

Investigating the importance of classroom management on Enhancing EFL students' grammatical performance, Khartoum State

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Abstract

The study investigating the importance of classroom management on Enhancing EFL students' grammatical performance, Khartoum State . The problem of the study The study environment of classroom is not helpful in learning process in some schools, and the study problem was summarized in the main question; To what extent eInvestigating the importance of classroom management on Enhancing EFL students' grammatical performance? Questions are divided into: what extent are secondary school teachers aware of the importance of classroom management?, what is the influence of classroom management on EFL students' grammatical performance?, what extent does classroom management enhance students' grammatical performance?

It aimed to study the extent Finding out to what extent secondary school teachers are a were of classroom management strategies, investigate how classroom management influences EFL students' grammatical performance, identify the effect of classroom management on enhancing students' grammatical performance .

The study tested the hypothesis. Secondary school teachers are a were of classroom of management strategies. The study used quantitative research based on inferential descriptive statistics. The research reached a number of results, the most important of which are: classroom management influences EFL students' grammatical performance, classroom management enhances positively students' grammatical performance.

The study also recommended a number of recommendations, including: teachers should be trained not only about their subject but also about classroom management, the relationship between teachers and students has to be the strong medium so as to achieve teaching and learning process.

Key Words:

Classroom Management, Discipline, In-service training, Classroom Environment

المستخلص

تناولت الدراسة أهمية إدارة الفصل في تحسين الأداء النحوي لطلاب اللغة الإنجليزية كلغة أجنبية بولاية الخرطوم. مشكلة الدراسة: لا تفيد بيئة الدراسة الصفية في عملية التعلم في بعض المدارس، وقد تم تلخيص مشكلة الدراسة في السؤال الرئيسي. إلى أي مدى تستقصي أهمية إدارة الفصل الدراسي في تحسين الأداء النحوي لطلاب اللغة الإنجليزية كلغة أجنبية؟ تنقسم الأسئلة إلى: إلى أي مدى يدرك معلمو المدارس الثانوية أهمية إدارة الفصل الدراسي؟ ما هو تأثير إدارة الفصل على الأداء النحوي لطلاب اللغة الإنجليزية كلغة أجنبية؟، إلى أي مدى تعزز إدارة الفصل الدراسي الأداء النحوي للطلاب؟ هدفت إلى دراسة مدى معرفة إلى أي مدى يكون معلمو المدارس الثانوية مدركون لاستراتيجيات إدارة الفصل الدراسي، والتحقيق في كيفية تأثير إدارة الفصل على الأداء النحوي لطلاب اللغة الإنجليزية كلغة أجنبية، وتحديد تأثير إدارة الفصل على تحسين الأداء النحوي للطلاب. اختبرت الدراسة الفرضية. مدرسو المرحلة الثانوية عبارة عن صف من استراتيجيات الإدارة، وقد استخدمت الدراسة البحث الكمي القائم على الإحصاء الوصفي الاستنتاجي توصل البحث إلى عدد من النتائج أهمها: إدارة الفصل الدراسي تؤثر على الأداء النحوي لطلاب اللغة الإنجليزية كلغة أجنبية، إدارة الفصل تحسن الأداء النحوي للطلاب بشكل إيجابي، كما أوصت الدراسة بعدد من التوصيات منها: يجب تدريب المعلمين ليس فقط حول موضوعهم ولكن أيضاً حول إدارة الفصل الدراسي، يجب أن تكون العلاقة بين المعلمين والطلاب هي الوسيلة القوية لتحقيق عملية التدريس والتعلم.

الكلمات المفتاحية

إدارة الفصل، الانضباط، التدريب أثناء الخدمة، بيئة الفصل الدراسي

1.0 Introduction:

The Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Management refers to the issues of supervision, refereeing, facilitating, and even academic discipline and accordingly, classroom management is “the actions teachers take to create an environment that supports and facilitates both academic and social emotional learning”⁽¹⁾. When classroom-management strategies are

executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviours that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

A more comprehensive definition for classroom management considers classroom management as a Meta-Skill that is the integration of cognitive perceptions, self-regulation skills, and interpersonal relationships with students and colleagues⁽²⁾. In addition classroom management is perceived as a cyclical process that includes advanced planning, implementation, assessment during implementation, and final evaluation that takes into account factors related to children and their environment, intended to bring about progress in the activities carried out for the learning and emotional well-being of the children in the class⁽³⁾.

The individual who is referred to the office loses learning time, and the teacher who stops the instruction to respond to disruptions takes away learning time from all students⁽⁴⁾. Conversely, in an effectively managed classroom, more time is allocated to learning activities and students spend their time actively involved in particular learning tasks and they also learn how to manage themselves through classroom management, for example, self-monitoring provides an opportunity for students to control their own behaviour by using behaviourist strategies, and in doing so to enhance their competence and power. Teachers can assist students in the collection and recording of data on their behaviour so that students receive social reinforcement and praise for accurate recording and improvement. Having tried a considerable amount of approaches, researchers start to deal with teachers' feelings or perceptions about their ability to teach and orchestrate the classroom. Research on self-referent thought cautions that possessing knowledge and skills is not adequate for efficacious teaching (Raudenbush et al.1992). Bandura's (1977; 1986) self-efficacy approach to human behaviour has made a great contribution to the area of teaching and learning.

1.1 Statement of the problem.

The problem of this study lies in the question:

To what extent do you investigate the importance of classroom management in improving the grammatical performance of EFL students?

1.2- Objectives of the Study

This study aims to fulfill the following objectives:

1. Finding out to what extent secondary school teachers are aware of classroom management strategies
2. To investigate how classroom management influences EFL students' grammatical performance.
3. To identify the effect of classroom management on enhancing students' grammatical performance .

1.3 Questions of the Study

This research tries to answer the following questions

1. To what extent are secondary school teachers aware of the importance of classroom management?
2. what is the influence of classroom management on EFL students' grammatical performance?
3. To what extent does classroom management enhance students' grammatical performance?

1.4 Hypotheses of the study

The followings are the hypotheses of the study which will be tested on the basis of the results

1. Secondary school teachers are not aware of classroom management strategies.
2. classroom management influences EFL students' grammatical performance.
3. Classroom management enhances positively students' grammatical performance.

1.5 Significance of the study

The study shows the positive roles of Investigating the importance of classroom management on Enhancing EFL students' grammatical performance, and should provide useful insight for the teacher participants in secondary schools, language teachers and students, the curriculum designers, researchers, and scholars.

1.6 Research Methodology

The study will use the descriptive analytical method. The researcher will use a questionnaire as a tool to collect the data about the benefits of Investigating the Importance of Classroom Management on Enhancing EFL Students' Grammatical Performance.

1.7- Limits of the study

This study will be limited to “Investigating the Importance of Classroom Management on Enhancing EFL Students' Grammatical Performance”. Khartoum State-Secondary Schools 2018

1.8 Design and Methods

This chapter includes a detailed description of the research methodology that was utilized in the study. The chapter is organized into several sections that provide a framework within which to describe the research procedures, the researcher used the descriptive analytical method and (SPSS) for the analysis. This kind of research is defined by Kothari (2004:3.4) as “descriptive research includes survey and fact finding enquiries of different kinds. The major purpose of descriptive research is description of affairs as it exists at present”. In addition, he states that “the researcher has no control over the variable, he can only report what has happened or what is happening”, the researcher thinks this method is appropriate for this study.

1.9 Study population and Sample size:

The study population constitutes teachers at secondary schools who teach English as foreign language (E F L) in Khartoum state, in public schools, the study participants for this study are (100) teachers at secondary schools who teach English as foreign language (E F L) in Khartoum state, (Bahri locality), in public schools,

1.10 Tools of data collection:

Primary data a Questionnaire that filled by teachers at secondary schools who teach English as foreign language (E F L) in Khartoum state.

Secondary data this data was collected from books, articles, previous studies and internet sources.

2.1 Previous Studies

2.1.1 This is entitled The effect of training on teachers' knowledge of effective classroom management strategies in Jos Metropolis by Katrina A Korb , Grace Selzing-Musa and Swanta Blessing Skinner – Bonta⁽⁵⁾

The researchers and a single group pre-posttest design. The purpose of the study was to determine the effectiveness of in-service training on teachers' knowledge of effective classroom management strategies. Twenty teachers from Jos Metropolis participated. A single group pre-posttest design was used , with a one- day training on classroom management techniques as the independent variable and number of strategies that teachers suggest as effective for managing student behaviour as the dependent variable.

An open-ended structured interview was used to measure the dependent

variable. The study found that the number of strategies that teachers believe are effective for classroom management, was significantly higher after the training, indicating that the training was effective in improving teachers' knowledge about classroom management. Specifically, the number of proactive strategies that teachers believed were effective for classroom management significantly, increased after training

2.1.2 Ali Akbari & Bozorgmanesh (2015)

A research on effective role that classroom management strategies play in enhancing students' learning. Drawing upon Iranian high school teachers.

Conducting the survey including 123 female students, it was found that Iranian teachers apply classroom management strategies of organizing, teaching, management, teacher-student relationship and teacher punishment _rewards with varying degrees. They concluded that, a positive relationship between teachers' assertiveness and students' performance was approved. The finding led to implications for in-service training programme for EFL teachers. This goes alongside within a conducive learning environment students know what to do, what is expected of them, and how to succeed. (Sanfors, Emmer, & Clements, 1983)

Besides, it is shown that students have more academic achievement in a well-managed classroom environment. (Griffith 2002 , Wang & Watkins 1998)

state, practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited⁽⁶⁾.

Weinstein and Wodfolk (1981, P384) state that, the visual appearance of the classroom can be conceptualized as non-verbal statement about the teacher who has structured this learning environment.

2.1.3 this is entitled The effect of classroom environment on achievement in English as foreign language. A case study of secondary school students in Gezire state. By Abdelmajeed A. Umar (2017), the researcher divided his population into two parts experimental group and control group. It is important here to mention that the former group has good environment in their classroom likes rooms, tables, walls, colored chalks and so on. Whereas the later (control group) has poor environment. The study has focused on reading, writing, listening, vocabulary, and grammar. The result obviously explained that the experimental group student scores are higher in all parts of the study and the students of the experimental group did better than the other group.

The researcher concluded that one can easily conclude that classroom environment determines the level of student performance in English.

Conversely, unfavorable condition which include small classroom, size, inappropriate ventilation, high classroom temperature, shortage of textbooks and lack of advance technical teaching aids, coupled with inappropriate desk and seating arrangement seem to have negative impact on the control group students' achievement in English.

2.2 LITERATURE REVIEW

Definitions of Classroom management:

Classroom Management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. The term also implies the prevention of disruptive behavior preemptively, as well as effectively responding to it after it happens.

According to Martin and Sas ⁽⁷⁾ " Classroom management entails an " umbrella of definitions that include learning interactions, learning and the behavior of students .

explains order in classroom simply means that " within acceptable limits the students are following the programme of action necessary for a particular classroom event to be realized in the situation" ⁽⁸⁾.

define classroom management as " A set of procedures that, if followed should help the teacher maintain order in the classroom and involve both antecedent and consequent procedures that can be combined to provide a comprehensive approach to classroom management. So varied procedures can be helpful for the teachers in their task"⁽⁹⁾.

Effective classroom management and positive classroom climate construction are essential goals for all teachers. Everything a teacher does has implications for classroom management, including creating the setting, decorating the room, arranging the chairs, speaking to children and handling their responses, putting routines in place (and then executing, modifying, and reinstituting them), developing rules, and communicating those rules to the students. These are all aspects of classroom management.

contends that "classroom teaching has two major task structures organized around the problems of (a) learning and (b) order"⁽¹⁰⁾.

Importance of Classroom Management:

One of the main goals of education is to promote life-long learning. Thus, education should be able to motivate individuals to continue learning throughout their lives even outside the classroom. So, as a teacher, we should

be striving to enhance the development of life-long learning among your students.

Effective Classroom Management to the Students:

Student achievement is highly dependent on the effectiveness of their teachers in the classroom. There is evidence in the literature that justifies this view. For example, the research by Sanders and Horn (1994) found that students who spend a year under ineffective teachers gain only 14 percentile points while their counterparts who spend the same time under an effective teacher gain 52 percentile points in their achievement.

It is helpful to teach in a good way. “when we want to teach pupils to do something new, or to encourage them to behave in a certain way more frequently than they normally do, it is important that we ensure that they are positively reinforced every time they behave as we want them so » ⁽¹¹⁾.

Evertsen and Weinstein ⁽¹²⁾ use the construct ‘warm demanders’ when they speak of teachers who are warm, attentive, caring and supportive and who also set demands on their pupils. Such teachers balance between supporting, challenging and demanding effort from their pupils.

Training of Teachers

Moreau (1987) in South Africa, asserts that extra training of teachers influences pupil learning outcomes positively. Extra training improves teacher performance by sharpening both their technical skills and their instructional competence.

Emmer and Stough (2001) recommend that, teacher training programmers should provide content and supervised experience related to classroom organization and behavior management.

Teaching is not controlling, but rather working with the students to learn, grow, and succeed together, by having strong student –teacher relationship with student, classroom will be a place for each member to express their feeling and work together

Relationship between teachers and students

Robert J’ Marzano and Jan S Marzano (2003) Don’t leave relationships to chance , Teachers –student relationships provide an essential formation for effective classroom management is a key to high student achievement. Teachers-student relationship should not be left to chance or dictated by the personalities of those involved. Teachers can influence the dynamic of the classroom and build strong teacher-student relationship that will support student learning⁽¹³⁾.

Gordon explains "Projection occurs when an individual attributes his or her own attitudes or feelings to another person ."(14)

Sustaining expectation effects occur when teachers expect student to continue act or perform according to previously established patterns and may disregard contradictory evidence of change » (15).

Interaction and academic performance:

commented in management strategy »students involved with their work especially with academic , even teacher led-instruction "(16) student always know what is expected of them and they tend to be successful; there is very little time off task such as wasted, disruption, etc. the classroom environment is work oriented along with being pleasant and relaxed ».

Martin and Sass suggest that »encompasses teacher efforts to oversee the activities of the classroom including student achievement , student interaction and learning«(17)

classroom-management techniques:

In practice, classroom-management techniques may appear deceptively simple, but successfully and seamlessly integrating them into the instruction of students typically requires a variety of sophisticated techniques and a significant amount of skills and experiences .

Classroom management and motivation

It is important that teachers have an in-dept under student of the subject that they teach. But the knowledge of the subject matter alone is not sufficient to ensure that teachers will be effective and that students will be successful in their learning. "The knowledge base of motivation is so extensive that the crucial factor is making the best choice for a particular problem. If we have not learned the extensive motivational knowledge base, then our choices are limited." (18) .

Related to that , stated "The best teacher can do some believe, is to establish conditions for learning which are as attractive and stimulating as possible and that match learning tasks to student abilities and interests. When these conditions have been established, students will be motivated. It may be the conditions then that create the motivation, not the teacher"(19).

Classroom management and reinforcement

According to Skinner's operand conditioning of learning (1961) , positive and negative reinforcement influences voluntary behavior this implies that.

Research conducted by Corney et al (2009), found that teachers can improve their overall classroom environment in addition to increasing positive

interaction with students by effectively implementing positive reinforcement, including praise.

Merrit and Whedell “When we want to teach pupils to do something new, or to encourage them to behave in a certain way more frequently than they normally do, it is important that we ensure that they are positively reinforced every time they behave as we want them to” (20).

praise

Lam, Yim and Ng (2008), pointed out that student’s individual and cultural differences, as well as the different conditions under which prior praise has been given to them influences the effectiveness of teachers’ use of praise.

According to Conroy, Sutherland, Snyder, Al Hendawi, and Vo “Creating a positive and engaging classroom atmosphere is one of the most powerful tools teachers can use to encourage children’s learning and prevent problem behavior from occurring” (21).

notes that “The aim of praise and reward is to enhance performance, promote appropriate behavior or positive values and help the individual feel good about themselves” (22).

Reward

Related to the title Kohn states “Rewards can also be punishing when a student expects a reward but never actually receives the reward.” (23)

notes “Praise and reward enhance performance in learning and achievement by giving positive comments on a student’s work” (24). Praise and reward can promote appropriate behaviour or positive values by offering a reward when the desired behavior or value is demonstrated. Praise and reward make the student feel good about themselves because the goal which was aimed for was reached.

According to Brophy & Good “Praise and reward rupture relationships between the teacher and student and amongst students” (25). A relationship between a teacher and student should consist of respect for the student as an individual, listening to what the student has to say, and avoiding malicious criticism among other similar characteristics”.

Punishment:

Managing student’s behaviour is clearly a complex process. Teachers must be multi-skilled, talented and able to deal with a range of behaviour. Different behavior management strategies were used in classrooms. One of the strategies was corporal punishment. But, it was not allowed to be used or became the last resort in many countries all around the world.

Therefore, corporal punishment has been replaced by alternative form of discipline, which ranges from detention, extra written work, time out, removal of privileges, behaviour contracts or agreement, in-school suspension and community service to exclusion and expulsion. (Youth law, 2003 as cited in Krause, Bochner, & Duchesne, 2003).

Plato said "Do not train students to learning by force and harshness, but direct them to it by what amuses their mind so that you may be better able to discover with accuracy the peculiar bent of the genius of each."

Classroom Climate :

Classroom climate is the social climate, the emotional and the physical aspect of the classroom. The classroom climate influences student growth and behaviour. A positive classroom climate feels safe, respectful, welcoming and supportive of student learning. For a good classroom climate it is also important to promote positive relationships. Meeting mutual needs to be interested in something a person has to see a use. Ciaccio says, "A positive attitude is fundamental because it is a pre-requisite for all the other techniques."⁽²⁶⁾ Teachers do often ignore the internal obstacles. They only look on the external ones. But when we have more control over the internal obstacles, we can often find better ways to cope with the external ones. Therefore it is important to deepen your self-knowledge through introspective exercise.

Classroom management and environment

The classroom environment is a large part of classroom management that will either encourage students to succeed, or hamper their abilities and cause more failures.

According to Marzano »Well-managed classroom provide an environment in which teaching and learning can flourish«⁽²⁷⁾. He points out, the importance of students feeling safe at school is linked to students learning. Without this feeling of safety students will develop anxiety and become uneasy in the classroom. Marzano (2003 , P.40) reported »safe and orderly environment is protecting student from physical or physiological harm and maintaining order so learning can take place

Grammar:-

Chomsky(1928,p.11) writes " Grammar is a device of some sorts of producing the sentence of the language under the analysis to which is .

Celcemurcia pointed out that the question of how and when to teach grammar depends on many variables . students need change over the course of several weeks , and a teacher should be sensitive to these changes⁽²⁸⁾.

Uses of grammar :-

Words: describes that grammar is used in different aspects to mean different matters , that is to say , it may come in a book form to mean the language rules or it may come as a subject which teachers teach at schools to their learners to utilize the language correctly or grammar may be regarded as an approach to describe and analyze the language ⁽²⁹⁾.

Leech et .al: confirms that the term grammar is considered as the core of the language that relates the semantics with phonology⁽³⁰⁾.

Podgorski: asserts the grammar is considered to be an important part of a language and therefore taught in details using several different teaching methods⁽³¹⁾ .

Grammar and written language:-

Thorns Bury (2004,8): says that »grammar in the recent days presented to the learners is basically based on written grammar« .

Rid out and Charke: mentions that »the term grammar was derived from the Greek meaning (the science of letters)«⁽³²⁾ . Leech et .al(1982:8) see that mastering grammar helps learners improving their style of writing .

Grammar in spoken language:-

Eyre's: clarifies that »grammar is something which a language speakers need« . He shows that knowledge of grammar is divided into two types⁽³³⁾ . implicit knowledge which enables speakers to form sentences in a grammatical way and explicit knowledge which enables speakers to identify and describe the errors .

Jespersen: sees that the speaker of a language has different choices in using the language in expression his thoughts and feelings⁽³⁴⁾ , while in the suppression some speakers may want to express something but they couldn't and this will affect the impression of the listeners.

3.1 Results of the Study

In this topic the researcher deals with a precise description of the method and procedures that I follow in carrying out this study, and this includes a description of the study community, the method of preparing the tool represented in the questionnaire, the procedures that were taken to ensure its effectiveness and impact, the method followed to apply it, and the statistical treatments by which the data were analyzed. And extract the results.

Reliability and validity:**Reliability:**

To Investigating the Importance of Classroom Management on Enhancing EFL Students' Grammatical Performance.

Table (A): Shows the correlation coefficient of items on the scale of Investigating the Importance of Classroom Management on Enhancing EFL Students' Grammatical Performance.

Hypotheses No (1)	NO	Cronbach's Alpha	Hypotheses No (2)	NO	Cronbach's Alpha	Hypotheses No (3)	NO	Cronbach's Alpha
	Secondary school teachers are not a were of classroom of management strategies	1		0.640	classroom management influences EFL students' grammatical performance.		1	0.764
2		0.689	2	0.627		2	0.758	
3		0.739	3	0.729		3	0.709	
4		0.629	4	0.664		4	0.784	
5		0.700	5	0.643		5	0.719	
6		0.636	6	0.647		6	0.690	
7		0.742	7	0.615		7	0.631	
8		0.618	8	0.716		8	0.674	
9		0.727	9	0.664	9	0.750		
10		0.634						
11		0.639						

Source: Prepared by the researcher by SPSS, 2020

From the above table, it can be seen that the Cronbach's Alpha of all the items are statistically significant at the level of greater than (60.0%).

Validity:

Identify the validity for the dimensions scores and the overall score of the scale of Investigating the Importance of Classroom Management on Enhancing EFL Students' Grammatical Performance. The researcher applied Cronbach's alpha and the spearman-brown formula to the data of the primary sample. This procedure yielded the results shown in the following table.

Table (B):

Scale	Validity		
	N-Item	Alpha	R-value
Sudanese universities have adopted positive attitudes towards online education	5	0.846	0.920**
The bulk of Sudanese universities lack well-built infrastructures for coping with online education	5	0.984	0.992**
Sudanese universities face many obstacles regarding implementation of online educations	5	0.970	0.985**
Total Adjustment	15	0.933	0.966**
** sig (0.01)			

Source: Prepared by the researcher by SPSS, 2020

From the above table, it can be seen that the validity coefficient on the scale of Investigating the Importance of Classroom Management on Enhancing EFL Students' Grammatical Performance individuals is more than (0.40), which Emphasizes the suitability of this scale in its final draft to measure the adjustment in the Identify the level in the present study.

3.1.2 Data Analysis: demographic characteristics:

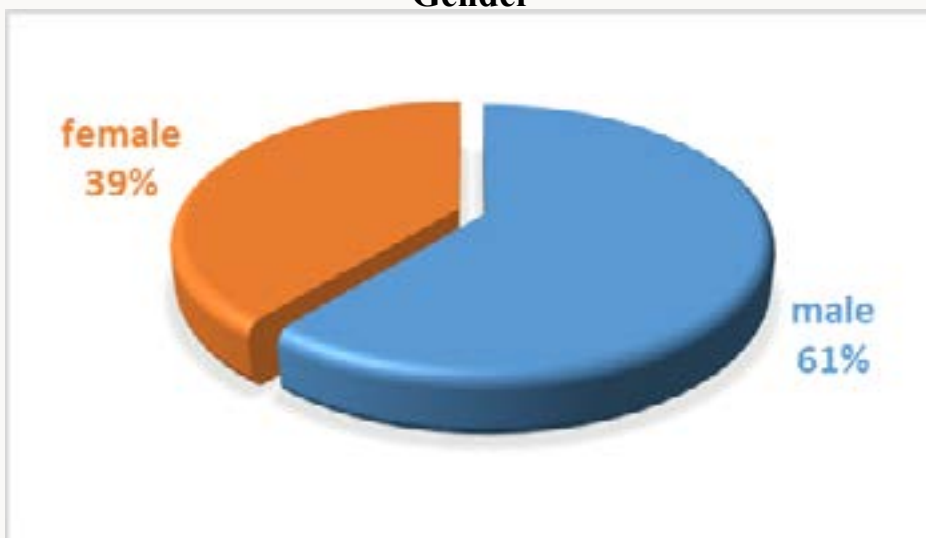
1/ Gender:

Table (1) the distribution of the study sample according to Gender

Variable		Frequency	Percent
Gender	male	61	61.0%
	female	39	39.0%
	Total	100	100.0%

Source: Prepared by the researcher by SPSS, 2020

Figure (4-2) the distribution of the study sample according to Gender



Looking at the table and the figure, we note for that the sample of the study is distributed according to the Gender; the majority of the participants are of the Gender group with male a ratio 61.0%, and the lowest percentage Among the participants from female 39.0%.

2/ Education level

Table (2) the distribution of the study sample according to the Education level

Variable		Frequency	Percent
Education level	Bachelor	4	4.0%
	Higher Diploma	59	59.0%
	Masters	29	29.0%
	Doctorate	6	6.0%
	Others	2	2.0%
	Total	100	100.0%

Source: Prepared by the researcher by SPSS, 2020

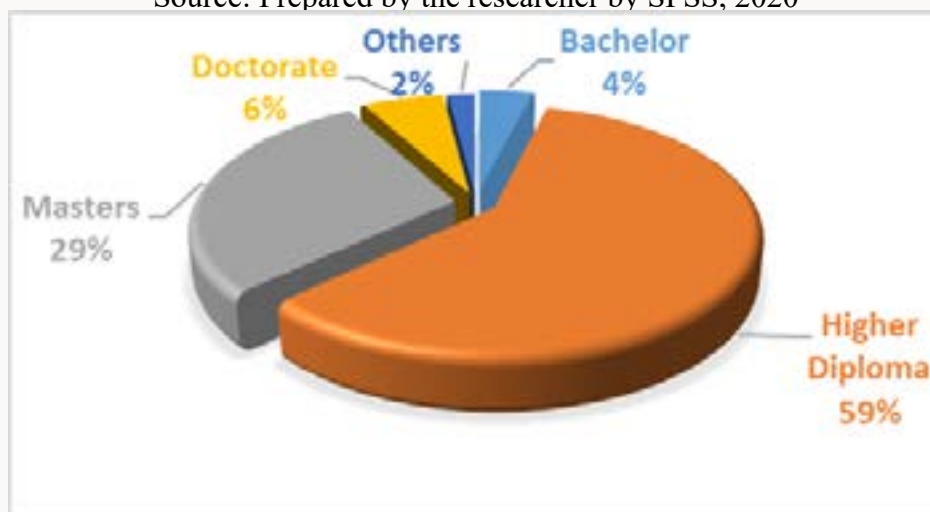


Figure (2) the distribution of the study sample according to the Education level

Looking at the table and the figure, we note for that the sample of the study is distributed according to the Education level; the majority of the participants are of the Education level group with (Higher Diploma) a ratio 59.0%, the Education level group with (Masters) a ratio 29.0%, the Education level group with (Doctorate) a ratio 6.0% , the Education level group with (Bachelor) a ratio 4.0% , and the lowest percentage Among the participants from (others) 2.0%.

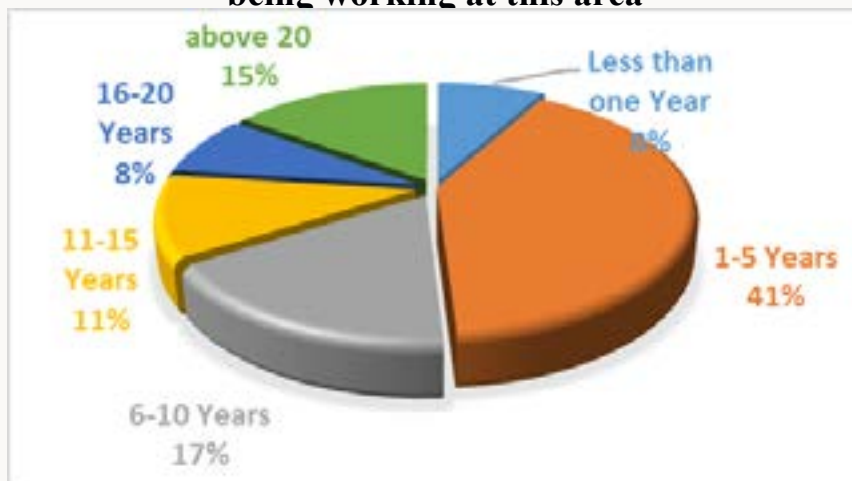
3/Profession How long have you being working at this area:

Table (3) the distribution of the study sample according being working at this area

Variable		Frequency	Percent
Profession How long have you being working at this area	Less than one Year	8	8.0%
	1-5 Years	41	41.0%
	6-10 Years	17	17.0%
	11-15 Years	11	11.0%
	16-20 Years	8	8.0%
	above 20	15	15.0%
	Total	100	100.0%

Source: Prepared by the researcher by SPSS, 2020

figure (4-3) the distribution of the study sample according to being working at this area



Looking at the table and the figure, we note for that the sample of the study is distributed according to Profession the long have you being working at the area; the majority of the participants are of the working at the area group with(1-5 years) a ratio 41.0%, the working at the area group with(6-10 years) a ratio 17.0% , the working at the area group with(above 20 years) a ratio 15.0% , , the working at the area group with(above 20 years) a ratio 15.0% , the working at the area group with(11-15 years) a ratio 11.0%, and the lowest equal percentage Among the participants from (16-20 years) and (less than one years) a ratio 8.0%.

Testing the Hypothesis:

To examine the hypothesis of the study, the multivariate analysis through was used to test the main and hypotheses in their null form, correlation Pearson, Chi-Square Test in statistically significant ($\alpha = 0.05$).

Hypotheses No (1):

Secondary school teachers are not a were of classroom of management strategies.

Table (4)

Item	Mean	Std. Deviation	Chi-Square	df	Asymp. Sig.
I choose various classroom management techniques to achieve the objectives of the lesson.	4.18	0.783	45.040 ^a	3	0.021
I Provide the motivating atmosphere in the classroom for the lesson.	4.15	1.058	47.800 ^b	4	0.000
I listen carefully to the questions addressed to me by the learners in the classroom.	3.62	0.972	60.100 ^b	4	0.070
I prefer dealing with	4.19	0.971	68.400 ^b	4	0.000
I prefer using various techniques of classroom management in teaching grammar.	3.34	1.241	13.300 ^b	4	0.010

Item	Mean	Std. Deviation	Chi-Square	df	Asymp. Sig.
I change the seating to mix between good and less level students when I teach grammar lessons.	3.97	0.688	91.280 ^a	3	0.000
I praise the students when they behave politely during the lesson.	4.19	0.720	124.100 ^b	4	0.000
students are rewarded when they respond correctly.	3.79	0.808	111.100 ^b	4	0.000
I use groups in teaching English grammar.	3.69	0.849	108.700 ^b	4	0.000
I make small groups for weak students .	3.54	0.717	128.200 ^b	4	0.000
I tend to corporal punishment to control the students during the lessons .	3.53	0.784	133.700 ^b	4	0.000

Source: Prepared by the researcher by SPSS, 2020

null hypothesis: Secondary school teachers are not a were of classroom of management strategies.

Alternative hypothesis: Secondary school teachers are a were of classroom of management strategies.

It is clear from the above table that the values of chi-square test, all values probability, are greater than 0.05, so we reject the null hypothesis and accept the alternative hypothesis, i.e. Secondary school teachers are a were of classroom of management strategies.

Hypotheses No (2):

classroom management influences EFL students' grammatical performance.

Table (5)

Item	Mean	Std. Deviation	Chi-Square	df	Asymp. Sig.
arranging ability groups to link previous information with the new one , to increases the achievement of my students.	3.69	0.724	120.200 ^a	4	0.000
self-correction of the grammatical rule expands students' grammatical performance.	4.21	1.018	47.700 ^a	4	0.000
positive reinforcement of imaginative thinking of grammar promotes students' performance.	4.13	0.881	100.100 ^a	4	0.000
Providing positive environment facilitates students' understanding of the grammatical context.	3.96	0.772	63.760 ^b	3	0.000
Choosing task-based learning examples from the students' environment improves their understanding of grammar.	4.03	0.680	82.560 ^b	3	0.000
Proper lighting in the classroom maximizes the achievement of the students .	4.01	0.725	68.880 ^b	3	0.000
Helping the student to use group conference motivates him/her to improve in grammatical achievement .	3.90	1.070	32.061 ^c	4	0.000
Urging students to work in pairs to link the rule to previous rules helps them to participate positively.	4.38	1.197	34.485 ^c	4	0.000
Encouraging monitor while students doing their grammar tasks increase their interaction	4.07	0.865	106.300 ^a	4	0.000

Source: Prepared by the researcher by SPSS, 2020

null hypothesis: classroom management influences EFL students' grammatical performance

Alternative hypothesis: classroom management influences EFL students' grammatical performance

It is clear from the above table that the values of chi-square test, all values probability, are greater than 0.05, so we reject the null hypothesis and accept the alternative hypothesis, i.e. classroom management influences EFL students' grammatical performance.

Hypotheses No (3):

Classroom management enhances positively students' grammatical performance.

Table (6)

Item	Mean	Std. Deviation	Chi-Square	df	Asymp. Sig.
Positive relationship between the teacher and the students improves students learning of grammar	3.25	1.149	22.800 ^a	4	0.000
Dealing with individual differences among students motivates them positively towards grammar lessons	4.20	0.876	43.200 ^b	3	0.000
Supporting praise leads to motivate students' towards learning English grammar.	4.38	1.023	53.500 ^a	4	0.000
Grouping the students during the lessons improves their participation in grammar lessons.	3.79	1.175	18.200 ^a	4	0.001
Rewarding the students maximize their grammatical performance	4.19	0.961	48.300 ^a	4	0.000

Item	Mean	Std. Deviation	Chi-Square	df	Asymp. Sig.
A keen classroom manager enriches students' interaction grammar tasks	3.84	0.788	45.120 ^b	3	0.000
Changing seating on-task improves grammatical performance	4.08	0.939	23.520 ^b	3	0.000
A good classroom manager enriches students' performance.	3.84	0.825	45.520 ^b	3	0.000
Motivated teachers strengthens students' confidence.	3.93	1.166	17.300 ^a	4	0.002

Source: Prepared by the researcher by SPSS, 2020

null hypothesis: Classroom management enhances positively students' grammatical performance

Alternative hypothesis Classroom management enhances positively students' grammatical performance It is clear from the above table that the values of chi-square test, all values probability, are greater than 0.05, so we reject the null hypothesis and accept the alternative hypothesis, i.e. Classroom management enhances positively students' grammatical performance.

Conclusion: -

It is evident from the results of this study and from previous literature that Investigating the importance of classroom management on Enhancing EFL students' grammatical performance, Finding out to what extent secondary school teachers are a were of classroom management strategies, to investigate how classroom management influences EFL students' grammatical performance, to identify the effect of classroom management on enhancing students' grammatical performance .

This studied the opinions and views of recording Reacher for the study to investigate the problem. The researcher reviewed the related literature and the previous studies as conceptual, theoretical frame work of the study.

The researcher used the descriptive, analytical method for the study, and he established a questionnaire as a data gathering tool, the subject of the

study was the effectiveness of using the smart board for English language teachers and its role in the academic achievement of high school students in Khartoum state, then the researcher used the (SPSS) TO analyze the data.

According to discussion of the results of the study approached the following results:

1. Secondary school teachers are not aware of classroom management strategies.
2. classroom management influences EFL students' grammatical performance.
3. Classroom management enhances positively students' grammatical performance.

Recommendations:

In light of the results of this study the researcher recommends the following:

1. teachers should be trained not only about their subject but also about classroom management.
2. The relationship between teachers and students has to be the strong medium so as to achieve teaching and learning process.
3. Classroom management strategies should be used variously according to the situation of the teaching and learning matters.

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