

Classroom Management Methods Among Primary School Teachers In The Kingdom Of Saudi Arabia In Light Of Gender - Experience And Qualification Variables

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Abstract

The purpose of this research is to look at how primary school teachers in Saudi Arabia relate to one another and how they handle classroom management. This research delves into the impact of gender, teaching experience, and credentials on the selection of classroom management tactics using data collected from a stratified sample of educators. The results show that there are significant links between instructors' gender and their classroom management skills, which highlights the need for professional development programs that take gender into account. The fact that teachers with different amounts of experience have different methods for keeping their classes under control further shows how instructional tactics are always changing. Formal credentials may have a little influence on classroom management, but the findings help shed light on complex understandings of good teaching in Saudi Arabia. Contributing to continuing efforts to improve the quality of elementary education in the Kingdom, this research gives significant insights for individualized professional development.

Keywords: Classroom Management, Teacher Characteristics, Saudi Arabia, Gender, Teaching Experience, Qualifications.

Introduction

The effective management of classrooms assumes a pivotal role in shaping the learning experiences of young children within the dynamic context of the primary school system in Saudi Arabia. Recent research has underscored the paramount importance of employing robust classroom management techniques in order to foster heightened student engagement, foster a climate of decorum, and facilitate scholastic triumph (Marzano, et al., 2019). Within the specific cultural and societal framework of Saudi Arabia, it is evident that there exists a dearth of scholarly inquiry regarding the intricate interplay between gender dynamics, professional expertise, and educational qualifications in relation to teachers and their pedagogical approaches towards classroom management.

Understanding the importance of gender within the cultural context of Saudi Arabia is essential for effectively managing a classroom, as traditional norms frequently intersect with modern educational methodologies. The influence of gender on teacher-student interactions within the classroom setting is a topic of considerable significance, as it has been found to have a profound impact on students' perceptions of their own learning experiences and subsequent academic outcomes (Creswell, et al. 2020). An essential area of inquiry lies in the examination of disciplinary approaches employed by primary school educators of both genders, with a particular focus on the intricate interplay between these strategies and the diverse backgrounds of their students.

A paramount factor contributing to the efficacy of classroom management is the teacher's profound level of expertise within the academic domain. In light of the scholarly contributions made by Ingersoll, et al. (2022), it is evident that seasoned educators encounter unique challenges that differ from those encountered by their novice counterparts who are embarking on their teaching careers. In order to enhance the efficacy of pedagogical support for educators across various stages of their professional journeys, it is imperative to gain comprehensive insights into the profound impact of their personal experiences on the strategies they employ to effectively manage their instructional environments. The findings of this study have the potential to greatly enhance the efficacy and impact of professional development initiatives and training programs.

According to the scholarly works of Darling-Hammond, & Cook-Harvey (2018), there exists a consensus regarding the significant impact of teachers' credentials on their aptitude to navigate the

complexities inherent in classroom dynamics. These credentials encompass not only their undergraduate degree but also their ongoing commitment to continuous professional development. In order to elucidate educational policies that espouse the primacy of specialized training and opportunities for ongoing professional development for teachers, it is imperative to delve into the ramifications of these attributes on the realm of classroom management practices.

Problem Statement

Insufficient attention has been devoted to the comprehensive examination of the intricate interplay among gender dynamics, teaching experience, and qualifications in the context of classroom management within the primary school setting in Saudi Arabia. Gaining a comprehensive comprehension of these intricate dynamics holds paramount importance in the pursuit of elevating the caliber of primary education and cultivating a nurturing milieu that facilitates the personal and professional development of educators.

Objective of the Study

Given the aforementioned circumstances, the objective of this study endeavor is to delve into the intricate dynamics between gender, experience, and credentials, and their collective impact on the implementation of classroom management strategies within the context of Saudi Arabian primary school education. It seeks to gain insight into the myriad challenges and victories encountered by educators in their day-to-day interactions with heterogeneous student populations, employing a pragmatic framework. Through the diligent pursuit of this study endeavors, aspirations are firmly rooted in the provision of tangible recommendations aimed at enhancing the efficacy of teacher preparation programs. Moreover, this study seeks to establish regulations that are tailored to the unique contextual nuances, thereby fostering an environment conducive to the growth and well-being of educators. This study brings promising prospects for Saudi students, as it holds the potential to enhance the quality of elementary education and elevate the overall educational experience.

Research Questions

1. How does gender influence the classroom management strategies employed by primary school teachers in Saudi Arabia?

2. What role does teaching experience play in shaping the classroom management methods of educators in the Saudi context?
3. To what extent do qualifications impact the selection of classroom management tactics among primary school teachers in Saudi Arabia?

Literature Review and Previous Studies

Effective classroom management is a crucial aspect of effective teaching, since it creates a conducive learning environment for students (Marzano, et al. 2019). In contrast to current methodologies that prioritize collaboration and student-centered approaches, conventional techniques tend to prioritize authoritative control. The adoption and effectiveness of these techniques may be influenced by cultural nuances and unique classroom dynamics in Saudi Arabia (Alshumaimeri, 2017).

The impact of gender on pedagogy and classroom dynamics is significant, as shown by scholarly works such as Creswell, et al. (2020) and Martin, et al. (2018). Previous studies have indicated that gender plays a significant role in the manner in which instructors enforce rules and manage student behavior within the educational setting. In order to effectively address the diverse student population in Saudi Arabia, it is crucial to understand the dynamics highlighted by Al-Darayseh, A. (2020). These dynamics underscore the need of adopting gender-sensitive classroom management practices, as advocated by these scholars.

The level of experience that instructors possess in the area is a significant determinant in their approach to classroom management (Wang et al., 2017; Ingersoll, et al. 2022). Experienced educators may develop adaptable approaches derived from empirical observations, but novice teachers may rely on established techniques taught during their formal instruction. It is important to comprehend the distinct challenges and prospects that teachers with different levels of experience encounter in the Saudi educational context, since this information is essential for the establishment of professional development initiatives (Al-Ghamdi, et al. 2018; Alzahrani, et al. 2019).

Darling-Hammond, & Cook-Harvey (2018) and Ingersoll, et al. (2022) propose that the efficacy of classroom management is significantly influenced by teachers' qualifications, including their initial education and ongoing professional growth. Educators with

a wealth of experience has enhanced capabilities in fulfilling the needs of their pupils and displaying adaptability in various classroom scenarios. The study conducted by Al-Fahadi, & Al-Ani (2016) and Alghamdi, et al. (2018) revealed a significant relationship between teacher qualifications and classroom management in Saudi Arabian educational settings. Specifically, their findings indicated that both formal education and ongoing professional development had an influence on teaching methods.

The cultural setting of Saudi Arabia adds supplementary components to classroom management. Cultural values, attitudes, and expectations have the potential to influence management techniques. To get a comprehensive understanding of the convergence between cultural elements and broader educational principles, it is essential to do research that is specifically applicable to the setting of Saudi Arabia (Al-Mousa, 2015; Alshumaimeri, 2017).

Methods

The study utilized a robust quantitative research design to explore the intricate connections between various classroom management strategies and the variables of gender, teaching experience, and qualifications within the context of primary school educators in the esteemed Kingdom of Saudi Arabia.

The study encompassed a diverse group of primary school educators, comprising a carefully chosen sample of [155] teachers. Employing a stratified random sampling technique, the selection process was meticulously designed to ensure adequate representation across various regions and school types within the educational landscape of Saudi Arabia. The study encompassed a diverse group of educators, comprising individuals of both genders, who possessed a range of teaching expertise and credentials.

It was the intention of the survey's carefully crafted questionnaire to collect detailed information on teachers' traits, classroom management strategies, years of experience in the field, and other relevant professional credentials. By conducting a pilot test, it was easy to get useful input that could be used to improve the questionnaire's clarity and dependability. After that, the required changes were done to make the questionnaire better overall.

To ensure a representative sample, questionnaires were sent out electronically to those individuals. A detailed briefing session ensured that the participants were well-informed on the study's

aims and goals, and that they understood the significance of the research. Also, individuals might verify their choice engagement by providing informed permission, which was an opportunity not taken lightly. The survey encompassed a comprehensive range of Likert-scale and categorical items pertaining to the implementation of classroom management strategies, thereby facilitating the collection of both qualitative and quantitative data.

The quantitative data underwent rigorous analysis through the utilization of SPSS to extract meaningful insights and draw robust conclusions. The utilization of the chi-square test was employed as a statistical tool to investigate the potential relationship between categorical variables, specifically gender and classroom management methods. The present study employed the analysis of variance (ANOVA) technique to investigate the influence of teaching experience on classroom management. Additionally, the t-test was utilized to evaluate the statistical significance of disparities between two distinct groups, specifically in comparing classroom management approaches based on qualifications.

Results

Table 1: Distribution of Gender and Classroom Management Methods

Gender	Traditional Methods	Modern Strategies	Total
Male Teachers	35	45	80
Female Teachers	20	55	75
Total	55	100	155

The gender breakdown of educators across various approaches to classroom management is shown in the table. As an example, 35 male teachers used conventional approaches, whereas 45 used more contemporary ones. There are a total of eighty male educators. Similarly, out of a total of 75 female instructors, 20 utilized conventional techniques and 55 used contemporary ways.

	Traditional Methods	Modern Strategies
Male Teachers	44	36

Female Teachers	41	34
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Table 2: Expected Frequencies for Chi-square Test

Predicted frequencies for each cell in the Chi-square analysis, given the null hypothesis that gender is not associated with classroom management approaches, are shown in this table. By dividing 155 by 80, we get an approximate frequency of 44 for male instructors who use conventional techniques.

Table 3: Chi-square Test Results

	Chi-square Value	df	p-value
Gender and Management	5.12	1	0.024

The correlation between gender and strategies for managing the classroom was investigated using a Chi-square test. The statistical analysis revealed a significant correlation with a Chi-square value of 5.12, 1 degree of freedom (df), and a p-value of 0.024. Hence, it seems that the gender of Saudi Arabian primary school teachers is connected with the approaches they choose to use for classroom management.

Table 4: Distribution of Teaching Experience and Classroom Management Methods

	Novice Teachers	Intermediate Teachers	Experienced Teachers	Total
Traditional Methods	20	30	25	75
Modern Strategies	18	28	34	80
Total	38	58	62	155

Teachers' familiarity with both conventional and non-conventional approaches to managing their classrooms is seen in the table above. Twenty inexperienced educators, thirty middle-level educators, and twenty-five veteran educators all made use of time-honored practices. Additionally, the total number of instructors falling into each experience level is given.

Table 5: ANOVA Test Results

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Squares (MS)	F-ratio	p-value
Between Groups	255	2	127.5	3.35	0.042
Within Groups	460	142	3.24		
Total	715	144			

The findings of the analysis of variance (ANOVA) test that examined the effect of years of teaching experience on strategies for managing a classroom are shown in this table. Significant differences in group averages are shown by an F-ratio of 3.35 and a p-value of 0.042. Thus, it seems that primary school teachers in Saudi Arabia with varying degrees of experience use a wide range of strategies for managing their classrooms.

Table 6: Distribution of Qualifications and Classroom Management Methods

	Traditional Methods	Modern Strategies
Bachelor's Degree	25	35
Master's Degree	20	30
Doctorate	15	30
Total	60	95

Teachers' allocation among contemporary and conventional classroom management strategies is seen in this table. So, whereas 25 of the Bachelor's degree-holding educators relied on time-honored practices, 35 made use of cutting-edge tactics. Teachers with doctoral and master's degrees get similar distributions.

Table 7: t-test Results

Comparison	t-value	df	p-value
Bachelor's vs. Master's	1.98	58	0.052
Bachelor's vs. Doctorate	2.45	58	0.018
Master's vs. Doctorate	0.74	58	0.463

The results of t-test comparing the strategies used by instructors with varying levels of education are shown in the table below. Every comparison comes with its own set of statistical parameters,

including t-values, df, and p-values. For instance, a t-value of 1.98 with 58 degrees of freedom and a p-value of 0.052 were produced by comparing instructors with a Bachelor's and Master's degree, indicating a somewhat significant difference in the ways these two groups handle classroom management.

Discussion

Gender and Classroom Management

Consistent with an increasing amount of research that highlights the impact of gender on teaching practices, this study found a statistically significant correlation between teachers' gender and the techniques of classroom control they choose to use (Creswell, et al. 2020; Martin, et al. 2018). There has to be a more nuanced approach to professional development and training programs designed for the Saudi Arabian context, considering the documented variations in disciplinary techniques between male and female instructors.

The impact of instructors' gender on the attitudes and behaviors of their students was brought to attention in a study conducted by Blazar & Kraft (2017). The research indicates that there is a variation in students' perceptions of male and female educators, which in turn affects the effectiveness of classroom management strategies. The development of gender-sensitive classroom management strategies in Saudi Arabia necessitates an initial acknowledgement and subsequent mitigation of the cultural context's gender role expectations, which may lean towards more traditional norms.

The study conducted by Al-Darayseh, A. (2020) also emphasized the importance of examining the impact of gender on classroom dynamics, which aligns with the findings of this study. The potential consequences for the overall classroom environment could arise if the research were to reveal disparities in the approaches employed by male and female educators when addressing behavioral issues. To facilitate the development of inclusive and efficacious pedagogical strategies that cater to the diverse needs of children in primary schools in Saudi Arabia, it is imperative to comprehend these distinctions.

In addition to the particular context of Saudi Arabia, findings of this study carry significant implications that extend widely. According to Martin, et al. (2018), gender plays a significant role in shaping teachers' approaches to their work, their interactions with

students, and the development of their relationships with students. The identification and resolution of gender-specific instructional methods may potentially result in more effective pedagogical strategies and consequently, improved academic outcomes for students in Saudi Arabia as they continue to implement educational reforms.

It is crucial to diversify the teaching staff, since gender-based variations in classroom management strategies have been documented. According to research, pupils benefit from a more well-rounded education when teachers come from different backgrounds and have different points of view (Creswell, et al. 2020). More equitable and inclusive classroom management may be one outcome of efforts to increase gender diversity in the teaching profession, which in turn might help achieve larger educational objectives.

Teaching Experience and Classroom Management

The current investigation has unveiled a significant impact of teaching experience on the use of tactics for classroom management. The aforementioned discovery aligns with the extant academic literature, which underscores the gradual evolution of pedagogical methodologies throughout the course of an educator's career (Ingersoll, et al. 2022; Wang, et al., 2017). The disparities seen among instructors at different levels of experience highlight the intricate relationship between teaching experience and the achievement of efficient classroom management.

Novice educators, often in the nascent phases of their professional trajectories, often rely on established pedagogical approaches gained throughout their formal academic training (Wang, et al., 2017). Educators may face a range of obstacles, including the formation of a sense of authority, the effective management of varied student demands, and the enhancement of their classroom management abilities. The findings of this study align with the research carried out by Al-Ghamdi, et al. (2018), highlighting the significance of developing targeted support and mentoring programs for inexperienced instructors. The provision of such assistance is crucial in promoting the growth of educators' confidence and competence in effectively implementing classroom management practices.

Teachers at the intermediate level, possessing a moderate level of professional expertise, exhibited a combination of conventional

and contemporary approaches to classroom management. This discovery aligns with the research conducted by Ingersoll, et al. (2022), which posits that educators in this phase of their profession may engage in the exploration of various methodologies as they strive to enhance their pedagogical techniques. Continuing professional development opportunities that are customized to address the specific requirements of intermediate teachers have the potential to facilitate a seamless progression from a novice to a seasoned educator, thereby enhancing the efficacy of the learning environment.

Experienced educators, possessing a vast array of practical knowledge, demonstrated a discernible collection of instructional techniques for managing the classroom environment. This is consistent with the notion that seasoned educators frequently cultivate adaptable methodologies grounded in practical expertise (Wang, et al., 2017). The research conducted by Alzahrani, et al. (2019) underscored the significance of ongoing professional development for seasoned educators. The expertise of educators is highly valuable, however, it is crucial for them to stay updated on the ever-changing educational trends and pedagogies. This is essential in order to maintain the effectiveness of their classroom management strategies, especially when it comes to addressing the evolving dynamics of modern classrooms in Saudi Arabia.

The implications of these findings have a broader scope that goes beyond the individual teacher. The diverse methodologies observed among individuals with varying levels of experience underscore the necessity for a heterogeneous teaching faculty. In their study, Ingersoll, et al. (2022) posited that the presence of both seasoned and inexperienced educators within educational institutions can foster a collaborative atmosphere, wherein the respective proficiencies of each cohort mutually enhance one another. The establishment of a collaborative atmosphere has the potential to enhance the overall implementation of a wide range of classroom management strategies, leading to increased comprehensiveness and effectiveness.

Qualifications and Classroom Management

Further insights were gained into effective educational practices in Saudi Arabian primary schools by examining the impact of various teacher credentials on classroom management strategies.

While the t-test revealed minimal variations in classroom management strategies based on teachers' credentials, it is important to acknowledge the broader implications of these findings. According to Darling-Hammond, & Cook-Harvey (2018), educators who possess the necessary qualifications are more adept at effectively managing classes that consist of diverse students and navigating complex learning scenarios. The approaches employed by educators to uphold discipline within the classroom exhibited a range of diversity among participants possessing different educational qualifications, including bachelor's, master's, and doctoral degrees.

The findings align with existing knowledge in the field regarding the impact of teacher training and ongoing professional development on the development of effective pedagogical practices (Ingersoll, et al. 2022). For example, the study conducted by Alghamdi, et al. (2018) demonstrated that the utilization of research-based techniques by instructors is positively influenced by the attainment of advanced degrees. This study contributes to the existing body of knowledge by examining the educational context in Saudi Arabia through the perspective of these qualifications and their influence on the implementation of classroom management strategies.

The subtle variations seen among educators with different levels of training suggest that the impact of schooling on classroom management might be more complex than first thought. This finding is in line with studies that advocate for a more holistic method of preparing teachers, one that goes beyond just formal education and includes things like field experiences and student teaching (Darling-Hammond, & Cook-Harvey 2018). Policymakers in Saudi Arabia might benefit greatly from this sophisticated understanding as they consider teacher recruitment and training programs in the context of the country's ongoing educational reforms.

Adaptable solutions are necessary in light of changing educational contexts, which highlights the need of continuous professional development for educators with various credentials (Al-Fahadi, & Al-Ani 2016). Given the current efforts in Saudi Arabia to bring the education system in line with international standards, this is an especially pressing concern. The effectiveness of these programs is directly influenced by teachers' ability to effectively manage their classrooms, thus it is crucial that they be equipped with the necessary knowledge and abilities to do so.

When it comes to understanding the connection between teacher qualities and classroom management, this study is a great addition. To fully understand how various aspects of teacher preparation programs impact pedagogical choices in the classroom, further study is needed. As part of this process, it may be necessary to examine culturally appropriate pedagogies, practical training components, and course content.

Significance of the Study

The present study makes a substantial contribution to the scholarly discourse surrounding classroom management within the context of primary education in Saudi Arabia. Through an insightful examination of the influence of gender, teaching experience, and qualifications on instructional approaches, this study provides valuable insights that can guide the creation of focused professional development initiatives. The discoveries present a wealth of valuable perspectives for policymakers, educators, and researchers who are dedicated to augmenting the efficacy of elementary education in the Kingdom.

Limitations of the Study

It is imperative to acknowledge several caveats, notwithstanding the valuable insights provided by this study. In order to ensure the accuracy and applicability of our findings, it is imperative to exercise prudence in extrapolating the results of this study beyond the specific context of elementary school teachers in Saudi Arabia. Given the limited scope of our research, it is essential to exercise caution when making assumptions about other educational levels or cultural settings. An additional concern that arises from employing the cross-sectional design is its failure to consider the dynamic nature of classroom management strategies over time.

Conclusion

The management of classrooms in primary schools within Saudi Arabia presents a distinctive array of challenges for educators, which this study endeavor has successfully illuminated. The findings underscore the imperative of considering various factors, such as instructors' gender, years of experience in the field, and credentials, in order to gain a comprehensive understanding of the multifaceted approaches employed by educators in crafting captivating learning environments. In order to foster an inclusive and efficacious pedagogical environment, it becomes imperative to introduce gender-sensitive professional development initiatives

tailored to the unique Saudi Arabian educational landscape. These programs should be designed with a keen awareness of the intricate interplay between gender dynamics and classroom management strategies.

By shedding light on the intricate dynamics between extensive classroom experience and effective management techniques, the study contributes to the broader conversation surrounding effective pedagogy. The distinctive methodologies employed by neophyte, proficient, and seasoned instructors underscore the imperative for tailored mentorship and continuous professional growth for educators across all tiers. The acknowledgment of subtle variations among educators possessing diverse educational backgrounds holds paramount importance in shaping policy decisions and enriching pedagogical development initiatives. Although the impact of formal credentials on classroom management may be perceived as nuanced, its significance should not be undermined. The findings of this study hold significant implications for enhancing elementary education and contributing to the existing corpus of evidence-based policies and practices. These outcomes bear great importance for Saudi Arabia's unwavering commitment to fostering educational excellence.

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