researchers to elucidate the conclusions and significances and to confirm the aim behind this paper. In other words, through the questionnaire, the researchers have executed an evaluation process of descriptive analysis of the participants' perspectives towards the inclusion of CM components in the ITPs. In this respect, McKim (2017) affirms that researchers generally have recourse to the qualitative method because "the qualitative component sheds additional light on the quantitative component by providing further understanding of all the criteria" (p. 212).

The sample of the study consists of eighty-three Iraqi primary school teachers (45 males and 38 females, working in 40 primary schools, 20 in Al-Karkh and 20 in Al-Risafah divisions of Baghdad governorate, have voluntarily taken part in the questionnaire during the academic year 2018-2019, and answered its 18 items. Strikingly important, the sample selected involves teachers with experience of more than five years of teaching English in primary schools and who have attended the ITP at least for once.
The main tool used for eliciting data is questionnaire, one best means of collecting information in the training arena. According to Bird (2009), a questionnaire is "a popular and fundamental tool for acquiring information on knowledge and perception" (p. 1307). Significantly, it is "an instrument for the collection of data, usually in written form, consisting of open and/or closed questions and other probes requiring a response from subjects" (Nunan, 1992, p.231). The eighteen-item questionnaire necessitates the participants to detect their approval or disapproval in terms of "a five-point Likert scale". Answers choices embrace ("1. I strongly agree, 2. I agree, 3. Not sure, 4. I disagree, 5. I strongly disagree".) The application of Likert scale is owing to the fact that these items verify the variety of answers from the subjects.

VI. VALIDITY & RELIABILITY OF QUESTIONNAIRE

The questionnaire's validity has been accounted for through exposing it to a panel of experts and instructors in ELT and applied linguistics to approve the appropriateness of the items of the questionnaire as pertinent to CM and to examine if it reasonably and systematically encompasses the aims of the paper, as revealed in table 1.

Table 1: Panel Members

No.	Academic Rank and Name	Institution
1.	Prof. Abdulkarim Fadhil, PhD	Univ. of Baghdad
2.	Prof. Fatima Raheem Abdullhussein, PhD	Misan Univ.
3.	Asst. Prof. Istiqlal Hassan Jafaar, PhD	Mustansiriyah Univ.
4.	Asst. Prof. Hussein Dhahi Mohammed, PhD	Kufa Univ.
5.	Asst. Prof. Raed Fadhil Mohammad, PhD	Misan Univ.
6.	Asst. Prof. Ali Arif Fadhil, PhD	Univ. of Baghdad
7.	Asst. Prof. Raed Dakhil Ahmed PhD	Kufa Univ.
8.	Asst. Prof. Sarab Ghadir Mugheer, PhD	Diyala Univ
9.	Asst. Prof. Hassan Kadhim Hassan, Ph D	Thi-Qar Univ.
10.	Asst. Prof. Sabeeha Gasim Daham	Babylon Univ.

The jury of experts and professors have checked the questionnaire-items and affirmed that it should be to some extent revised. They have raised some comments and remarks; then two items have been revised. After being revised by the researchers, the jury have acknowledged that all items concerned are well-prepared and well-established to include all ideas linked to CM.

The questionnaire reliability has been measured through the use of Alpha Cronbach's method made to estimate the results. The explanatory relationship of "split-halves" has been implemented to the extracted results of the participated teachers' answers. The items of questionnaire have been verified consistent since Alpha Cronbach's calculation grows above 75. This designates that the items are applicable (Raduan et al., 2006).

VII.   DATA ANALYSIS

The data will be gathered from the sample teachers' responses to the items of the questionnaire, followed by two open-ended questions (will be explained in the coming pages). The questionnaire is used for eliciting the responses of the sample of EFL primary school teachers about the three main domains of CM.

7.1 Questionnaire

The entire questionnaire is made to depend on the three main domains of CM proposed by Martin, Yin, & Baldwin (1998), "instructional management, people management, and behavior management." Each domain will cover six items. However, the minute details of CM are drawn upon the outcomes of the research studies on CM (including; Emmer, Evertson and Brophy, 1980; Brophy, 1986; Wang, Hoertel and Wang, 1993; Martin, yin and Baldwin, 1997; Akbaba and Altun, 1998; Laut, 1999; Edwards and Watts, 2004; and Wong and Wong, 2005).

Exhaustively, items 1-6, concerned with "people management", are designed to emphasize how the primary teacher observes the pupils' behavior and the endeavor to create a safe and friendly atmosphere. Items 7-12 are related to "instructional management" as it displays daily practices of the pupils and the teachers' distribution of materials. The final items, (13-18) of the dimension of "behavior management", focus on the teacher's pre-arranged materials and methods intended to avert boredom and disruption. All together, the questionnaire reflects the teachers' perceptions of the integration of operational CM in the ITPs. In effect, the teachers' responses to the questionnaire's items extend from "strongly agree, agree, not sure, disagree to strongly disagree" to the matters regarding CM in EFL primary school setting. Table 1 below clarifies the primary school teachers' total answers to the items of the questionnaire.

Table 1: Classroom Management in the In-service Training Program

							CLASSROOM MANAGEMENT
	Classroom Management in In-service Training Programs	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	Total
1	Managing pupils' anxiety in classroom situations	7	3	58	5	10	83
2	Preserving pupils' accountability and group alerting	2	3	1	61	16	83
3	Establishing warm, safe and friendly atmosphere among pupils	1	2	2	8	70	83
4	Establishing wider pupil socialization aims	5	2	0	20	56	83
5	Inspiring pupils'' self-confidence and enthusiasm, and fostering a sense of participation	2	1	5	60	15	83
6	Encouraging paternal sustenance to hold disciplinary problems	9	8	63	1	2	83
7	Detecting pupils' problems and maintaining problem-solving strategies	41	31	4	5	2	83

8	Establishing discipline practices	10	8	59	3	3	83
9	Assigning teamwork system	2	2	5	4	70	83
10	Altering the speed of lesson activities	2	1	62	7	11	83
11	Employing verbal and non-verbal means to teach pupils	61	8	0	6	8	83
12	Conveying ideas effectively	63	8	0	7	5	83
13	Engaging pupils in classroom activities	13	7	58	4	1	83
14	Considering "individual differences" among pupils	41	19	2	12	9	83
15	Increasing the time pupils involved in class activities	12	11	59	0	1	83
16	Maximizing pupils' chances to learn school material	57	12	3	5	6	83
17	Exploiting the instructional time	10	8	59	4	2	83
18	Preventing monotony and class disruption via giving stimulating and meaningful tasks	59	18	0	1	5	83

An examination of the above table reveals that in accordance with Likert's five-point gauge " strongly agree, agree, not sure, disagree and strongly disagree", the selected EFL Iraqi primary school teachers have propensity to "instructional and behaviour management" rather "people management". For the "people management" domain, the participants mostly show their uncertainty for item 1, "Managing pupils' anxiety in classroom situations" and item 6, "Encouraging paternal sustenance to hold disciplinary problems". They exhibit their disagreements to items 2, 3, 4 and 5 "Preserving pupils' accountability and group alerting", "Establishing warm, safe and friendly atmosphere among pupils", "Establishing wider pupil socialization aims" and ''Inspiring pupils self-confidence and enthusiasm, and fostering a sense of participation".

As far as instructional management domain is concerned, the participants mostly express their agreements to item 7, "Detecting pupils' problems and maintaining problem-solving strategies", item 11 "Employing verbal and non-verbal means to teach pupils" and item 12 "Conveying ideas effectively". Relatedly, they mostly show their disbelief about the application of items 8 and 10, "Establishing discipline practices" and "Altering the speed of lesson activities". The only item they generally show their disagreement is 9, "Assigning teamwork system".

Concerning the last domain, behaviour management, the participants agree to three items 14, "Considering 'individual differences' among pupils" 16 "Maximizing pupils' chances to learn school material" and 18 "Preventing monotony and class disruption via giving stimulating and meaningful tasks" and show uncertainty for three, 13 "Engaging pupils in classroom activities", 15 "Increasing the time pupils involved in class activities", and 17 "Exploiting the instructional time". In general, CM appears to be important for the construction of a training program as it plays a great role in helping primary school teachers to establish well-prepared rules for teaching and to keep a warm and enthusiastic educational environment which leads to teachers' successful performance.

7.2 Open-ended Questions
The questionnaire is annexed by two questions " How does the classroom management in the in-service the training programs develop teacher's ability of teaching better in the classroom?" and "What else do you want to add concerning classroom management?" In an answer to the first question, Iraqi EFL primary school teachers affirm that CM is significant since teachers are required to construct structures and set rules whereby they can monitor and guide their pupils in a variety of setting. They add that functioning CM can rise pupils' participation and involvement in class activities and decline the pupils' sense of boredom and disruption; it enhances pupils' opportunity to learn and optimizes teachers to teach. They also remark that an efficient CM plays a great role in enhancing and developing teachers' capability of acting more vigorously and more actively in EFL primary school classrooms. CM, as it is concerned with teachers' and pupils' ideas and activities in the class, influences both teachers' performance and pupils'

attainment of activities. They further contend that an effective means of successful teaching English in primary schools is the teacher's skill to 'manage the classroom' and to establish instruction.

For the second question, EFL primary school teachers mostly complain that Iraqi schools lack healthy instructional settings for teaching English. This is due to the insecurity situations in Iraq and to the undue attention paid by the supervisors and administrators responsible for running primary schools. In general, teachers are not always willing to create and preserve a good instructional setting. They affirm that although some primary school teachers encourage rewarding clever pupils, as a pupil-centred procedure, this procedure is not always helpful, particularly for pupils who are weak; it creates a sense of uneasiness for them. They also complain that the inappropriateness of the classroom size and the limited time for subjects to be covered for the execution of the curriculum in the yearly terms are the most problematic issues in CM. Further, teachers find teaching in large classes is so tedious; they find difficulties in carrying out communicative strategies, constructing learning groups, engaging students in class tasks, motivating collaboration among pupils, controlling pupils' behaviours, and exploiting the class time fruitfully. It has been noticed that most Iraqi primary school teachers seem to follow a teacher- centered approach, and therefore, incline to take over the circumstances by applying instantly a disciplinary method to control the pupils' behaviour.

VIII. FINDINGS

The investigative answers of the 83 Iraqi EFL primary school teachers to the questionnaire concerning their ideas and opinions of the integration of CM in ITPs and its influence on teachers' performance in Iraqi classrooms has exposed the subsequent findings:

1.   The selected sample of Iraqi EFL primary school teachers claim that the influence of training on their in teaching classes is positive as the ITPs allow primary school teachers to be equipped with rational and orderly methodologies to employ in their classrooms. This may be ascribed to the point that the correlation between teachers' training and pupils' attainment is so great that the better the teacher trains, the better the pupil progresses in his learning process. In general, an ITP is a long-standing asset to cultivate abilities and professionalism of the primary school teachers. Moreover, well-prepared CM tactics are important to a fruitful teacher's transfer of instruction. It organizes teaching classes for a positive instruction, essential for the development of learning.

2.   The responses of Iraqi EFL teachers primary school teachers to the questionnaire reveal that they mostly express their agreement towards instructional and behavior (or discipline) rather than people management, simply because they mostly follow the teacher-centered method which focuses on their observations of the inclusive nature of pupils' general psychological environment, and on what they do to help their pupils learn(e.g. maintaining classroom procedures, physical preparation of the class, and the exploitation of time), rather than on what teachers think about their pupils as individuals and what they do to assist their pupils to improve autonomous learning. That is, Iraqi EFL primary school teachers endeavor to regularize principles and standards for conducting behavior and to put in force those principles and standards.

3.   CM is regularly observed as the most involved phase of instruction, as primary school teachers, right from the beginning, actually show their consideration for monitoring the pupils , establishing a disciplined setting in the class and creating a suitable atmosphere for learning. The application of appropriate CM in primary school classes would help teachers to create an opportunity for pupils' interaction and to make appropriate setting for learning. The open-ended question discloses that primary school teachers in Iraq complain that they lack good instructional environment in their classes by which teachers can find big difficulty in managing teaching classes. The sample of teachers aver that a well-organized training program must include CM technique which is sought to reach class activities , such as establishing sociable sceneries, engaging the pupils in these activities, managing pupils' fear, recognizing pupils' problems and pursuing discipline practices and individual differences among the pupils.

IX. RECOMMENDATIONS

The findings of this study have led to the upcoming educational recommendations:

1.   It is often advisable that primary school teachers should resort to pupil-oriented administration rather than teacher-oriented administration to achieve optimum learning and teaching EFL. In this respect, effective classroom managers can rise the time pupils need to get engaged in class tasks and

provide their pupils' chances to study school content, and these would surely lead to greater performance on accomplishment tests.

2.   Undeniably, mastery of CM is a necessary issue of effectual teaching and learning; well-organized managing classes can make pupils initiate the greatest advantage from their instruction; therefore, teachers are required to make full use of time in performing educational tasks.

3. Iraqi EFL primary school teachers are regularly in need of practical development, and practices obtained from CM in training programs may make them appeal to their pupils' receptiveness and performance in classroom.

4. ITPs should be periodically encouraged by the Ministry of Education to help primary teachers cultivate their ways of teaching English in primary settings, and provide them with opportunities to produce a more functioning performance.

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