



Developing and Validating a Model of Classroom Management Literacy for Iranian EFL Teachers

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ABSTRACT

The researchers noticed the empty place of a model of classroom management literacy for Iranian EFL teachers in the extant literature. By employing a mixed-methods design, this research developed a model of classroom management literacy for Iranian EFL teachers. To achieve this, 30 Iranian EFL teachers who were experienced and Ph.D. holders in TEFL, participated in the qualitative phase via random sampling from virtual groups of high school EFL teachers in WhatsApp or Telegram. Moreover, 300 Iranian EFL teachers as the participants of the qualitative phase were conveniently selected to participate in the quantitative phase. Data collection was done via a closed-ended questionnaire, an open-ended questionnaire, and a semi-structured interview. In the qualitative stage, a model of classroom management literacy was developed, involved the grounded theory-based data analysis. In the quantitative phase, using Structural Equation Modeling (SPSS and AMOS 24 software), the developed model of classroom management literacy for Iranian EFL teachers was exposed to validity and reliability analysis. According to the qualitative and quantitative results, a model of classroom management literacy for Iranian EFL teachers developed in two main categories, including knowledge resources of classroom management and classroom management practices. These two categories consisted of some sub-categories. At a more specific level, these two categories were sub-categorized into some strategies. Moreover, the results showed that the developed model of classroom management literacy for Iranian EFL teachers was of high validity and reliability. The findings have some implications for EFL teacher education researchers, policymakers, curriculum developers, and teachers.

KEYWORDS: Classroom Management; Classroom Management Knowledge; Classroom Management Practices; Classroom Management Strategies



INTRODUCTION

Classroom management has created a lot of concern for the educational contexts, and it is among the most frequent topics for the teacher. The teachers' role in the L2 classroom, and the strategies they adopt to manage the classroom would affect learners' L2 development and task achievement (Demirdag, 2015). Also, instructors' teaching effectiveness is assessed through their classroom management abilities and viably dealing with learners' misbehaviors. Successful teachers expected to establish a thriving learning atmosphere and environment that is invigorating, empowering, and helpful for learners' language acquisition (Wehby & Lane, 2019). Similar to any other profession, English as a Foreign Language (EFL) teaching characterized by characteristics of specialized skill, competency, practice, and knowledge (Antera, 2021; Vitello, Greatorex, & Shaw, 2021). This is why scholars in the teaching field have proposed frameworks for teachers' knowledge base in the teaching profession.

Part of this knowledge base consists of general instructional knowledge and skills and essential teaching skills, including planning, classroom management, improvisational, motivational, and questioning skills, which gradually lead teachers to professional development. Among such skills, classroom management is of paramountcy within the area of Pedagogical Content Knowledge (PCK) in ELT. Therefore, classroom management is among the most essential properties of EFL teachers (Antera, 2021; Vitello, Greatorex, & Shaw, 2021). EFL classrooms, just as any other classroom, may require specific important components to make them helpful and intriguing for both educators and students (Heidari & Parvareh, 2021). Bedir (2022) states that classroom management is not limited to the teachers' actions in the classroom. Still, it encompasses various activities of the teacher and measures the teacher takes to specify teaching objectives, find suitable materials, get prepared for the school, involved the learner in the teaching-learning process, and finally assessing learners' development in the educational context.

Fuller (2016) argued that teachers' classroom management literacy, including their knowledge, strategies, and practices of classroom management, can directly influence their learners' likely success. Several studies (e.g., Aho et al., 2010; Asghari, Alemi, & Tajeddin, 2021; Demiraslan-Cevik & Andre, 2013; Khatib & Saeedian, 2021a, 2021b; Mehrpour & Moghadam, 2017; Lee, 2019; Phillips et al., 2019; Phillips et al., 2021; Trevisan, Phillips, & De Rossi, 2021) have unveiled different dimensions of what teachers do, their knowledge, strategies, challenges, and practices in managing the classroom in depth. A modeling study that tackles the knowledge, perceptions, procedures, challenges, and methods of Iranian EFL teachers lends itself well to this purpose. As far as the researchers know, no study has been conducted on this issue, at least in the Iranian context. Therefore, the absence of research in this area highlights the need to run the current study to develop a model of classroom management literacy for Iranian EFL teachers. In so doing, the following research questions proposed:

1. What model of classroom management literacy can be developed for Iranian EFL teachers?
2. Is the developed model of classroom management literacy for Iranian EFL teachers valid and reliable?

Such a study extends the scope of EFL teachers' classroom management literacy and makes it in line with teachers' knowledge, perceptions, strategies, challenges, and practices. Furthermore, such a model can train student teachers on how to manage their classes in the future by utilizing appropriate knowledge, strategies, and techniques and coping with the challenges in the best possible ways. Now, many EFL teachers are not justified in classroom management and the determining priorities in this regard. This study, can be helpful for both novice and experienced teachers in such a complex dimension of teaching as classroom management.



REVIEW OF THE RELATED LITERATURE

Classroom management is a concept educators used to describe the method of ensuring the smooth operation of classroom lessons. In traditional theory, the aim of classroom management focused on achieving class control and order. That is, teachers' ability to coordinate classrooms and control the actions of their students is essential to producing effective educational results (Harmer, 2007; Merc & Subaşı, 2015). Research has shifted away from an emphasis on behavior management and looks instead at the efforts of teachers to develop, enforce, and sustain a learning atmosphere within the classroom (Friedman & Kass, 2018; Gage et al., 2018; Sarfo et al., 2015). Migliarini and Annamma (2020), in their critical race theory, noted that classroom management could function significantly in shaping ideas among people from diverse intellectual and racial backgrounds, and this is the perspective of the teacher that energizes such a movement. Therefore, they argue that training potential teachers of classroom management to create a learning atmosphere that promotes positive social interactions and active involvement in learning that focuses on building unity rather than management in the classroom is of high importance.

Ababneh (2012) studied the EFL students' views concerning classroom management and how the EFL staff at Al-Balqa'a University managed classes. The findings revealed that active and effective classroom management could help the students improve their abilities in different aspects and use of class time more effectively. It was interesting that both genders had similar views in this respect. The university mentioned above, students also believed that the teachers' friendly behaviors, time management, in-time quizzes, and respect for the learners' beliefs, and involvement in the classroom discussions are among the most significant factors affecting classroom management methods. Moreover, the evaluation of teachers' classroom management by the learners could have positive consequences in this respect and will help the teachers reconsider their methods of classroom management. Likewise, they mentioned that the atmosphere in which EFL teachers pave the ground for the active involvement of the learner in classroom activities could be conducive to better results in terms of learner cooperation and more organized behaviors. In another study, Akbari and Yazdanmehr (2015) studied the expert EFL teacher class management. The research sought to investigate how EFL teachers could manage their classes and keep discipline. To this aim, the existing prior ELT (English Language Teaching) research on exemplary teachers' practices was reviewed and the typical class management strategies used were extracted. Moreover, 20 ELT specialists including, teacher educators, university professors of applied linguistics, mentor teachers, and language institute supervisors, were selected through purposive snowball and convenience sampling methods were interviewed. Four themes and three sub-themes were extracted from the qualitative content analysis of the interviews, which were presented in this research along with sample extracts of the actual interview content. The themes included expert teachers' identification power, use of external control, use of preventive management strategies, and monitoring student behavior. The three sub-themes of the second theme were: clarification of expectations, use of body language, and establishing rules and routines. Knowledge of these themes and sub-themes can shed light on a critical behavioral aspect of expert English language teachers in class. These strategies, if followed correctly, can set good examples for novice teachers and those who have problems managing their types.

Li (2019) attempted to investigate the classroom management features of novice and experienced English language teachers in formal educational contexts. He demonstrated that teaching is a process of improving identity and expertise, which includes personal experience, contextual knowledge, subject knowledge, and pedagogical knowledge. Marashi and Naghibi (2020) investigated the relationship between extrovert and introvert teachers' adversity quotient and their classroom management. They found that in both groups, EFL teachers' Adversity Quotient was a remarkable predictor of their classroom management. The reported results revealed that the EFL teachers' AQ is likely to be a more critical factor in predicting their classroom management than their personality traits. Chichermir et al. (2020) investigated classroom management in EFL classes and sought the perception of the EFL students about this concept in China and Russia. They implemented a questionnaire at Russian and Chinese universities. Findings revealed that the perception of classroom management between both universities' subjects had



more similarities than distinctions. Asghari, Alemi, and Tajeddin (2021) investigated novice EFL teachers' classroom management practices. This study illustrated that the participant teachers managed the classroom to transfer the right information, manage time, motivate, and help students in language achievement. Khatib and Saeedian (2021a) identified novice EFL teachers' classroom management of managerial mode with the help of negotiated interactions held among novice and experienced teachers. Bedir (2022) explored effective strategies used for classroom management by EFL teachers. The findings showed the following strategies as the frequent strategies used by teachers: Reducing stress and discomfort of students, increasing students' confidence and autonomy, and trying for positive learning outcomes for students. Xu, Zhu, and Liu (2023) probed effective classroom management strategies employed by English teachers. Planning lessons, controlling students' behaviors, and reflective behavior were identified as the most effective strategies.

METHODOLOGY

PARTICIPANTS

The study population included all Iranian EFL teachers teaching English at different high schools in Iran. From the population, 30 Iranian EFL teachers (11 males and 19 females) who were experienced and Ph.D. holders in TEFL, participated in the study via random sampling from different virtual groups in WhatsApp or Telegram. They had more than 15 years of teaching experience. In the quantitative phase, 300 Iranian EFL teachers (160 males and 140 females) with the same demographic features as the participants of the qualitative phase selected randomly to take part. These teachers took part in validating the developed model of classroom management literacy for Iranian EFL teachers and delving into the estimation of its reliability. Table 1 displays the participants' demographic features in the present study.

Table 1

Participants' Demographic Features

Phase	Purpose	Gender	Number of Teachers
Qualitative	Developing a model of classroom management literacy for Iranian EFL teachers based on a semi-structured interview and an open-ended questionnaire	Male	B.A. (n=3), M.A. (n=7), Ph.D. (n=1)
		Female	B.A. (n=8), MA. (n=7), Ph.D. (n=4)
Quantitative	Estimating construct validity and reliability of the developed model	Male	B.A. (n=73), M.A. (n=77), Ph.D. (n=10)
		Female	B.A. (n=80), M.A. (n=54), Ph.D. (n=6)



To observe ethical issues, the consent of the participants was taken for participation in the study. Moreover, they ensured of confidentiality and anonymity of their private information. Also, they were informed of the main objectives of the research and confirmed that this study would not harm them at all.

INSTRUMENTS

The research used following instruments for gathering data in the present research:

CLOSED-ENDED QUESTIONNAIRE

A closed-ended questionnaire (See Appendix I) developed by the researchers based on the developed model of classroom management literacy for Iranian EFL teachers. It consisted of 50 Likert items ranging from disagree strongly to agree strongly. It contained two sub-categories including classroom management literacy resources and classroom management literacy practices. The former was sub-divided into six sub-sub-categories, including Academic Knowledge (4 items), Personal Opinions (3 items), Past Experiences (3 items), Professional Events (3 items), Contextual Interpretations (2 items), and Feedback (2 items). The latter was sub-divided into twelve sub-sub-categories including Response to Students' Misbehavior (4 items), Class Communication (2 items), Fulfillment of Learner Expectations (4 items), Time Management (1 item), Showing Care & Attention to Learners (5 items), Giving & Receiving Feedback (4 items), Interaction with Students' Family (2 items), Showing Flexibility (3 items), Showing Accountability and Commitment (3 items), Planning Lessons (1 item), Planning Group Works (2 items), and Following Professional Ethics (2 items).

This questionnaire was developed and prepared in its Google form to validate the developed model of classroom management literacy for Iranian EFL teachers and estimate its reliability. The respondents were provided with the questionnaire link in WhatsApp or Telegram. More clearly, as in modeling studies, newly developed models should be validated by turning their categories and sub-categories into closed-ended questionnaire items and distributing them among a relatively large sample to rate the Likert items (Zohrabi et al., 2019). The construct validity of the questionnaire (as well as the developed model) was confirmed through Structural Equation Modeling (SEM) (i.e., exploratory and confirmatory factor analysis). The questionnaire reliability was reported through Cronbach's Alpha. It is worth stating that the validity and reliability indices of this questionnaire, which were taken as the indices of the validity and reliability of the developed model, were estimated in the last part of the data analysis of the present study. Therefore, the results of this analysis will be provided in the results section.

OPEN-ENDED QUESTIONNAIRE

The researchers also developed an open-ended questionnaire (See Appendix II) with five questions based on a thorough literature review and the interview results to triangulate the collected data through the semi-structured interview. Triangulation is an established procedure to add to the validity of the findings. The questionnaire was put to the scrutiny of 10 experienced EFL teachers of high school to ensure their relevance and accuracy in a range from (1) not relevant, (2) item requires some modification, (3) relevant but requires some minor modification, to (4) totally relevant; and in terms of clarity in a range from (1) unclear, (2) item require some modification, (3) clear but require minor modification, to (4) totally clear. The Google form of the questionnaire was sent to the respondents via WhatsApp or Telegram. This questionnaire was piloted with a small group of teachers (n=10) from the main participants of the study to remove any ambiguity in the questions.

INTERVIEW

A semi-structured interview in five open-ended questions was used to uncover the Iranian EFL teachers' knowledge resources, practices, and strategies of classroom management and as the challenges they experience in classroom management in practice. It was conducted in one-to-one format in English. Considering the literature review, the interview questions designed. The researchers conducted the interviews, which lasted around 35 to 45 minutes and, audio recorded them for further in-depth analysis. It was conducted on WhatsApp and Telegram. To block the



occurrence of any bias in the interviews, they were implemented using Strauss and Corbin's (1998) approach by moving from general questions to more specific questions. In this study, low-inference descriptors and member checks were used to report the dependability and credibility of the interview data. Using low-inference descriptors means quoting from the interviewees. Member checking includes checking interpretations with the interviewees to see whether their sayings have been correctly interpreted (Ary et al., 2019). To pilot the interview, it was operationalized in conditions similar to the main study, employing five interviewees with the same demographic features as those taking part in the main study. In this way, any ambiguity in the interview questions was recognized and removed.

PROCEDURES

At the qualitative stage of the study, whose aim was developing a model of classroom management literacy for Iranian EFL teachers, congruent with the grounded theory approach, the data collection and analysis were conducted simultaneously. That is, the qualitative data collected through the semi-structured interview and open-ended questionnaire were exposed to open, axial, and selective coding procedures using a constant comparative method of analysis. The regular comparative method of study means that the themes that were extracted were compared with the new data in a continuous and iterative approach until theoretical saturation is achieved (Strauss & Corbin, 1990). To do so, first, the interviews were implemented in a one-to-one format, audio-recorded, and transcribed by the researchers in WhatsApp and Telegram as explained above. Then, the open-ended questionnaire was distributed among the participants in its Google form. After that, the transcribed interviews and the participant's answers to the open-ended questionnaire were read precisely and repeatedly by the researchers and exposed to open, axial, and selective coding stages using a constant comparative method of analysis. In the open coding stage, the data were broken down into units of study, including key terms, phrases, and sentences, so that similar concepts could be classified into categories based on their thematic content. In this stage, two main categories, including Iranian EFL teachers' knowledge resources of classroom management and classroom management practices were identified. In the axial coding stage, the connection, associations and ties between these two categories and their sub-categories were recognized. In this stage, Iranian EFL teachers of classroom management strategies were identified as sub-categories of their knowledge resources of classroom management, and practices of classroom management. A by-product of this stage was the identification of Iranian EFL teachers' challenges in classroom management. However, since any model is developed to be operationalized by future generations, and given that challenges by nature do not lend themselves well to operationalization purposes, they were not included in the developed model and they just were used to evaluate the obstacles of Iranian EFL teachers. Within the selective coding stage, a core category was extracted from the already clustered categories as an "explanatory whole" to build the model (Strauss & Corbin, 1990). In this stage, the identified categories and sub-categories were brought together to develop the model of classroom management literacy for Iranian EFL teachers. In the quantitative stage, the developed model of classroom management literacy for Iranian EFL teachers was to be validated. In so doing, the Google form of the closed-ended questionnaire had been designed based on the developed model of classroom management literacy for Iranian EFL teachers and was sent to the participants via WhatsApp or Telegram to fill it. In this way, the validity and reliability of the model of classroom management literacy for Iranian EFL teachers could be estimated. Generally, in the grounded theory-based data analysis, first, recurrent themes are identified by thoroughly reviewing the data. Then, the emergent themes are coded with keywords and phrases. Next, the codes are grouped into concepts hierarchically, and finally, the images are categorized through relationships among them. In the present study, the qualitative thematic analysis was done in the following steps: first (i.e., familiarization step), the researchers got familiar with the data and reviewed the data. In the second step (i.e., the coding step), data coding was done. In this step, some words, phrases or sentences in the data were made bold, or highlighted so that some codes could be extracted as representations of the content of the bold or highlighted data. Third (theme generation), the extracted codes were meticulously reviewed to extract the recurrent patterns in them and extract the recurrent themes by merging the relevant and similar codes and removing the non-relevant codes. In the fourth step (theme review), the extracted themes were reviewed by the researchers to ensure about their accuracy and usefulness. To

this end, the researchers returned to the data to compare the themes against them. If any problems were identified with the themes, they were broken down, combined, or omitted. In sum, in this step, the researchers tried to make themes more valuable and accurate. To analyze the quantitative data, the quantitative data (i.e., those which were gathered through the closed-ended questionnaire) were subjected to data analysis via SEM. To this end, SPSS and AMOS 24 software were used. More particularly, in this stage, the construct validity of the developed model of classroom management literacy for EFL teachers was checked through exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) available in AMOS 24. To run EFA, the principal axis factoring method and the Promax rotation method were used by running KMO and Bartlett's test. To run CFA, the standardized coefficients of the paths were reported, followed by examining the fit indices of the model. In the final stage, the reliability of the developed model of classroom management literacy for EFL teachers was examined by calculating Cronbach's alpha coefficients by using SPSS 24.

RESULTS

To answer the first question, *What model of classroom management literacy can be developed for Iranian EFL teachers*, the following model was developed by merging the identified categories and sub-categories through the grounded theory approach (See Figure 1).

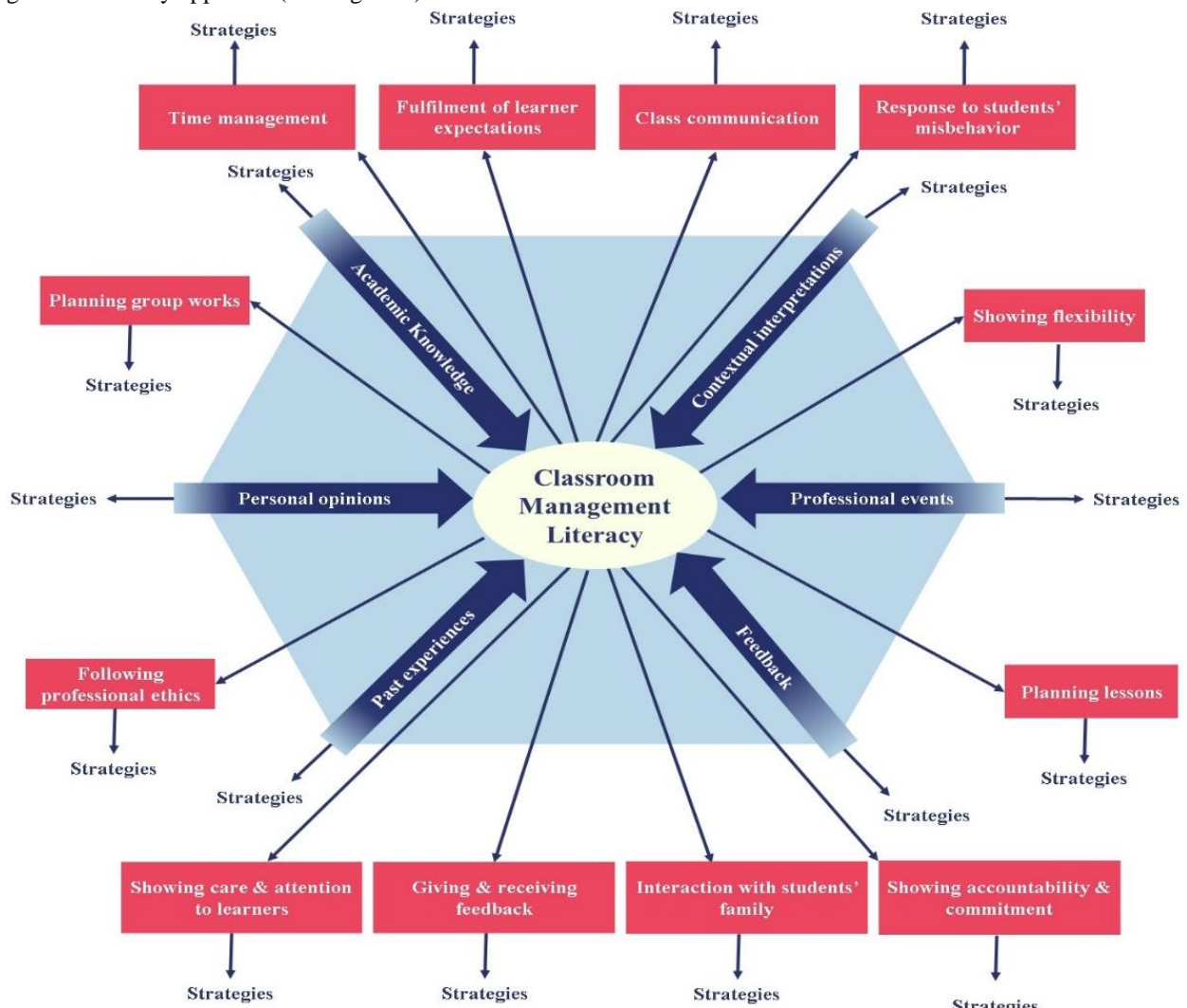


Figure 1. The Developed Model of Classroom Management Literacy for Iranian EFL Teacher



As can be seen in Figure 1, the developed model of classroom management literacy for Iranian EFL teachers consists of two main categories, including knowledge resources of classroom management and classroom management practices. The knowledge resources of classroom management, as shown above, include academic knowledge, personal opinions, past experiences, professional events, contextual interpretations, and feedback. These resources feed into the classroom management literacy of the Iranian EFL teachers. Classroom management practices include response to students' misbehavior, class communication, fulfillment of learner expectations, time management, showing care and attention to learners, giving and receiving feedback, interaction with students' families, offering flexibilities, showing accountability and commitment, planning lessons, planning group works, and following professional ethics. These practices are representations of the classroom management literacy of the Iranian EFL teachers. At a more specific level, as seen in Figure 1, both knowledge resources and classroom management practices are sub-categorized into some strategies. These strategies refer to plans or actions to reach and use knowledge resources and operationalize classroom management practices in practical contexts. In other words, they are a series of programs that convert classroom management from a theoretical concept into a useful image.

To answer the second research question, *Is the developed model of classroom management literacy for Iranian EFL teachers valid and reliable*, the data gathered through the closed-ended questionnaire were exposed to SEM by running Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). The first 17 items of the questionnaire related to knowledge resources were subjected to EFA to investigate the factor structure of the knowledge resources of Iranian EFL teachers' classroom management. In this analysis phase, the principal axis factoring method was used to extract the factors. The criterion for factor extraction was an initial eigenvalue bigger than 1. Then, the Promax rotation method was used to make the factor loadings of the items more precise. The resulting analyses are reported as follows. Table 2 shows the results of the Kaiser-Meyer-Olkin test and Bartlett's sphericity test.

Table 2
KMO and Bartlett's Test of EFA of the Items related to the Knowledge Resources

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.825
Bartlett's Test of Sphericity	Approx. Chi-Square	1019.164
	df	136
	Sig.	0.0001

The Kaiser-Meyer-Olkin measure of sampling adequacy was approximately 0.83, and Bartlett's test was significant at the 0.0001 level, indicating that EFA is permitted. Based on initial eigenvalues bigger than 1, 6 factors were extracted using Promax rotation. Table 3 shows the factor loading for each item on its respective factor after rotating the obtained factors.



Table 3

EFA of Items Related to the Knowledge Resources of Classroom Management

Classroom management knowledge resources											
Academic Knowledge		Personal opinions		Past experiences		Professional events		Contextual interpretations		Feedback	
Items	Loading	Items	Loading	Items	Loading	Items	Loading	Items	Loading	Items	Loading
1	0.64	5	0.48	8	0.55	11	0.70	14	0.66	16	0.71
2	0.57	6		9	0.68	12	0.52	15	0.69	17	0.75
3	0.47	7	0.66	10	0.73	13	0.48				
4	0.59										

The results in Table 3 show that all 17 items are adequately and sufficiently loaded on their respective factors. In addition, the knowledge resources of the Iranian EFL teachers' classroom management included six factors: Academic knowledge, personal opinions, past experiences, professional events, contextual interpretations, and feedback. These six factors explained about 44.52 % of variances in items related to Iranian EFL teachers' knowledge resources of classroom management.

The remaining 33 items of the questionnaire were related to classroom management practices of the Iranian EFL teachers, which were subjected to EFA in the next step. Again, the principal axis factoring method was used to extract the factors, and all factors with an eigenvalue greater than one were considered valid factors. Table 4 shows the result of the KMO and Bartlett's test for classroom management practices.

Table 4.

KMO and Bartlett's Test of EFA of the Items Related to the Classroom Management Practices

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.830
Bartlett's Test of Sphericity		Approx. Chi-Square
		2610.000
		df
		528
		Sig.
		0.0001

The Kaiser-Meyer-Olkin measure was exactly 0.83, and Bartlett's test was significant at 0.0001, indicating that EFA is allowed. Based on initial eigenvalues that were bigger than 1, 12 factors were extracted using Promax rotation. Table 5 shows the factor loading for each item on its respective factor after the factors obtained have been rotated.



Table 5

EFA of Items Related to the Classroom Management Practices

Response to students' misbehavior		Class communication		Fulfillment of learner expectations		Time management		Showing care & attention to learners		Giving & receiving feedback	
Items	Loading	Items	Loading	Items	Loading	Items	Loading	Items	Loading	Items	Loading
18	0.71	22	0.56	24	0.66	28	0.69	29	0.73	34	0.66
19	0.69	23	0.63	25	0.52			30	0.75	35	0.72
20	0.66			26	0.49			31	0.49	36	0.51
21	0.78			27	0.70			32	0.58	37	0.41
								33	0.52		
Interaction with students' family		Showing flexibility		Showing accountability & commitment		Planning lessons		Planning group works		Following professional ethics	
Items	Loading	Items	Loading	Items	Loading	Items	Loading	Items	Loading	Items	Loading
38	0.74	40	0.60	43	0.46	46	0.60	47	0.65	49	0.73
39	0.69	41	0.69	44	0.71			48	0.54	50	0.70
		42	0.53	45	0.63						

The results in Table 5 show that all 37 items are adequately and sufficiently loaded on their respective factors. In addition to this, the Iranian EFL teachers' classroom management practices included twelve factors: Response to students' misbehavior, class communication, fulfillment of learner expectations, time management, showing care and attention to learners, giving and receiving feedback, interaction with students' family, offering flexibility, showing accountability and commitment, planning lessons, planning group works, and following professional ethics. These twelve factors explained about 50.64 % of variances in items related to Iranian EFL teachers' classroom management practices.

Then, the obtained structure result from EFA subjected to CFA. All the items were used as the observed variable, the sub-categories of classroom management knowledge resources and practices used as first-order latent variables, and classroom management literacy resources and practices were used as second-order latent variables. In addition, the relationship between classroom management knowledge resources and classroom management practices was examined, considering that resources may predict practices. The results of the CFA are shown in Figure 2.

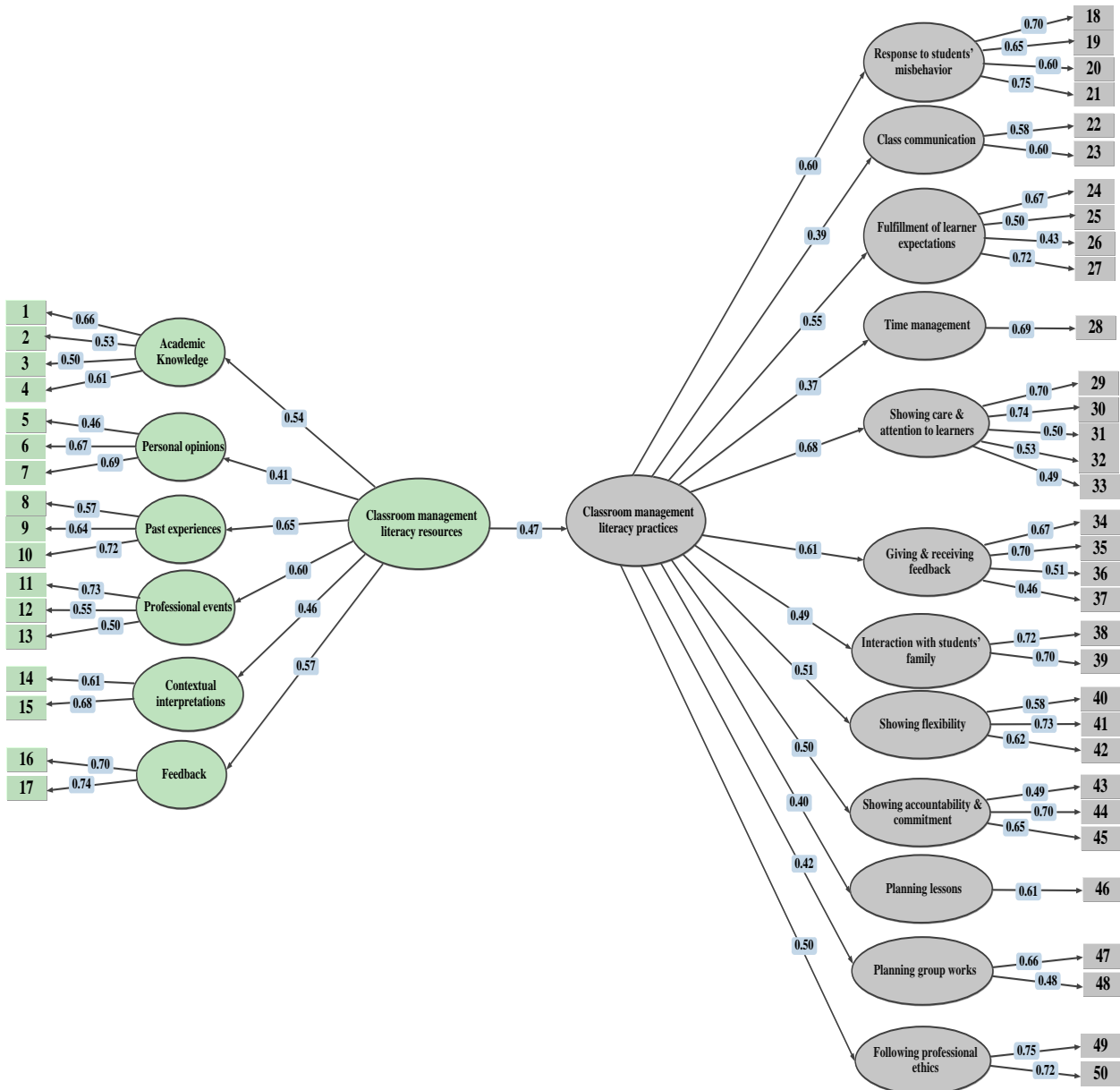


Figure 2. The Results of CFA of Classroom Management Literacy for Iranian EFL Teachers

As can be seen in Figure 2, all standardized coefficients of the paths in the model are more significant than 0.37. In addition, the knowledge resources of classroom management were significant positive predictors (0.47) of classroom management practices. In the final step of examining the validity of the developed model, the fit indices of the model were analyzed and presented in Table 6.



Table 6

Fit Indices Resulted from the CFA

Fit indices	X ² /df	CFI	GFI	AGFI	RMSEA
	2.13	0.95	0.93	0.91	0.09

It can be concluded that the model has a good fit based on the results shown in Table 6. Next, Cronbach's alpha coefficient was used to assess the reliability of the developed model of classroom management literacy for Iranian EFL teachers. Table 7 shows the alpha coefficients calculated for classroom management knowledge resources.

Table 7

Cronbach's Alpha Coefficients for Classroom Management Knowledge Resources

Sub-categories	Alpha coefficients'
Academic knowledge	0.71
Personal opinions	0.66
Past experiences	0.68
Professional events	0.70
Contextual interpretations	0.65
Feedback	0.71

The coefficients presented in Table 7 indicated that all the sub-categories of the classroom management knowledge resources have an acceptable reliability. In Table 8, Cronbach's alpha coefficients of classroom management practices are presented.

Table 8

Cronbach's Alpha Coefficients for Classroom Management Practices

Subscales	Alpha coefficients'
Response to students' misbehavior	0.70
Class communication	0.58
Fulfillment of learner expectations	0.75
Time management	-
Showing care & attention to learners	0.78
Giving & receiving feedback	0.72
Interaction with students' family	0.58
Showing flexibility	0.71
Showing accountability & commitment	0.68
Planning lessons	-
Planning group works	0.52
Following professional ethics	0.55



The coefficients presented in Table 8 indicate that all the sub-categories of classroom management practices have an acceptable reliability. It should be noted that since 'time management' and 'lesson planning' were single-item sub-categories, the alpha coefficient could not be calculated for them. In summary, the results confirmed that the developed model of classroom management literacy for Iranian EFL teachers is valid and reliable.

DISCUSSION

In the present study, a model of classroom management literacy for Iranian EFL teachers developed in two main categories, including knowledge resources of classroom management and classroom management practices. The knowledge resources of classroom management included academic knowledge, personal opinions, past experiences, professional events, contextual interpretations, and feedback. These resources acted as the input to classroom management literacy of the Iranian EFL teachers. Classroom management practices included response to students' misbehavior, class communication, fulfillment of learner expectations, time management, showing care and attention to learners, giving and receiving feedback, interaction with students' families, offering flexibility, showing accountability and commitment, planning lessons, planning group works, and following professional ethics. These practices are what represent the classroom management literacy of the Iranian EFL teachers. At a lower level, knowledge resources and practices of classroom management are sub-branched into some strategies as plans or actions used to reach and use knowledge resources and operationalize classroom management practices in practical contexts. Additionally, the results of EFA, CFA, and Cronbach's Alpha test demonstrated that the developed model of classroom management literacy for Iranian EFL teachers is of high validity and reliability.

Although the researchers found no study in the existing literature on the development of classroom management literacy for Iranian EFL teachers, the developed model of classroom management literacy for Iranian EFL teachers is consistent with the findings of Estaji and Zhaleh (2022), Rasooli et al. (2019), Reynolds, Liu, Ha, Zhang, and Ding (2021), Stahnke and Blömeke (2021), Starkey (2010) and Taha (2022) because they also considered classroom management as connected to a series of practices related to management of time, management of students' behaviors, management of facility, and management of class interactions. Similar to the present study, these researchers have also concluded that classroom management is the effect of interpersonal relationships of teachers with their students, feedback teachers receive from peers and students, and personal lessons teachers learn from their experience and technical professional events. The developed model is also in line with the way Pihlström and Sutinen (2012), Pishghadam et al. (2015), and Tsui (2003) present classroom management ability as built upon teachers' formal education, handling students' behaviors and expectations, accountability to stakeholders, lesson planning, and professionalism. The same argument could be found in some other studies (e.g., Demirkasimoglu, 2010; Gün, 2014; Li, 2019; Li, 2017; Lloyd, 2019; Mork, Henriksen, Haug, Jorde, & Frøyland, 2021; Palmer, Stough, Burdinski, & Gonzales, 2005; Toledo, Révai, & Guerriero, 2017; Trevisan, Phillips, & De Rossi, 2021; Tsui, 2005; Wermke, Ricka, & Salokangas, 2018; Yazdanpanah & Sahragard, 2017) Apparently, such components as interaction with students' family and group work planning are unique to the present study.

The developed model of classroom management literacy for Iranian EFL teachers and its accepted reliability and validity interpreted by the argument that EFL teachers should use their knowledge and practices to manage classroom procedures. They should work on their knowledge and practices based on professional ethics to fulfill their professional responsibility, as well as learner expectations (Kobs et al., 2021). Classroom management needs strategies, namely strategies of classroom control, guidance, and prevention, to be implemented. Other essential areas included motivation and providing advice and feedback, instruction, connecting different classroom elements, and dealing with problems. These precisely emphasized in Danielson's (2013) framework of teaching at the 'classroom environment' level or domain where she addresses management components and elements, namely, 'management of instructional groups', 'management of materials and supplies', management of student behavior, and management of transitions.



CONCLUSION

Several conclusions made based on the findings. First of all, it can conclude that classroom management is a process characterized by a complex and multi-layered nature. The diversity of knowledge resources and practices unearthed for EFL teachers' classroom management support this inference. The second conclusion is that some knowledge resources are inputting to EFL teachers' classroom management literacy. This implies that EFL teachers' classroom management literacy does not generate in a shot, but is the output of diverse knowledge resources. The fourth conclusion is that classroom management literacy shaped by some class practices conducted by teachers in the classroom. Finally, the study concludes that classroom management literacy is the product of combining knowledge resources and practices of classroom management, each consisting of several strategies. This combination makes a set called classroom management literacy.

The findings have several pedagogical implications. EFL teacher education researchers can benefit from the results and replicate this study in similar situations with varying aspects so that triangulation is achieved and the results of this study are more validated. They can also touch the gaps of the present study and tackle the missed issues of the study to add to the richness of research on EFL teacher classroom management. TEFL policymakers and top authorities can use the findings of the present study to complete the theoretical bases of teacher education in the realm of classroom management and take appropriate measures to incorporate these changes in the teacher education system of Iran. Given that the EFL teacher education system of Iran is relatively static, this can revise its nature and transform its agendas. EFL curriculum developers can use the findings of this study to make appropriate changes to the curriculum of teacher education in the field of TEFL. This can reform the already established EFL teacher education curriculum of Iran, wherein dynamicity is a missing link. This also leads to positive revisions in the EFL curriculum with good and direct contributions to EFL teachers' knowledge and practice of classroom management. Teacher evaluation has always been a controversial issue in the Ministry of Education. Multiple rubrics and forms developed for evaluating teachers; however, they do not seem to be equipped with a rubric for assessing the classroom management ability of EFL teachers. Therefore, renovation and transformation of the EFL teacher evaluation process and plan seems inevitable. The findings in this study can apply in developing proper rubrics for evaluating EFL teachers' classroom management ability. EFL teacher educators can benefit from the findings of this study in training pre-service and in-service teachers. The model developed in the present study helps EFL teacher educators in guiding, training, and educating pre-service and in-service teachers on classroom management in authentic contexts. They can enrich student-teachers' attitudes, beliefs, and perceptions of classroom management based on the results of this study. EFL teachers can benefit from the results of this study. They can benefit from the findings of this study in managing the classroom by applying the model developed in the present study. Indeed, they can use the knowledge resources identified in this study to enhance their classroom management knowledge base. In addition, they can manage their classes more efficiently by applying the domains of classroom management practices recognized in this study.



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Appendix I

The Close-Ended Questionnaire

Dear respondent;

Please show the amount of your (dis)agreement with each item with a number from 1= strongly disagree to 2= disagree to 3= no idea to 4= agree to 5= strongly agree

Classroom management knowledge Resources	Strategies
Academic knowledge	<ol style="list-style-type: none"> Using knowledge received through academic education, Using knowledge received through reading papers, Using knowledge received through reading books, Using knowledge received through reading theses
Personal opinions	<ol style="list-style-type: none"> Using personal beliefs, Using personal ideologies, Using personal opinions
Past experiences	<ol style="list-style-type: none"> Using teaching experience, Learning from university professors' classroom management Learning from colleagues' classroom management
Professional events	<ol style="list-style-type: none"> Participating in in-service training courses, Participating in professional group meetings, Participating in workshops
Contextual interpretations	<ol style="list-style-type: none"> Interpreting class situations, Taking environmental factors into account
Feedback	<ol style="list-style-type: none"> Using feedback received from supervisors, Using feedback received from students, and colleagues
Classroom management practices	
Response to students' misbehavior	<ol style="list-style-type: none"> Managing naughty students, Managing students with misbehavior, Managing students' aggression Managing students' inattention to assignments
Class communication	<ol style="list-style-type: none"> Managing teacher-students interaction Managing student-student interaction
Fulfillment of learner expectations	<ol style="list-style-type: none"> Managing learners' expectations, Managing students' wants, Managing students' needs, Managing students' priorities
Time management	<ol style="list-style-type: none"> Managing time of classroom
Showing care & attention to learners	<ol style="list-style-type: none"> Showing support to students Showing empathy to students Showing sympathy to students Showing care to students Showing attention to students
Giving & receiving feedback	<ol style="list-style-type: none"> Giving conducive feedback on students' learning, Giving feedback on students' behavior and performance; Receiving feedback from students on teaching methods Receiving feedback from students on class behaviors
Interaction with students' family	<ol style="list-style-type: none"> Being in regular contact with students' family Being informed of students' family background
Showing flexibility	<ol style="list-style-type: none"> Being flexible in teaching, Being flexible in evaluation,



	3. Being flexible in class interaction
Showing accountability & commitment	1. Being accountable and committed to students 2. Being accountable and committed to students' families, 3. Being accountable and committed to authorities
Planning lessons	1. Preparing lesson plans before coming to the class
Planning group works	1. Taking advantage of group activities in the class 2. Taking advantage of group tasks in the class
Following professional ethics	1. Teaching based on professional ethics 2. Behaving based on professional ethics

Appendix II

Open-Ended Teacher Questionnaire

1. How do you define the classroom management in your own terms?
2. As an EFL teacher, what types of classroom practices and behaviors do you use for the classroom management?
3. What are some of the problems or challenges that an EFL teacher may face in the classroom management?
4. What challenges or obstacles have you yourself ever experienced in your classroom management?
5. From what resources did you learn about the classroom management?