
An investigation of the relationship between EFL teachers' classroom management skills and students' achievement and attitudes

This study is intended to identify teachers' EFL classroom management skills (C.M.S) and investigate the relationship between these skills and students' achievement and attitudes. It comprised 30 secondary school teachers who were classified from the highest to the lowest according to their scores on an observation checklist. This checklist, including 73 items, was based on a list of C.M.S. identified from the researcher's review of literature, interview with specialists in the field and suggestions given by the jury committee. After classifying the teacher, the first 7 and the last 7 were identified as high effective managers (H.E.M) and low effective managers (L.E.M). The tools of the study include an achievement test prepared by the researcher (n = 50) and an attitude scale. Both of which were applied, after proving their validity and reliability, on a sample of first year secondary school students (n= 488) who were taught by the H.E.M. teacher and the L.E.M. teachers.