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Secondary-Level EFL Teachers' Perceptions of the Existing Teacher Training Courses in Bangladesh: A Focus on Classroom Management Skills

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Abstract

Classroom management is widely recognized as a critical determinant of effective instruction, yet little is known about how teacher training in Bangladesh prepares secondary-level English as a Foreign Language (EFL) teachers in this domain. This study investigated secondary-level EFL teachers' perceptions of existing teacher training courses in Bangladesh, with a specific focus on classroom management skills. Adopting a mixed-methods design, data were collected through a questionnaire administered to 100 secondary-level EFL teachers, 50 who had completed teacher training and 50 who had not, and supplemented by classroom observations. The findings indicate that the training courses appear to be successful at transmitting knowledge and discourse about classroom management: trained teachers demonstrated a better understanding of classroom management techniques and more strongly endorsed the underlying principles than their untrained counterparts. However, the observational data and some other studies suggest a gap between teachers' espoused knowledge and their actual classroom practice. The study concludes with implications for strengthening the practical, classroom-oriented components of EFL teacher training in Bangladesh.

Keywords: Classroom management, EFL teacher training, secondary education, teachers' perceptions, Bangladesh, mixed methods

I. INTRODUCTION

English is a compulsory subject from primary through higher secondary education in

Bangladesh and carries significant social and economic attention (Hamid, 2010). Since the introduction of Communicative Language Teaching (CLT) into the national curriculum in the 1990s, policy documents have emphasised learner-centred, interactive pedagogy (Hamid & Baldauf, 2008; Hamid & Honan, 2012). The government has also taken numerous steps to train English language teachers to prepare for these new pedagogical practices. Training institutions mainly target secondary and higher secondary teachers, as these two levels are the focus across all educational levels in Bangladesh. Teacher preparation for the secondary level is delivered mainly through B.Ed. and M.Ed. degrees offered by TTCs and universities, as well as in-service short courses, subject-based training, and project-based programmes funded by the government and development partners (Hamid, 2010; Walsh et al., 2013). Some major courses are "Communicative English Course (CECs) NAEM organized by NAEM, for International Development (DFID)-funded English in Action (EIA), ADB-funded TQI (Teaching Quality Improvement) Project, BRAC Education Program (BEP) organized training programmes, etc. Training is often described as lecture-based, theory-heavy and weakly connected to the realities of the classroom (Chowdhury & Ha, 2008; Rahman et al., 2018), but systematic evidence of how teachers experience and evaluate such courses, particularly with respect to classroom management, remains thin. Besides, a significant proportion of secondary teachers enter the profession without any formal pedagogical qualification and receive training only after years of service (Hamid, 2010).

Good classroom management is essential in a language learning setting, particularly for English as a Foreign Language (EFL) education at the Secondary School Certificate (SSC) level in Bangladesh. SSC classrooms are generally large, mixed-ability, and exam-oriented (Hamid et al., 2009; Hamid & Baldauf, 2008), presenting specific challenges for EFL teachers (Hayes, 1997). Teachers should do what is called classroom management to create and maintain a positive, engaging, and productive learning environment. This includes organizing space and time, establishing routines, managing group and pair work, maintaining discipline, and keeping student motivation (Brophy, 2006; Evertson & Weinstein, 2006; Emmer & Stough, 2001). In EFL contexts, it is closely tied to the quality of communicative interaction: activities such as role-play, group discussion, and task-based learning demand more sophisticated management than teacher-fronted instruction (Ellis, 2003; Littlewood, 2007; Scrivener, 2012). For Bangladeshi teachers facing classes that often exceed fifty or sixty students, management skills may determine whether communicative approaches are feasible at all (Chowdhury & Ha, 2008; Hamid & Baldauf, 2008). If training courses do not equip teachers with these skills, the policy goal of communicative, learner-centered teaching is unlikely to be realized (Rahman et al., 2018). While teacher training programs (e.g., B.Ed., M.Ed., CELTA, or in-service training) aim to equip teachers with pedagogical skills (Richards & Farrell, 2005), the specific impact of such training on classroom management skills remains underexplored. This gap indicates a need to investigate whether teacher training genuinely enhances management skills or if other factors, such as institutional constraints, class size, and resource scarcity, override training effects.

II. LITERATURE REVIEW

Many studies have consistently pointed to teacher training as one of the most compelling

reasons for maximizing curriculum implementation (McCaffrey et al., 2003; Rivkin, Hanushek, & Kain, 2000). In addition, teacher training is necessary and more important after new curricula or materials are developed (Hutchinson & Torres, 1994). Effective teacher education programs generally consist of robust subject and pedagogical content knowledge, extended practice, reflection, and feedback (Darling-Hammond et al., 2017). Research on professional development consistently shows that one-off, decontextualized workshops have limited effect on teaching practice, whereas sustained, collaborative, classroom-embedded learning is more promising (Guskey, 2002; Kennedy, 2016). In the area of language teacher education research, teacher cognition- what teachers think, know, and believe- is put forward as a mediator between training and practice (Borg, 2003, 2006). Training that fails to consider pre-existing beliefs is unlikely to make a deep impact (Richards & Farrell, 2005). Kounin's (1970) early work emphasized preventive strategies such as withitness, overlapping, and smooth transitions in teacher training courses. Subsequent research broadened the idea from control and discipline to creating supportive learning environments as an impact of teacher training courses (Brophy, 2006; Marzano, Marzano & Pickering, 2003). These components are actually related to classroom management. Management is composed of five tasks: organizing the physical environment, setting expectations, engaging students, building relationships, and responding to misbehavior (Evertson and Weinstein, 2006). Emmer and Stough (2001) suggest that classroom management training should be rooted in educational psychology and practiced in actual classrooms. Studies consistently show that classroom management is a top concern for novice teachers and that lack of preparation contributes to stress and attrition.

Language classrooms are different from other subject classrooms in that the target language is both the content and the medium of instruction. There are management demands for interactive tasks, pair and group work, and error treatment in the language classroom (Wright, 2005). In large classes, teachers have to adapt communicative techniques, manage noise, organize materials, and ensure participation. Besides, cultural values shape expectations about teacher authority, student behavior, and appropriate management strategies, so imported models should be critically adapted (Kumaravadivelu, 2001; Holliday, 1994). Research on English language education in Bangladesh has documented a chronic gap between CLT-oriented policy and actual practice, citing insufficient teacher training as part of the problem (Hamid & Baldauf, 2008; Khan, 2024) in Action have produced evidence of technology-supported and peer-based teacher development, while government programs have provided large-scale but often short-term training. Based on the recent empirical evidence, it can be summarized that pre-service and in-service training programs have a significant effect on some teaching competencies of EFL teachers (Khansir & Mirzaei, 2024). However, previous discussions prove that the effectiveness of such training is often mediated by factors like teacher self-efficacy, emotional intelligence, and the contextual relevance of the training modules (Habib, 2024).

Some studies show that teacher training programmes face multifarious problems in Bangladesh. First, trained teachers do not follow the CLT principles because of the existing assessment policy (Hamid & Baldauf, 2008; Rahman et al., 2018). Second, training becomes ineffective because there is no monitoring cell or system to observe classrooms by teacher educators (Chowdhury & Ha, 2008; Rahman et al., 2018). Third, trainees fail to apply the CLT approach appropriately because of large classes and shorter class duration (Ansarey, 2012;

Hamid & Honan, 2012). In addition, poor proficiency of teachers makes it difficult for them to implement the strategies and skills they acquire in the training sessions (Hamid & Baldauf, 2008; Hamid & Honan, 2012). Consequently, they are not likely to leave their "comfort zone" to assume a rather challenging role as a facilitator (Chowdhury & Ha, 2008). Instead of going through different role shifts, they adhere to traditional classroom culture, i.e., a teacher-dominated classroom (Hamid & Baldauf, 2008; Rahman et al., 2018). The literature reviewed above indicates that though there are arguments for and against the degree of effectiveness of training in the classroom, the importance of training, particularly after the advent of CLT, is beyond description, as the effectiveness of curriculum implementation largely depends on how effectively the classroom is being conducted (Chowdhury & Ha, 2008; Rahman et al., 2018). It has also been found that no commendable research has been traced concerning the examination of the viability of the existing training facilities for school teachers. Therefore, it is a logical demand that the issue of teacher training needs to be investigated for curriculum implementation and evaluation. The literature reveals a lack of studies placing classroom management at the centre of evaluations of EFL teacher training in Bangladesh, and a reliance on single-method, small-scale designs that focus on teacher perceptions. This study addresses these gaps.

III. OBJECTIVE OF THE STUDY

The study mainly aimed to assess the effectiveness of the teacher training courses for Secondary-level English language teachers in Bangladesh. The researcher also wanted to identify the prevalent classroom management skills among SSC EFL teachers and to compare the management practices of trained versus untrained teachers.

IV. RESEARCH METHOD

This study employs a quantitative-dominant mixed-methods design with an ex post facto (causal-comparative) orientation. Because teachers cannot be assigned to training conditions, the study compares existing groups: teachers who have completed a recognized training programme and those who have not, on measures of classroom management skills. The quantitative strand is a comparative survey that measures and compares management skills between trained and untrained teachers. The qualitative strand consists of classroom observations that explore how training translates, or fails to translate, into actual classroom practice. The two strands are collected concurrently and integrated at the interpretation stage, so that the observational findings can help explain the survey results. The population comprises EFL teachers teaching at the SSC level in schools and institutions across Bangladesh. The sample consists of 100 teachers from government and non-government institutions in the Dhaka and Khulna Divisions. Fifty are trained teachers who completed a recognized training programme within the last five years, and fifty are untrained teachers who hold no formal training beyond a bachelor's degree. Participants were selected through stratified random sampling from a list of SSC-level institutions, with strata defined by training, gender, and urban or rural location so that both groups are equally represented in each stratum. Two instruments were used to collect data for the present study. The first is the Classroom Management Skills Questionnaire (CMSQ), a 20-item, five-point Likert scale (1 = strongly disagree to 5 = strongly agree) adapted from the Classroom Management Inventory (Martin & Baldwin, 1993). It covers four dimensions: time management, behavior control, instructional management, and the physical environment. The second instrument is a

structured classroom observation protocol based on Kounin's (1970) dimensions of classroom management, such as smooth transitions, group alerting, and the handling of off-task behavior. 20 teachers, 10 trained and 10 untrained, were randomly selected for classroom observation. Quantitative data from the CMSQ were summarized with descriptive statistics. Qualitative data from the observation field notes were analyzed through thematic analysis, combining manual coding with NVivo

V. FINDINGS

In the method section, it was described that data for the current study were collected using two instruments: a survey questionnaire and a classroom observation protocol. The collected data were analyzed using SPSS 26.0, Microsoft Excel, and thematic analysis. The results from the analysis have been described below:

A) Findings from the Questionnaire

Section One: Time Management

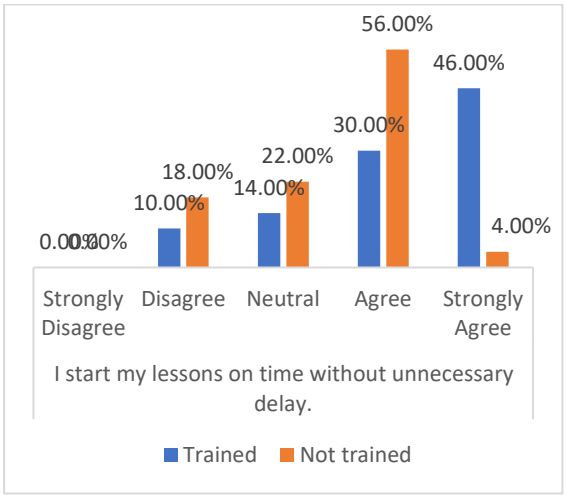

Chart 1

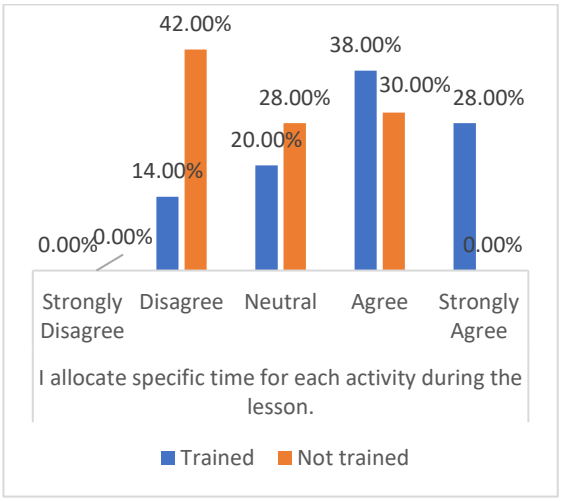

Chart 2

According to Chart 1, trained teachers reported significantly better punctuality than untrained teachers, with 76% agreeing or strongly agreeing that they start lessons on time without unnecessary delay, compared with 60% of untrained teachers. Untrained teachers were also more likely to answer neutrally (22%) or to disagree (18%). Importantly, no respondent in this group strongly disagreed, suggesting that punctuality is an accepted professional norm, with training associated with greater strength of commitment rather than a difference in kind. The second item stated: "I allocate specific time for each activity in the lesson", to which teachers had to agree or disagree. The response pattern of trained teachers is overwhelmingly positive. A clear majority (66.0%) agree or strongly agree that they allocate specific time for each activity (38.0% agree and 28.0% strongly agree). Another 20.0% were in the undecided group, as they picked the neutral option. It is encouraging to see that more than a quarter of the trained teachers strongly endorsed this practice and that no one outright rejected it. Thus, the training courses may have been successful in imparting the importance of structured lesson pacing and time budgeting. The answers of the untrained teachers, however, are clustered at the lower end of the scale. The largest single group (42.0%) disagreed with the statement, indicating that a substantial

proportion of untrained teachers do not systematically allocate time for individual activities. Another 28.0% were neutral, and 30.0% agreed.

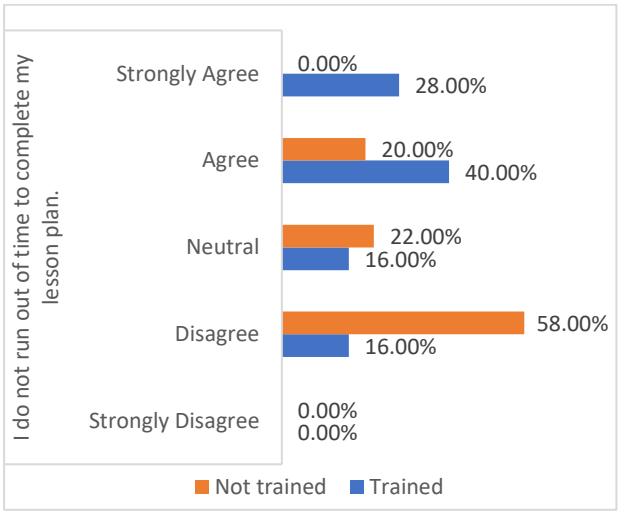

Table 3

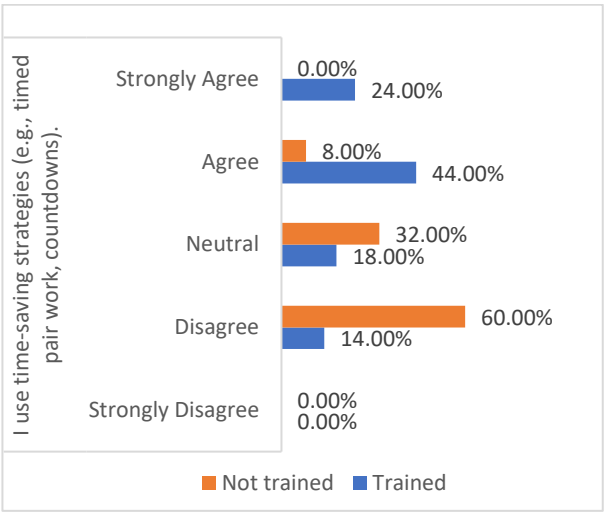

Table 4

The third statement is: "I do not run out of time to finish my lesson plan. Again, the answers of trained teachers cluster at the positive end of the scale. 68.0 % agreed (40.0 %) or strongly agreed (28.0 %) that they do not run out of time to complete their lesson plans. Only 16.0% disagreed, and 16.0% were neutral. As with the previous item, no trained teacher selected "Strongly Disagree" (0.0%), and over a quarter (28.0%) gave the highest possible endorsement. The picture among untrained teachers is a starkly different and overwhelmingly negative one. The modal response, by a large margin, was that a clear majority (58.0%) disagreed that they complete their lesson plans without running out of time. Only 20.0 % agreed, and 22.0 % were neutral. The fourth item in the time management cluster moves from time planning and time adherence to the proactive use of time-saving pedagogical strategies. Again, trained teachers cluster strongly at the positive end of the scale. A total of 68.0% agreed that they use time-saving strategies in their lessons. Only 14.0% disagreed, 18.0% were neutral, and no trained teacher (0.0%) selected "Strongly Disagree." The untrained teachers' responses were overwhelmingly negative. A decisive majority (60.0%) disagreed, suggesting that most untrained teachers do not use time-saving strategies. Another 32.0% were neutral, with only 8.0% in agreement. This means that time-saving techniques are not simply underutilized, but are not even part of the untrained teacher's instructional repertoire.

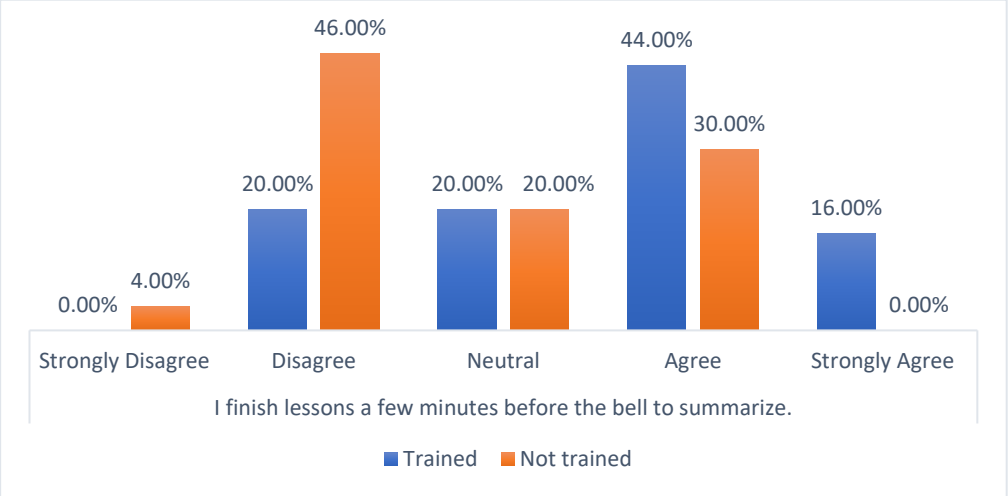

Table 5

The fifth aspect in the time management cluster is a more advanced pacing skill: the ability to end lessons a few minutes before the bell so that the day's learning can be summarized. Again, the trained teachers are on the positive end of the scale, although to a lesser degree than the previous three items. 60.0% agreed that they finish lessons with enough time for a summary. Another 20.0% were neutral, and 20.0% disagreed. No trained teacher (0.0%) selected "Strongly Disagree. Thus, reserving time for closure is a somewhat less consistently practiced skill than time allocation or the use of time-saving strategies. The untrained teachers' answers are mostly negative, but with a slightly more diffuse pattern than the previous items. The largest group (46.0%) disagreed, and a small but notable 4.0% strongly disagreed. This was the only "Strongly Disagree" response recorded for untrained teachers in the entire time-management cluster. Further, 20.0% were neutral, 30.0% agreed, and 0.0% strongly agreed. The data reveal a significant but somewhat smaller trained-untrained gap on this item.

Section Two: Behavior Management & Disruptions

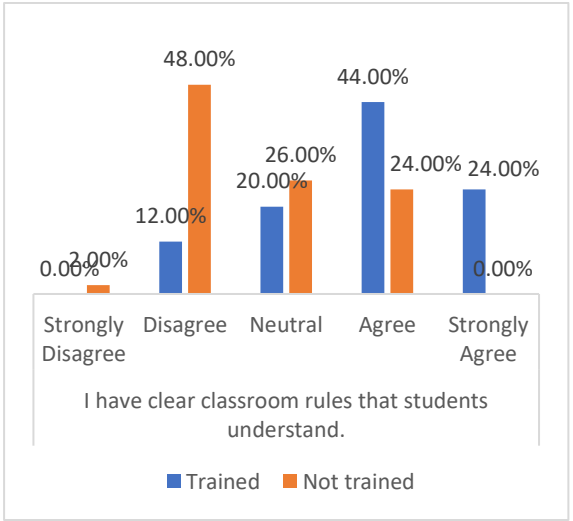

Chart 6

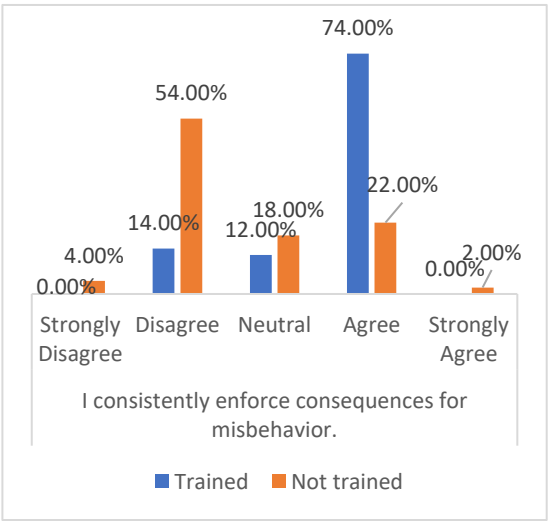

Chart 7

The sixth item begins the behavior management section of the study, examining an essential component of classroom management: establishing clear and understandable classroom rules for students. The statement was: "I have clear classroom rules that students understand." Trained teachers' responses are concentrated at the positive end of the scale. A combined 68.0% agreed that they maintain clear classroom rules understood by their students. A further 20.0% were neutral, and 12.0% disagreed, while no trained teacher (0.0%) selected "Strongly Disagree," indicating that a substantial core of trained teachers regards rule clarity as a firmly established feature of their practice. On the other hand, almost half (48.0%) disagreed with the statement, and a small minority (2.0%) strongly disagreed. In sum, half of untrained teachers (50.0%) did not affirm having clear, understood classroom rules. The second behavior-management item examines consistency in enforcing consequences for misbehavior, a core dimension of behavior management that determines whether classroom rules carry real weight. The statement was: "I consistently enforce consequences for misbehavior." Trained teachers' responses are overwhelmingly concentrated in a single category: 74.0% agreed that they consistently enforce consequences. The responses of untrained teachers are predominantly negative, though with a more dispersed distribution. A clear majority (54.0%) disagreed, and a further 4.0% strongly disagreed, meaning 58.0% did not affirm consistent enforcement.

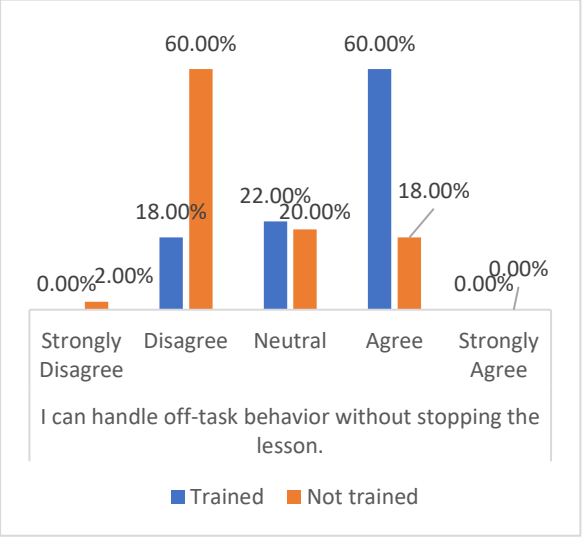

Chart 8

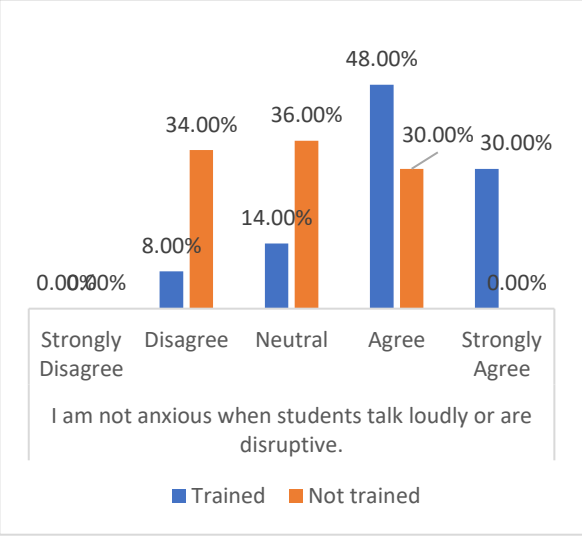

Chart 9

The third behaviour-management item assesses a more sophisticated skill: the ability to address off-task behaviour without interrupting the flow of instruction. Trained teachers' responses concentrate in the positive but moderate range. A clear majority (60.0%) agreed that they can manage off-task behaviour without halting the lesson, with 22.0% neutral and 18.0% disagreeing. Untrained teachers' responses are overwhelmingly negative. A decisive 60.0% disagreed, and a further 2.0% strongly disagreed, meaning 62.0% did not affirm the ability to manage off-task behaviour seamlessly. The modal response, by a wide margin, is "Disagree," indicating that for most untrained teachers, addressing off-task behaviour entails stopping or disrupting the lesson. The fourth behaviour-management item shifts from behavioural practice to teachers' emotional response to disruption. The statement was: "I am not anxious when students

talk loudly or are disruptive." Trained teachers' responses are strongly skewed toward emotional confidence. A combined 78.0% agreed that they are not anxious when students are disruptive, with only 8.0% disagreeing and 14.0% neutral. The answers of untrained teachers are much more spread out and noticeably less confident. The largest categories are “Neutral” (36.0%) and “Disagree” (34.0%), indicating that 70.0% of untrained teachers are either anxious or unsure of their feelings toward disruption.

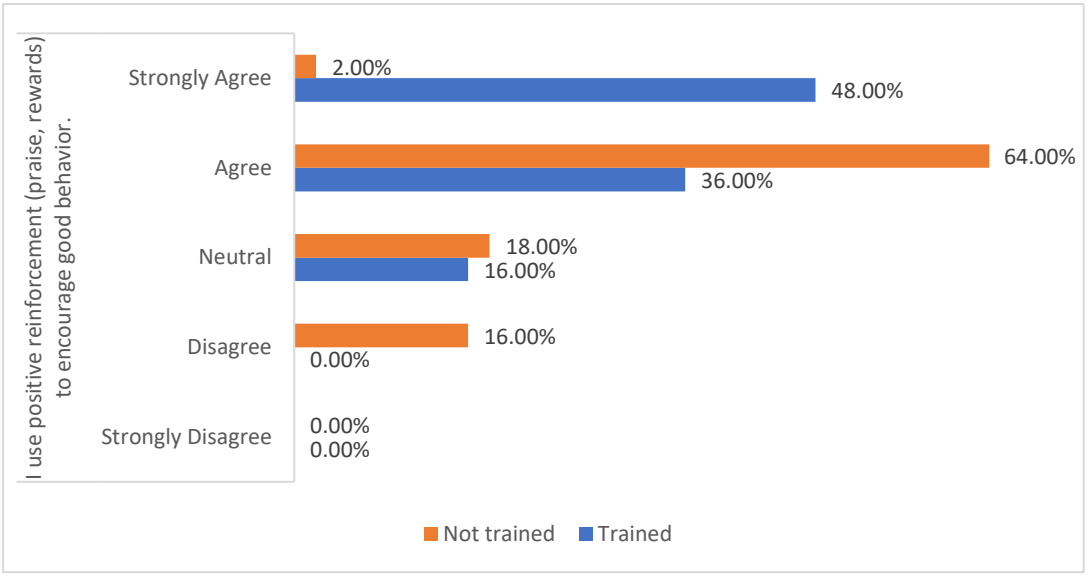

Chart 10

This fifth behaviour-management item examines the use of positive reinforcement to encourage good behaviour. The statement was: "I use positive reinforcement (praise, rewards) to encourage good behavior." Trained teachers' responses are unanimous in their positivity: the 48.0% strong-agreement figure is the highest recorded for trained teachers across every item analyzed in this study to date, and the complete absence of disagreement is matched only by the earlier time-allocation item. This indicates that positive reinforcement is not merely practiced but strongly endorsed as a core strategy by virtually all trained teachers. The responses of untrained teachers present a notably different profile. While a majority (66.0%) were positive (64.0% agreeing and 2.0% strongly agreeing), this is achieved almost entirely through moderate agreement. A substantial minority disagreed (16.0%), and 18.0% were neutral. Moreover, this is the first and only item in the study on which untrained teachers registered a higher "Agree" response than trained teachers (64.0% vs. 36.0%); a reversal of the pattern observed on every other item.

Section Three: Instructional Management

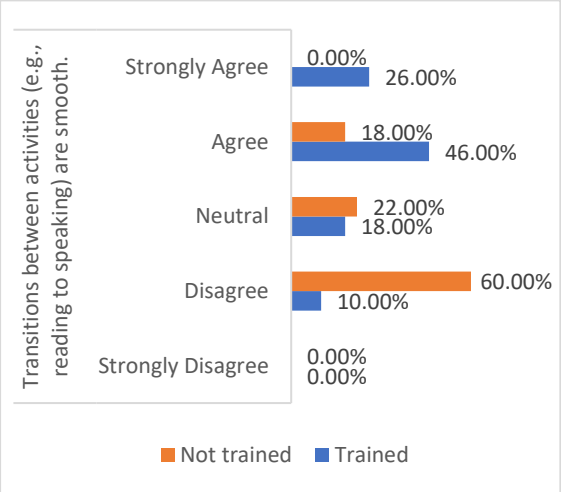

Chart 11

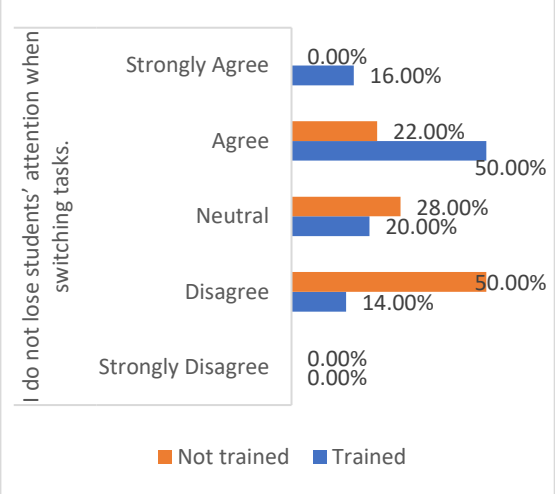

Chart 12

The first item opens the instructional management section of the study by examining the smoothness of transitions between activities. The statement was: "Transitions between activities (e.g., reading to speaking) are smooth." Trained teachers' responses are concentrated at the positive end of the scale. A combined 72.0% agreed (46.0%) or strongly agreed (26.0%) that transitions between activities are smooth, with "Agree" as the modal response. A further 18.0% were neutral, and 10.0% disagreed, while no trained teacher (0.0%) selected "Strongly Disagree." Untrained teachers' responses are overwhelmingly negative. A decisive 60.0% disagreed that transitions are smooth. Only 18.0% agreed, and 22.0% were neutral. The second instructional management item examines teachers' ability to maintain student attention when switching between tasks. The statement was: "I do not lose students' attention when switching tasks. Trained teachers' responses lean clearly positive. A combined 66.0% agreed that they do not lose students' attention when switching tasks, with "Agree" as the modal response by a substantial margin. The 16.0% strong-agreement figure is moderate relative to some earlier items, suggesting that attention retention during task switches is a confident but not universally mastered skill among trained teachers. Untrained teachers' responses are predominantly negative. Exactly half of them disagreed that they maintain student attention during task switches. A further 28.0% were neutral, and only 22.0% agreed. The modal response is “Disagree,” which means that half of the untrained teachers find that changing tasks causes a loss of student attention.

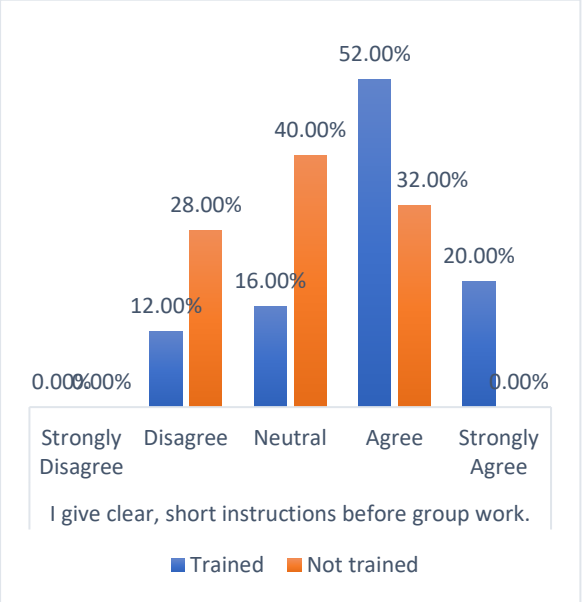

Chart 13

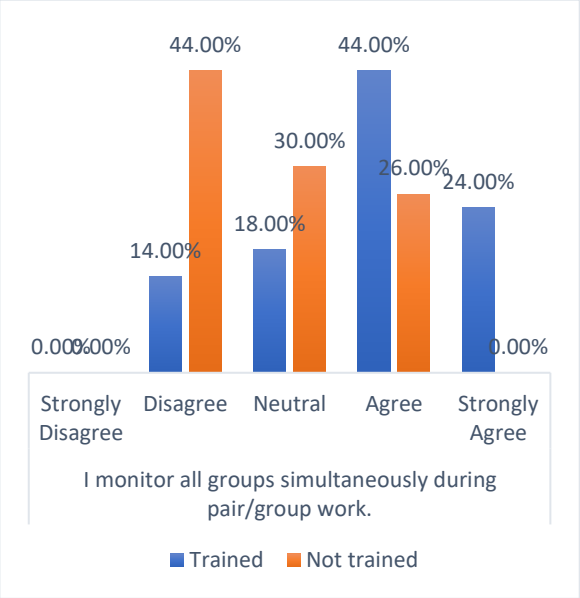

Chart 14

The third statement was: “I give short clear instructions before group work.” Trained teachers' responses are predominantly positive. A combined 72.0% agreed (52.0%) or strongly agreed (20.0%) that they give clear, short instructions before group work, with "Agree" as the modal response by a wide margin. indicating that instruction-giving is a well-established practice for the large majority of the trained teachers. The responses of untrained teachers present the most dispersed pattern observed among the instructional management items. The largest single group (40.0%) was neutral, meaning two-fifths of untrained teachers were unwilling to affirm or deny that their instructions are clear and short. The data on simultaneous monitoring during pair/group work reveal a substantial trained–untrained gap consistent with the broader instructional management findings: 68.0% of trained teachers agreed (44.0%) or strongly agreed (24.0%) that they monitor all groups simultaneously, with only 14.0% disagreeing and 18.0% neutral, whereas untrained teachers were predominantly negative; 44.0% disagreed, 30.0% were neutral, and only 26.0% agreed, with no untrained teacher (0.0%) strongly agreeing. The figure suggests that training courses successfully transmit monitoring as a valued instructional practice and professional identity, with trained teachers demonstrating both broad endorsement and, for nearly a quarter, strong confidence in their ability to circulate among and oversee multiple groups.

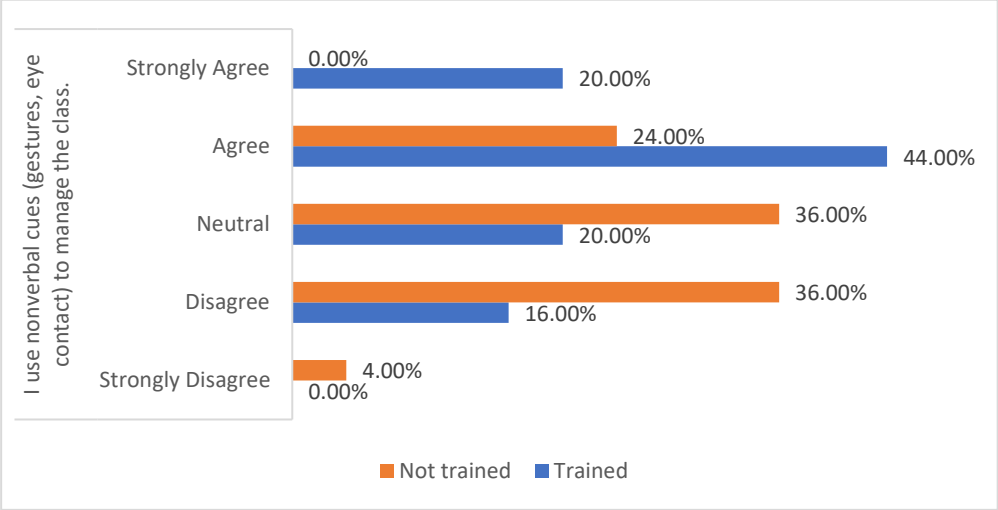

Chart 15

This fifth instructional management item examines the use of nonverbal cues, such as gestures, eye contact, and related paralinguistic signals to manage the class. The statement was: "I use nonverbal cues (gestures, eye contact) to manage the class." Trained teachers' responses lean positive. A combined 64.0% agreed that they use nonverbal cues to manage the class, with "Agree" as the modal response. A further 20.0% were neutral, and 16.0% disagreed, while no trained teacher (0.0%) selected "Strongly Disagree." The answers of untrained teachers are varied and mostly of a negative or doubtful character. The two largest responses are both 36.0% for disagreement and neutrality, so 72.0% of untrained teachers did not positively affirm using nonverbal cues.

Section Four: Physical Environment & Resource Management

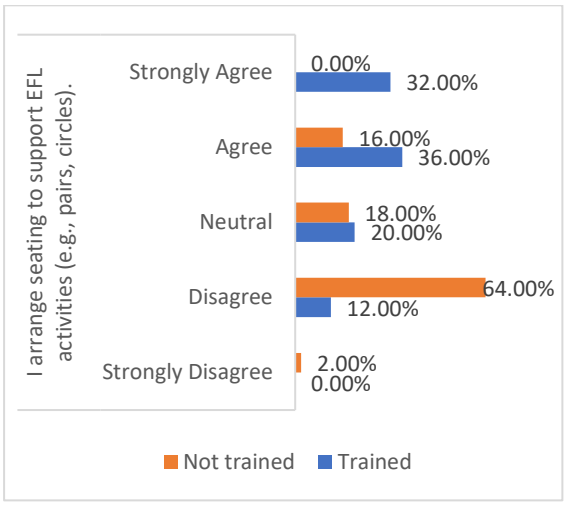

Chart 16

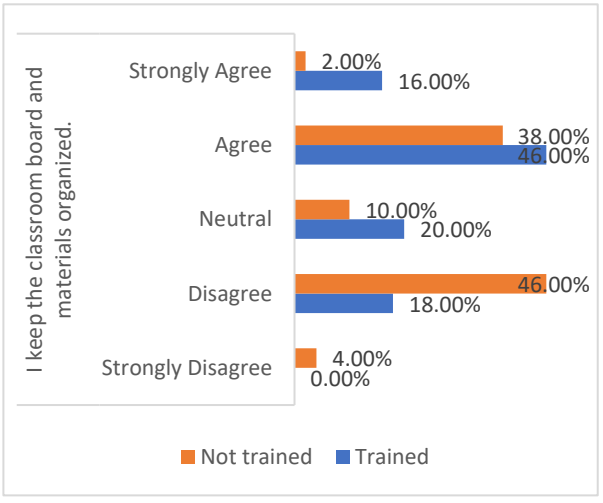

Chart 17

The first item opens the physical environment and resource management section of the study by examining teachers' strategic arrangement of classroom seating to support EFL

activities such as pair work and circle formations. Trained teachers' responses are strongly skewed toward the positive end of the scale. A combined 68.0% agreed that they arrange seating to support EFL activities, with a further 20.0% neutral and only 12.0% disagreeing, suggesting that strategic seating is not merely practiced but strongly valued as a pedagogical decision by the trained teachers. Untrained teachers' responses are overwhelmingly and decisively negative. Nearly, 64.0% disagreed that they arrange seating to support EFL activities, and a further 2.0% strongly disagreed, meaning 66.0% did not affirm the practice. The second physical environment and resource management item examines the organization of the classroom board and instructional materials. The statement was: "I keep the classroom board and materials organized." Trained teachers' responses lean positive. 62.0% agreed that they keep the board and materials organized (with “Agree” as the modal response). There were further 20.0% neutral and 18.0% disagreed. No trained teacher (0.0%) chose "Strongly Disagree". Untrained teachers' responses are predominantly negative but exhibit considerable variation. A plurality disagreed that they keep the board and materials organized, with a further 4.0% strongly disagreeing. This means that precisely half (50.0%) did not affirm the practice.

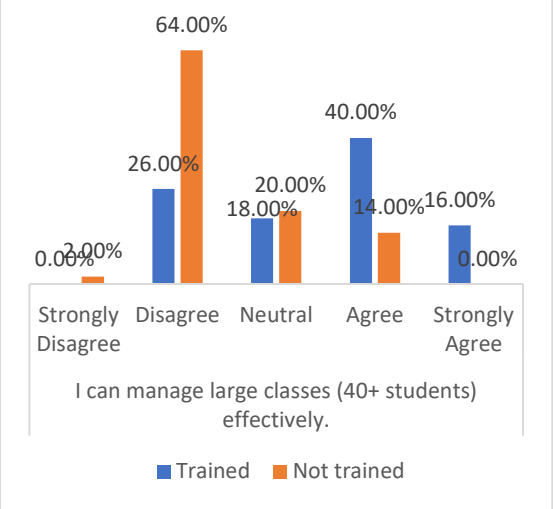

Chart 18

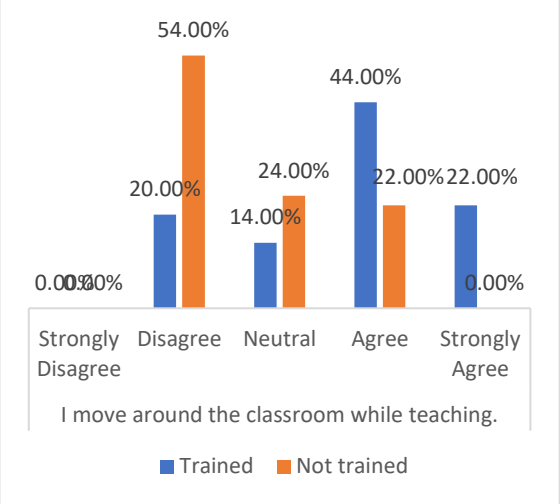

Chart 19

The third physical environment and resource management item examines teachers' perceived ability to manage large classes of 40 or more students effectively. The statement was: "I can manage large classes (More than 40 students) effectively." Trained teachers' responses are mixed but lean positive. A combined 56.0% agreed (40.0%) or strongly agreed (16.0%) that they can manage large classes effectively, with "Agree" as the modal response. However, a substantial 26.0% disagreed while 18.0% were neutral. The 26.0% disagreement figure is striking: more than a quarter of trained teachers do not feel they can manage large classes effectively, despite their training. Untrained teachers' responses are overwhelmingly negative. Nearly two-thirds disagreed that they can manage large classes effectively. The fourth physical environment and resource management item was: "I move around the classroom while teaching." Trained teachers' responses lean positive. A combined 66.0% agreed (44.0%) or strongly agreed (22.0%) that they move around the classroom while teaching, with "Agree" as the modal response, indicating that mobility is a well-established practice for the majority but not universal

among the trained teachers. Untrained teachers' responses are predominantly negative. A clear majority (54.0%) disagreed that they move around the classroom while teaching, indicating that for most untrained teachers, instruction is likely delivered from a fixed position, typically the front of the classroom.

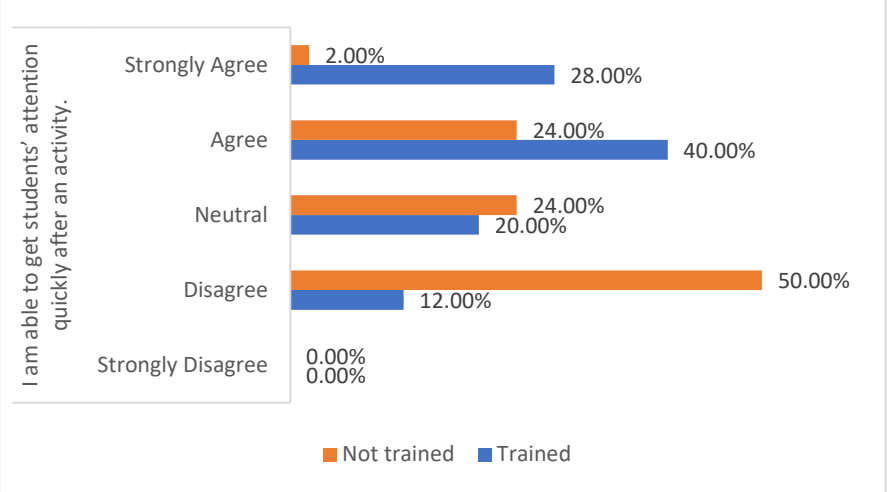

Chart 20

This fifth item for physical environment and resource management looks at how quickly teachers get students back on task following an activity. The reactions of trained teachers are very positive. 68.0% agreed that they could get their attention back quickly; the modal response was “Agree”. The answers of non-trained teachers are mostly negative. Exactly half (50.0%) disagreed that they could regain attention quickly, with no untrained teacher (0.0%) selecting "Strongly Disagree." A further 24.0% were neutral, 24.0% agreed, and only 2.0% strongly agreed. The modal response is “Disagree,” which means that for half of the untrained teachers, regaining the class’s attention after an activity is a slow or difficult process.

B) Classroom observation findings

This section reports findings from the classroom observation part of the study, which was conducted to triangulate teachers’ self-reported perceptions with observed classroom practice. The teachers' beliefs and self-assessments of classroom management skills were obtained from the questionnaire data, and the observations were intended to see if these self-reports were visible in actual classroom behavior. Findings from observations were organized around the four classroom management domains that were examined in the questionnaire: (a) time management, (b) behavior management, (c) instructional management, and (d) physical environment and resource management.

Time Management: According to the observation of the researcher, the trained teachers generally exhibited more deliberate temporal structuring. In observed lessons of trained teachers, activity segments were usually marked by explicit time references, and in most trained teachers’ classes there were countdowns or signal-based pacing. Lessons of untrained teachers were more

likely to include open-ended activity segments, with activities extending beyond the time allocated and, in some cases, the summary/closure phase being omitted altogether as the bell approached. The observation data supported the self-report findings from the questionnaire survey. However, the observed frequency of explicit timing techniques among trained teachers seemed somewhat lower than their self-reported strong agreement.

Behavior Management: There was a section in the classroom observation protocol regarding rule visibility. Rules or expectation displays were visible in most cases in observed trained teachers' classrooms, and teachers explicitly referenced expectations during lessons. In classrooms of untrained teachers, rules were rarely posted, and behavioral expectations appeared to be communicated implicitly or reactively. It was difficult to see consistent consequence enforcement in single lessons, because some classes had so few incidents of misbehavior requiring consequences, but when disruption did occur, trained teachers tended to respond with brief, low-key redirection, while untrained teachers more often suspended instruction to address behavior at length. Both groups demonstrated positive reinforcement; however, their quality differed. In the classroom, praise from trained teachers was generally specific and behavior-focused, whilst untrained teachers' praise was more general and less frequent.

Instructional Management: The most striking trained–untrained contrast was found in the smoothness of the transition. Trained teachers typically signaled transitions between activities in advance, used procedurally efficient transitions, and used attention-retention techniques during lessons. In the lessons of the untrained teachers, transitions were often punctuated by dead time, such as distributing materials while the students waited, loss of attention, and repeated requests for clarification. Following the self-report pattern, instructions were given before group work but with a key nuance: some untrained teachers gave instructions that were clear but verbose, suggesting that brevity and sequencing, not just clarity, could be the issue, consistent with the high neutrality seen among untrained teachers on this item. It was difficult to monitor reliably during group work in large classes. However, preliminary impressions are that trained teachers circulated more systematically, whereas untrained teachers tended to stay at the front or become absorbed in one group.

Physical Environment and Resource Management: The researcher found that seating arrangement produced the most visible contrast between the trained and untrained teachers' groups. In the trained classrooms, most lessons involved reorganization of many seating arrangements for pair or group activities, whereas in the untrained classrooms, fixed row-column seating predominated and group activities were carried out within the existing rows. This is strongly supported by the questionnaire findings. The board organization of the classroom was tentatively in line with self-reports, but the contrast was not so pronounced as for seating in the questionnaire survey results. Many untrained teachers were sometimes organized but less often sequenced to support stages of lessons. Teacher mobility showed a clear observed difference, with trained teachers more often and purposefully moving around the classroom, whereas untrained teachers mostly taught from the front. Trained lessons were found to have faster and more routine attention recapture after activities, while untrained lessons were slower, with teachers tending to rely on raising their voices.

VI. DISCUSSION

The findings of this study reveal a consistent and substantial association between training status and self-reported classroom management competence across four domains: time management, behavior management, instructional management, and physical environment and resource management. In every domain, trained teachers reported stronger practices than untrained teachers, with gaps ranging from 18 to 60 percentage points in positive endorsement and near-total absence of strong agreement among untrained teachers on most items. However, a critical interpretive caveat must frame this discussion: self-reported data from Bangladeshi teachers frequently do not present an accurate picture of actual classroom practice. This phenomenon, the divergence between what teachers report and what occurs in classrooms, has been documented extensively in Bangladeshi educational research and is attributable to a complex interplay of cultural, institutional, and methodological factors. Research on Bangladeshi teachers has repeatedly found that self-reported practices diverge from observed classroom behaviour. Studies employing classroom observation and teacher questionnaires have documented systematic overreporting of desirable practices, particularly those related to communicative language teaching (CLT), learner-centered pedagogy, and classroom management strategies promoted in training (Hamid & Baldauf, 2008; Rahman et al., 2018; Hoque et al., 2023). Teachers report using group work, pair work, and positive reinforcement much more than is recorded by observers (Youwen, 2018; Karim & Mohamed, 2019). Bangladeshi society is characterized by strong collectivist values, hierarchical relationships, and the importance of “face” (saving face and giving face) in social interaction (Ahmed, 2024). In educational research, these values are expressed in several ways. First, teachers may perceive questionnaires, particularly those given by researchers affiliated with institutions or training programs, as evaluative instruments and answer in a way they believe will present them as professionally competent (Rahman et al., 2018). Secondly, the cultural value of maintaining harmonious relationships and positive self-image may hinder the admission of difficulties, especially in terms of classroom management challenges that may be seen as professional inadequacy (Haque et al., 2023). The Islamic notion of ‘izzat’ (honour/dignity) plays a role in the unwillingness to acknowledge weaknesses, particularly in self-assessment in writing (Khan, 2024). This may explain the near-total absence of "Strongly Disagree" responses among trained teachers across almost all items; a distributional pattern more consistent with social desirability than with genuine unanimity of practice. Besides, teachers who have completed training courses may feel implicit pressure to demonstrate that the training "worked," that is, to report practices aligned with training content. This creates a form of ‘allegiance bias ', wherein trained teachers over-report training-consistent practices to validate their investment of time and effort (Hawley & Valli, 1999).

Conversely, untrained teachers may report practices reflecting the traditional, teacher-centered pedagogy they were socialized into, not necessarily because they endorse it, but because it represents the normative professional identity available to them (Hamid, 2010). The findings indicate that trained teachers have internalized the discourse of contemporary classroom management; they know what good practice looks like and identify with it. This is a necessary, if insufficient, condition for changed practice (Guskey, 2002). The variation within trained

teachers' responses (high confidence on seating and attention recapture; lower confidence on large-class management and consistent enforcement) is unlikely to be entirely artefactual. It plausibly reflects genuine differences in the difficulty and contextual feasibility of different competencies. The high neutrality among untrained teachers on several items (instruction-giving, monitoring, nonverbal cueing) is difficult to explain purely as social desirability; if anything, social desirability would push toward agreement. Neutrality here may genuinely reflect the absence of a reflective framework for self-assessment, which is itself a consequence of not having undergone training. Even if absolute levels are inflated, the relative ordering of items and the consistency of the trained–untrained gap across domains and results from the classroom observation data suggest that training is associated with something real, whether practice, knowledge, confidence, or professional identity. The most important implication of this discussion is that training courses appear to be successful at transmitting knowledge and discourse about classroom management; trained teachers know the vocabulary and endorse the principles. This doesn't align with longstanding critiques of Bangladeshi teacher training as overly theoretical and insufficiently practice-based (Hamid, 2010; Farooqui, 2014; Rahman & Pandian, 2018). Training courses should therefore continue to prioritize enactment-focused components: extended practicum placements with structured observation and feedback, micro-teaching with video analysis, and coaching/mentoring during the early career phase. Knowledge of time-saving strategies does not automatically produce their use under the pressures of a 50-student classroom; repeated, supported practice does (Darling-Hammond et al., 2017). The findings also suggest that training content may not adequately address the realities of Bangladeshi classrooms. Training has to include large-class pedagogy: whole-class choral techniques, peer tutoring, group task design for fixed furniture, and effective monitoring routines for crowded classrooms (Shamim & Kuchah, 2021). If some strategies cannot be used within the constraints, the training should give teachers realistic alternatives, not idealized models that they cannot follow.

VII. CONCLUSION

This study found substantial and consistent associations between training status and secondary-level EFL teachers' self-reported classroom management competence across time, behaviour, instructional, and physical environment domains. Trained teachers consistently reported stronger practices than untrained teachers, with particularly large gaps in the use of time-saving strategies, seating arrangement, teacher mobility, and transition smoothness. However, the discussion has argued that these self-report findings must be interpreted with considerable caution in the Bangladeshi context, where cultural norms of face and social desirability, institutional accountability pressures, and methodological factors systematically inflate teachers' reported practices relative to observed reality.

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