



The Role of Teachers in Various Positions of Creating a Convincing Teaching Environment for Students in the Academic Field: A Brief Review

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Abstract

The term "teacher" had an important role and responsibility in various academic places throughout history. They will be in a better position to contribute more significantly to the process of teaching and learning as well as the outcomes of student learning. As a result, instructors will be able to have a more considerable effect on the educational achievements of their pupils. Consequently, the teacher will be able to participate more actively in each of these curriculum-required course components. It is vital to maintain and watch over this environment for various educational activities to support the achievement of educational objectives. In addition to serving as a venue for educational activities, the classroom is a crucial part of the institution and maintains a high standard of order. The individual instructors have to carry out this obligation. A good learning environment produces a feeling of hardship that students must overcome while also pushing children to learn and, in turn, encouraging them to do so. It also offers a sense of safety and the satisfaction that comes from achieving the learning objectives that were set for them. Students are not allowed to overcome obstacles in an unwelcoming atmosphere and are not inspired to learn new things. This article describes the teacher's role and authority in various positions in the educational process. All teacher's functions, roles, and authorities have been focused on in this paper in detail.

Keywords: Teacher's Role, Trainer, Promoter, Presenter, Inspector, Supporter, Authority

Introduction

Everybody agrees that teachers are the foundation of any school process because they transmit knowledge to their students. Every nation places a high value on the ability of its teachers, and government laws have been affected by the rising understanding that instructors play a crucial role in defining the caliber of educational institutions' output. The teacher is still essential in teaching and learning, even if current technology assists the

educational system. The legal definition of the term "teacher" places it in the category of educators. There is a difference between instructors and educators. The current socio-cultural perception of teachers has changed, yet society still respects the teaching profession since teachers lead the nation's intellectual life. A teacher is someone who instructs, particularly in a school. It is widely acknowledged that the teacher is an essential individual in an educational institution. She or he performs a crucial function and has the great regard and illustrious status that is sometimes reserved for kings and emperors. The whole educational system is centered on him. Today, teachers are crucial to improving the standard of education. The work of teachers may be compared to that of actors since they are often on stage. According to Harmer (1995) they control the conversation's direction, tempo, and tone; they are like symphony directors.

In other words, a teacher is respected for imparting a love of learning to the next generation. Before all else, the adored teacher embraces themselves truly and joyfully as human beings. Teachers will be better able to relate to and comprehend their pupils. A well-liked teacher is approachable, understands people, respects tasks, is disciplined in his attitude and behavior, and is capable of taking the initiative and being creative. Teachers with positive personalities instruct students who have positive personalities. The classroom serves as a starting point for learning programs and a setting for training students to live in a changing society. Students get certain direct assistance in the classroom to help them grow socially and individually and to meet the needs of a developing society that is both healthy and comprehensive (Khalkhali, 2010).

Conversely, pupils with excellent personalities suddenly turn out to be awful. Students with poor personalities turn out to be excellent and successful. The teacher's personality has an impact on whether students are good or lousy students. Therefore, it is vital to build excellent character in the instructor before asking for good character from pupils. There are four rules to follow while managing a classroom, according to Lastlett and Smith (2002). The first phrase is "get them in," which describes how teachers start a group or a class. This rule covers things like introducing themselves, sitting down, and beginning. Get them out is the name of the second rule, which describes how teachers should end a meeting or a session. This rule consists of summarising the conversation and moving on. The third guideline is to "get on with it," which relates to the core of the lesson, including the kind of information it contains and how it is delivered. Getting along with them is the fourth guideline, which instructs instructors to form wholesome, long-lasting friendships with their pupils.

The Role That Teachers Play in The Classroom

The primary role of instructors in schools is to portray technology as a cultural tradition from the past that is helpful and should be maintained when science is still restricted, and technical results have not advanced as far as they have today. When

educators and students work together to build mutual understanding and when students are encouraged to pose questions, teachers can maintain control in the classroom in an acceptable way (Pushkar, 2015). As a result, educators' tasks and responsibilities generally center on creating a welcoming atmosphere in which pupils might feel inspired to study. They prioritize increasing their educational credentials, abilities, and competencies so that they may pass them on to the students and instill in them the qualities of diligence, resourcefulness, and conscientiousness. The significance of educators' roles and responsibilities is primarily recognized in their ability to lead and manage the planning, delivery, evaluation, and improvement of students' educations through effectively utilizing available resources. This is the primary recognition of educators' roles and responsibilities. Educators have to guarantee that they come to choices that are helpful to the members of the educational institutions by themselves. Teachers are one of the essential components of the social system that is the school, and they play a pivotal role in educating students. In some form or another, the government is responsible for carrying out the teaching profession's educational, instructional, and administrative obligations (Erden, 2007). The school's instructors are the most crucial aspect when it comes to achieving the objectives set out by the institution. In this perspective, teachers are the unsung heroes of school management; they are the genuine owners of the final result of students' educational experiences and an essential element in deciding the degree of accomplishment they will attain. No educational model can provide services superior to the model's personnel. The success of an educational system and the success of the teachers who put that system into practice and carry it out cannot be considered independent of one another (Gurkan, 1993). It is possible to argue that our educators are, in a sense, the architects of our country because of their crucial role in the education process. Education and morality are the essential building blocks for each learner, and both parents and instructors are responsible for laying these foundations.

They tend to begin the process of instilling beliefs, attitudes, and behaviors in children as early as possible. In any school or institution, everything nowadays primarily rests on the instructor. This is due to the challenging atmosphere that exists today. The job of a teacher nowadays comes with much pressure. Instructors must have a sociable, empathetic, and affable personality so that students may feel safe approaching them with questions or concerns. Providing an engaging learning environment for pupils should be one of the primary responsibilities of every educator. The pupils have to have the impression that they can trust the teacher, and at the same time, the instructor has to be encouraging. Students should be shown the correct way to proceed, and any information or subject matter presented to them should be done in a straightforward way for them to grasp. The system approach (Kaur, 2019) to education, which relates the organization, operation, and evaluation of the teaching-learning process, also highlights the importance of teachers and learners, who are the vital component for the efficiency and quality of the

educational process of what occurs in the classroom. This is because teachers and learners are the people who are directly involved in the teaching and learning process. It strongly emphasizes how the following aspects of this process interact: goals, materials, learning techniques, teaching resources, the organization of instructional activities, the learning process itself, and assessment.

Lecturer

The lecturer serves as a role model, source of information, and point of identification for pupils and their surroundings. As a result, instructors need to uphold personal norms for responsibility, leadership, independence, and control. The instructor must be aware of the moral standards and social norms and try to act in line with them. As educators, teachers must have the courage to independently make decisions related to learning and developing competencies and act following the needs of students and the environment. Teachers must also take responsibility for their actions in the educational process at school. Students often anticipate receiving instruction. They think the teacher has to impart to them the knowledge, knowledge, and understanding in a subject that is suitable for where they are in their academic careers. This results in the instructor playing the usual function of information supplier in the lecture situation. The teacher is an authority educated in their subject and typically shares that information orally with pupils. Using one of the many instructional techniques available to teachers, in addition to imparting information, the teacher may also aid the student in understanding it (Brown & Atkins 1986). The lecturers may track how the pupils are doing to determine what kind of further work they need. Students' demands should be considered while designing training programs to maximize productivity and effectiveness. Passages written in the future tense should be covered in class by teachers with pupils who have difficulty with them. When used creatively, technology has the potential to be a beneficial component of a plan for learning a language (Ghafar, 2022).

Coach

Teaching gives people the instructions they need to acquire knowledge (teachings, advice). A teacher teaches others about philosophy or counsels those individuals to become knowledgeable about it. When we talk about teachers as instructors, we imply that a teacher is responsible for assisting pupils who are growing in learning something they do not already know, forming competencies, and comprehending the authoritative content being studied. The teacher has maybe the most complex and significant task to fulfill. Many activities depend on careful organization and students' comprehension of what to do next to be successful. Planning tasks and giving instructions are crucial in this profession. The facilitator may also serve as an example, enabling the teacher to engage and establish

connections with the pupils. Additionally, the teacher remarks that the readings and activities are opened and closed correctly (Squires, 1999). A review of the roles of teachers stated that it is important to identify modeling as a standalone system and to plan to head to bring attention to what is widespread but sometimes subconscious mind, and even denied process in education. Modeling is a process that occurs in education all the time, but it is often unconsciously. It is impossible for students not to be impacted by the live example presented before them, even if teachers do not consider themselves models and may even deplore the entire concept as arrogant and patronizing. However, it is challenging for educators not to perceive themselves as models.

Counselors

In this context, "guiding" refers to an action in which pupils are assisted in their potential growth by providing steps and instructions aligned with educational objectives. Because the presence of instructors in schools is intended to direct children in the development necessary to become responsible adults, this function should be given priority. Students will have a tough time tackling their growth challenges if they are not guided. Students' lack of ability makes them more reliant on the support provided by teachers. However, as they age, children become less reliant on adults for assistance; because of this, help from teachers is necessary if pupils cannot function independently. The transition to a more student-centered approach to learning has necessitated a fundamental change in the teacher's position. The teacher is now more often seen as a manager or facilitator of the pupils' learning rather than as a walking information distributor or tape recorder. The change in the teacher's position is inversely proportional to the amount of responsibility and freedom provided to the pupil. Not all educators can transition to this new position. According to Jacques (1991), "many instructors" find it "difficult to fulfill properly" the role of facilitator and "fall back with some dissatisfaction on their backup position of power and authority, expert, and main talker."

Tutors

The teacher takes on the role of a tutor while students work on projects or study independently. With the teacher's guidance and suggestions, topics for the students are clarified, and tasks are streamlined. This role could be a great way to provide a student with personalized support. It may also enable a teacher to modify a course to meet the requirements of particular students. However, it may also result in a pupil being too reliant on one instructor and one approach or style of instruction or even overly at ease with it. Since teaching and learning require training in intellectual and physical capabilities, educators must also fulfill the function of tutors. The tutor is crucial for students since they might not be able to show mastery of essential competencies; thus, they will not be skilled

in a variety of skills created in line with standard material, and be unable to pay attention to individual differences in students.

Advice-givers

The instructor acts as a consultant for the pupils and parents, even though the teacher does not have specialized training as a counselor. Understanding personality and mental psychology, which will assist the instructor in carrying out his duty as an adviser, is essential for the educator to realize his role as an advice giver.

Class Directors

Since the classroom is where all students and instructors congregate to receive instruction from the teacher, the teacher must be able to manage the class effectively. Well-run classes will facilitate the flow of educational exchanges. On the other hand, poorly run courses will make it harder to teach. The role of teacher as a class manager has a significant role in both the quantity and quality of student learning in the classroom. The first capital a teacher as a class manager has to possess is mastery of academic concepts about education and teaching abilities; thus, the teacher needs to comprehend the ideas and actions in classroom management.

Supporters

Another teacher's role as a supporter is that teacher should always have a firm grasp on the content or subject matter that will be conveyed to the students, and he should also continue to grow in this area by expanding his skills and the breadth and depth of his knowledge. This is because this factor will evaluate the educational results that his students can attain. When students are having trouble comprehending the subject being taught, the instructor has a responsibility to make an effort to assist them by demonstrating the topic. This ensures that the student's understanding aligns with what the instructor intends.

Correctors

As a corrector, the instructor has to be able to differentiate between students' high marks and their poor grades. These principles should be ingrained in individuals at some point in their life. Before pupils came to school, it is possible that they already had both of these principles and that those values affected them because pupils come from various varied life experiences. Teachers are responsible for ensuring that pupils' strong marks remain intact while trying to eradicate any adverse effects of poor grades. If the instructor does not address the issue, it indicates that he has failed to fulfill his responsibility as a

corrector, which is to evaluate and address all attitudes, behaviors, and actions shown by learners. In order to assess pupils' performance or their performance, the instructor takes on this position. There are many different methods to grade students; in the function of a corrector, instructors can correct students, if it is not expressed sensitively and with support.

Observers

In their role as an observer, the teacher is responsible for giving excellent enthusiasm for the pupils' further learning. Students mostly struggle with issues related to their learning. In order to teach effectively, a teacher has to be able to provide direction and motivation to their students. It is not required that the instructions be based on a variety of different influential learning theories. It is not the theory itself that is significant, but rather how to solve pupils' challenges. The mentor is always available for assistance, but the mentee is not dependent on them. Mentoring may be seen as a particular connection that emerges between two people (Ronan 1997). According to the definition offered by Lingham and Gupta (1998), mentoring is the relationship that develops between one individual and another in which the first person serves as an objective guide or counselor to the second. This is not for educational monitoring. Helping another individual to learn while maintaining a supportive friendship is the focus here. It might be a single occurrence, but it often involves a longer-term connection.

Knowledgeable

Teachers should be able to enlighten students about the advancement of science and technology in addition to various other topics for each subject covered in the curriculum. The instructor must provide accurate and valuable knowledge. Students are poisoned by false knowledge. The key to being a skilled and successful communicator is language learning, which is backed up by the knowledge of the information provided by the pupils. A teacher who helps pupils and comprehends their needs is a piece of competent information.

Evaluator

The instructor must be a good and honest evaluator by providing an evaluation that touches on both characteristics of the students' personalities and features of the assessment of their test responses. Successful students do not always have positive personalities. Therefore, the evaluation aims to change students' personalities so they may become competent humans. The teacher evaluates the process and the product (the education outcomes). After completing both of these tasks, feedback will be given. Teachers must

perform the role of evaluator. Given the significance of student performance evaluation in university instruction and students' lives and careers, Murray et al. (1996) stated that instructors must take all necessary measures to guarantee that student evaluations are accurate, transparent, equitable, and in line with course objectives. Instructors are responsible for adopting the necessary measures to guarantee that student evaluation is legitimate, given the significance of student success in university teaching and students' lives and careers. Students may get away from subpar education but cannot be regarding assessment (Boud, 1990).

Teacher's Role in The Education Process

Educational institutions that are universal are learning activities. A wide range of factors may influence the learning process. In learning activities, the instructor is a crucial component. The responsibilities of teachers are rising, mainly as they try to prepare pupils for the quickly expanding dynamics of changing environment. The most crucial factors are the teacher's expertise, personality, and, most importantly, his relationship with the pupils. Effective instructors can show that they can attain the desired learning objectives for their pupils by bringing about the intended learning outcomes. "The outstanding teacher aims to motivate "seemingly ordinary" individuals to the usual effort" said K.Patrica Cross. The problematic issue is not in the identification. It consists of turning familiar people become winners. Teacher effectiveness may be primarily a connection between instructors, learners, and other individuals connected with the education, recognizing all impacted and enabling parts of the circumstances. According to Barr (1952), there is a "strong link between the evaluation of a teacher and the accomplishment of his students." The degree to which a teacher successfully carries out the instructions and other obligations outlined in his contract and required by the nature of his profession is defined as teaching effectiveness.

Instructional Role

Throughout history, teachers have taught by imparting assertions and information, giving tasks, and correcting or checking it. This teaching role is still valued by most teachers and dominates their excellent careers. This instructional role involves the instructor helping students learn according to their interests and requirements.

Educational Role

The role of a teacher includes more than simply instruction; they also need to educate. Every educator in this position must try to educate his pupils to become mature adults. This is consistent with the purpose of education, which is to help people mature. It

is the teacher's responsibility to educate his pupils.

Administrative Role

Modern school administration requires teachers to lead and manage not just in the classroom but also in the school and community. Teachers educate, lead, teach, and train. These four skills are interdependent. Education involves transmitting facts and knowledge to students, assigning them, correcting or reviewing them, designing and conducting teaching programs, and assessing them afterward. Teachers should exhibit responsibility, authority, independence, and discipline. The teacher as a manager has four functions: (1) designing learning goals; (2) arranging as a source of learning to achieve educational objectives; (3) leading, including motivating, inspiring, and exciting students; and (4) overseeing everything to achieve the desired aims.

Five Forms of Teacher Authority

Teachers have to be in charge of the classroom and have authority because everyone in a position of responsibility needs to be in charge to do their duties. A teacher needs authoritative materials to continue promoting global peace and order. Drawing on French and Rawn's theories (1960), Taber in 2007 and Assug in 1991 identified five types of authority: lawful, recompense, characteristic, orientation, and sentence authorities. By extension, instructors may create a conducive classroom learning atmosphere by using traditional materials. The following paragraph covers these resources for authorities (Mesrabadi, Badri, & Vahedi, 2010).

Lawful Authority

Regardless matter who plays them, certain positions include authority. It is part of the teacher's job description to carry out regulatory duties. The lawmaking stipulates that it is the teacher's job to decide classroom activities. For instance, if a student has behavior issues, the instructor may suggest that the school's administration or consultant meet with them. Nevertheless, it was a period when all that was necessary was a teacher's legal power. Today, however, such is not the case. An educational approach that demands complete compliance is no longer respectable or worthwhile. In this respect, Santrag recognized in 2006 that whereas before, the classroom was thought of as a well-lubricated machine, at the current moment, involvement and active conduct of students are the best descriptions of the classroom, leading to improved learning among them.

Recompense Authority

Those in positions of power and leadership can bestow recompenses and benefits

onto the organization's members. This capability, the fourth form of power, is known as recompense authority. Teachers can access various motivating tools, including grades, extra responsibilities, unique privileges, attention, and encouragement. Everyone likes getting gifts, and those who can deliver rewards are seen as powerful. However, there are certain constraints on the power to bestow rewards. One of these limits is that sometimes the group decides what should be called a reward; for instance, offering a grade as a reward to members of a class in which the majority of the students are not pursuing good grades cannot be considered a reward. In such a circumstance, if the professors depend entirely on grades to exercise their power, it will not be long before they lose their authority (Mesrabadi, Badri, & Vahedi, 2010).

Characteristic Authority

The term "characteristic" refers to the authority granted to a member of a group because the group sees that the member has superior knowledge of a specific topic or the group considers that the member has superior ability in a particular area. According to the authorities in the specialty, what is meant by this is a high degree of knowledge and competence possessed by the teacher and the capacity to provide and transmit this information and expertise to students. Therefore, when students are in a classroom with a teacher who is capable in terms of expertise on lesson subject as well as interpretation and translation of materials, the students make an effort to apply the information to the entire degree possible and place emphasis on the process of learning (Mesrabadi, Badri, & Vahedi, 2010).

Orientation Authority

The expression "orientation authority" gives the impression that the instructor affects the students' feelings due to the instructor demonstrating respect and sympathy for the pupils. Within the context of a classroom in which an appropriate emotional relationship can be seen to exist between the instructor and the pupils, the pupils can adequately meet their own needs, such as the need for power, activity, and entertainment, and the instructor can achieve the educational goals that she has set for the class. Both parties benefit from this type of environment. On the other hand, teachers who have negative attitudes toward their students cannot expect to win their respect.

Punishment Authorities

People who can exercise leadership and authority are also able to apply punishment. In the past, the teacher's authority was often connected with disciplinary actions. In the realm of instructional writing, the bastinado serves as a valuable reminder

of the influence that teachers may have (Mesrabadi, Badri, & Vahedi, 2010). The repercussions may include being unable to concentrate, suffering mental harm, obtaining a formal warning, being evicted from the classroom, or even being expelled from the educational institution. As a result of repeated exposure, children's threshold of tolerance for being disciplined rises, and this must be considered. Without question, educators and administrators would feel the most significant adverse effects if punishment became a standard and widespread practice. The more severe the penalty, the less impact it has on a student's overall performance.

When a teacher uses disciplinary methods more often, the mental distance between the students widens, and the negative and unified pressure inside the classroom undermines the instructor's authority by questioning it. However, this does not suggest that there will no longer be any punishment; rather, it implies that we should think of more effective methods to carry out the repercussions of our actions. Reward and punishment may be used to lead students, and they can be utilized to raise students' awareness of the implications of their actions. This is something that educational theories have advised, and it is something that can be done (Bayani, 1999).

Conclusion

The teacher's character has undoubtedly always been a model of optimism and self-confidence since, in contrast to others, they have been an essential part of society. Certainly teachers play a crucial role in educating future generations and parenting them. A teacher is the one who provides pupils with the proper instruction. Educators foster academic learning, instill morals, ethics, diligence, resourcefulness, and conscientiousness in their students, promote communal welfare, and assist people in growing and developing to contribute to improved means of subsistence. In order to fulfill their responsibilities, educators need to further their education and develop their abilities. Educating, teaching, guiding, directing, preparing, assessing, and evaluating pupils are responsibilities delegated to professional instructors because of their competent authority in these areas. The students of professional educators can be instructed, led, guided, trained, and evaluated by such educators. One such skill that competent educators possess is the capacity to evaluate and analyze the pupils they train. The educator is an essential participant in the instructional process and bears full responsibility for his or her actions and demeanor. For students to mature into morally superior people and have confidence in themselves, the educator must be able to cast himself as a change agent in establishing noble qualities in pupils. As a result, an excellent and competent estimate recommends that the educator carries a fundamental obligation and accountability for his or her acts and behavior. The role of an educator in society is of such critical significance.

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