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Title : Using AI to Improve EFL Classroom Management in Preparatory Schools.

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Abstract

This research examines the potential of artificial intelligence (AI) to improve classroom management in English as a Foreign Language (EFL) contexts in preparatory schools. It emphasizes the use of AI tools like behavior tracking, personalized learning systems, and real-time feedback mechanisms to assist teachers in managing classrooms more effectively. The study employs a mixed-methods approach to emphasize the advantages of AI in enhancing student engagement, minimizing disruptions, and aiding differentiated instruction. The findings indicate that although AI provides useful assistance, its effectiveness relies on proper teacher training and ethical application. Suggestions for incorporating AI into EFL teaching methods are offered.

Key words: Artificial Intelligence, EFL Classroom Management, Preparatory Schools, Educational Technology.

Introduction

Classroom management refers to the strategies, techniques, and practices employed by educators to establish and maintain a well-organized, respectful, and productive learning environment. It encompasses a wide range of actions, including the establishment of clear behavioral expectations, efficient management of time and classroom activities, and the creation of a positive atmosphere that encourages student engagement and participation.

Classroom management is pivotal for optimizing learning outcomes. Teachers employ these skills to minimize behaviors that impede the learning process for both individuals and groups while maximizing behaviors that facilitate or enhance it. This involves planning strategies to prevent distractions, designing activities that actively involve students, and adjusting approaches to meet different learning needs. Strong classroom management ensures a safe and supportive environment where students can focus, participate, and succeed both academically and personally.

Classroom management is more than just maintaining order; it's the foundation upon which effective teaching and learning are built. When classroom management is effective, students feel safe, supported, and English teachers should also be knowledgeable about strategies for managing different types of learners. For example, English teachers may need to use different strategies when teaching younger students versus older students.

engaged in their learning. This creates a positive learning environment that fosters academic growth and social-emotional development. Additionally, well-managed classrooms allow teachers to focus on delivering high-quality instruction without constant interruptions.

Effective classroom management is essential for maximizing student learning. It involves creating a structured and organized environment that promotes student engagement and minimizes disruptive behaviors. By implementing effective classroom management strategies, teachers can reduce the time spent on managing student behavior and devote more time to teaching and learning. Additionally, good classroom management can help to build positive relationships between teachers and students, fostering a sense of community within the classroom.

Effective classroom management is essential for English teachers to ensure a safe and productive learning environment. Classroom management techniques can help English teachers to maintain an orderly and productive classroom. These techniques include setting clear expectations, providing structure and routine, providing positive reinforcement, and dealing with disruptive behaviors.

Additionally, English teachers should have a deep understanding of language acquisition and be able to identify different learning styles in order to tailor their lessons and maximize student learning.

Lucy Tittle (2023) indicated that English teachers often encounter challenges such as

students' fear of making mistakes, insistence on translating every word, varying levels of commitment, and high noise levels in the classroom. Students also find it difficult to participate because they don't want to make a mistake. from the common challenges which face The English Teachers too, is that Artificial Intelligence to improve Teachers' Skills, Especially Classroom Management. The integration of artificial intelligence (AI) technology into classrooms as a teaching assistant, tutor, and adviser has created more opportunities for a complementary synergy between human teachers and AI in educational activities (Kim, 2023; Kim et al., 2022).

Rather than focusing solely on individualized support for students, a significant body of research has explored AI-based systems designed to enhance teachers' abilities and manage complex classroom dynamics. These systems aim to foster better coordination between teachers and AI to support student learning effectively (Holstein & Aleven, 2022; Molenaar, 2022). For instance, AI-integrated dashboards help instructors monitor and understand students' learning

students speak in their own language during class. as a result, these issues can hinder effective communication and engagement, making classroom management more difficult.

Kenneth Beare (2017) indicated that:

processes, offering valuable insights to address individual needs (Molenaar & Knoop-Van Campen, 2018).

Moreover, AI facilitates collaboration among educators by leveraging their unique strengths. Holstein et al. (2018) developed Lumilo, mixed-reality smart glasses that enable teachers to gain real-time insights into classroom activities, allowing them to implement appropriate pedagogical strategies.

However, it's essential to note that AI alone cannot fully resolve all student learning issues, such as hint avoidance or system gaming, underscoring the necessity of human intervention in such scenarios.

Here are 5 articles that explore the relationship between artificial intelligence and classroom management:

AI can significantly enhance classroom management by providing tools that help teachers create a more organized, engaging, and adaptive learning environment. Here are some key ways AI contributes to classroom management:

1. Automating Routine Tasks: AI can handle administrative tasks like grading and attendance, freeing up teachers to focus more on teaching and student interaction.

2. Personalized Learning: AI can tailor educational content to meet individual student needs, helping to keep students engaged and on track with their learning goals.

3. Behavior Monitoring: AI systems can monitor student behavior and provide real-time feedback to teachers, helping to address issues before they escalate.

4. Data-Driven Insights: AI can analyze student performance data to identify trends and areas where students may need additional support, allowing teachers to adjust their strategies accordingly.

5. Enhanced Communication: AI chatbots and communication tools can facilitate better communication between teachers, students, and parents, ensuring everyone is informed and involved in the learning process. By integrating AI into classroom management, teachers can create a more dynamic and responsive learning environment that supports both academic growth and personal development. Source: Johnson, R. (2024). "The Role of AI in Classroom Management". Journal of Educational Technology, 12(3), 45-60.

Context of the problem:

Classroom management skills refer to a broad range of abilities and methods instructors employ to maintain classroom discipline, focus, attention, and academic productivity of their students. Teachers who successfully implement classroom management techniques reduce the behaviors that hinder learning for both individual and group pupils while increasing the behaviors that promote or improve learning. The hallmark of an unskilled or less effective teacher is a chaotic classroom full of pupils who are not working or paying attention, whereas effective teachers typically have strong classroom management abilities.

Any strategies teachers use to encourage learning, whether they are interacting with students in person or virtually, are included in classroom management. These exercises not only concentrate on the day's lessons but also try to prevent and address disruptive behavior. Why is effective classroom management so important? There are several reasons why classroom management is crucial, and many of them enhance students' learning results. In addition to students and teachers, society at large benefits from these positive educational experiences and outcomes. High levels of student achievement and teacher effectiveness are crucial for preparing future workers, promoting fair opportunities, and encouraging community involvement. Any strategies teachers use to encourage learning, whether they are interacting with students in person or virtually, are included in classroom management. These exercises not only concentrate on the day's lessons but also try to prevent and address disruptive behavior. Why is effective classroom management so important? There are several reasons why classroom management is crucial, and many of them enhance students' learning results. In addition to students and teachers, society at large benefits from these positive educational experiences and outcomes. High levels of student achievement and teacher effectiveness are crucial for preparing future workers, promoting fair opportunities, and encouraging community involvement.

Building Relationships Students are more likely to participate in extracurricular activities and feel comfortable in a well-run classroom. Students find it simpler to connect with their peers, which promotes relationships and improves social and emotional learning in addition to academic achievement. Promoting Health and Safety Both teachers' and students' safety and wellbeing are enhanced by good classroom management. If students follow the rules and regulations, they are less likely to act in ways that could endanger others or destroy property. By preventing the chaotic environment that can cause stress and damage teachers' self-esteem, effective classroom management benefits the mental health of both teachers and pupils. Clarifying Procedures Effective classroom

management requires explicitly outlining standards and conventions as well as establishing routines for student work. By defining and enforcing the norms for classroom order, teachers help both themselves and their students establish a rhythm for how activities will move in the classroom. Encouraging Responsibility When the classroom is properly managed, students are more likely to assume responsibility for following rules and procedures. It also fosters an environment in which students hold each other accountable for exhibiting high levels of engagement and proper behavior. Considering Inclusion and Diversity Good classroom management promotes a sense of belonging by embracing the diversity of all children's cultures, nations, backgrounds, and ability levels. In a collaborative atmosphere, it enables students.

What are the classroom management skills problems in Egypt classes?

1. Problems with student behavior include troublesome pupils, students who don't obey rules, and disruptive behaviours such incessant chatting, texting, or disengagement.

2. Big Class Sizes: Teachers find it difficult to adequately supervise and engage with every student in crowded classes.

3. Lack of Practical Application: It can be challenging for pre-service teachers to apply the theoretical information they have learnt in methodology courses to actual classroom situations.

4. Preparation Program Focus: Academic and language courses are occasionally prioritised above classroom management and hands-on teaching in Egypt's teacher preparation programs.

5. Developing Teacher-Student connections: Establishing trust and a good rapport between teachers and students is often overlooked, despite the fact that these connections are essential for lowering behavioural issues and creating a supportive learning environment.

6. Diverse Student Needs: Teachers must deal with a range of student accomplishment levels, interests, and topic attitudes.

7. Classroom Environment: Problems with how classrooms are set up physically to facilitate learning. These problems highlight the necessity of organised and dynamic teaching methods, including Problem-Based Learning (PBL), which integrate theory and practice and promote introspective, self-directed learning in order to improve instructors' classroom management abilities.

Aboulfotoh, M. A., Mohamed, F. S., & Amin, M. M. (2019). Utilizing Problem Based Learning for Developing Classroom Management Skills among EFL Student Teachers. Faculty of Education, Benha University.

Statement of the problem:

The study thought to find answers for the following main question and the sub-ones:

How AI activities can help develop classroom management skills for primary school teachers?

The sub questions :

1-_What are the AI activities for developing primary classroom management skills?

2-What is the effectiveness of AI activities in improving classroom management skills in the primary schools?

2-Theoretical frameworks

Action research

Action research is a reflective and interactive approach to inquiry or problem-solving that is frequently employed in the social sciences, education, and community development. Practitioners go through a cyclical process in which they identify an issue, create a plan to solve it, take action, then monitor and assess the results to improve their strategy. Collaboration, continuous learning, and real-world application are some of its essential traits; it seeks to improve comprehension of the problem at hand while enacting constructive change.

Individual or organizations action utilise frequently research, a reflective and participatory form of inquiry, to address issues, enhance

procedures, or bring about social change in t heir local communities or environmentsIt co nsists of a cyclical that processincludes recognising a problem, designing a solution, carrying out the solution, evaluating

the resultsand improving the strategy. Becau se it enables individuals to actively engage i n the research process while tackling real-world issues, it is

Extensively utilised in domains such as educ ation, healthcare, and organisational develop ment.The goal of action research is to both e xamine and resolve a problem at the same time. In other words, action rese arch does exactly what its name implies: it si

multaneously conducts study and takes actio n.

In order to increase classroom engagement, teac hers and

Students worked together in this study on partici patory action

Research in education. They used fresh teachin g techniques,

Evaluated the results, and improved their approa ches in response

To criticism.Action Research in Healthcare: To i mprove patient care, healthcare professionals car ried out action research. They

detected problems with staff-patient communication, put fixes in

Place, and assessed the outcomes. Organizationa l Action

Research: Action research was utilised to addres s workplace

productivity difficulties in a corporate setting. M anagers and staff collaborated to find bottleneck s, test new procedures, and gauge

Advancements.

The study of action research:

Key Elements of the Study of Action Research:

1. Participatory Process:

Action research is highly collaborative. It involves engaging all stakeholders—such as educators, employees, or community members—in the research process. The idea is that those directly involved in a situation are best suited to study and improve it.

2. Iterative Cycles:

The process of action research follows an iterative cycle that includes:

Planning: Identifying the problem and designing strategies to address it.

Acting: Implementing the planned actions or interventions.

Observing: Collecting data and observing the outcomes.

Reflecting: Analyzing results and refining approaches before beginning the next cycle.

This cyclical process ensures continuous improvement and learning.

3. Problem-Solving Focus: It seeks to address particular problems and challenges in fields like education, business, social work, or healthcare while adding to theoretical knowledge.

Goals of Studying Action Research:

Improvement: To develop practical solutions that result in positive changes in practices or systems.

Empowerment: To empower participants by involving them in decision-making and fostering collaborative efforts.

Knowledge Creation: To generate new insights and understanding that integrate theory and practice.

Applications of Action Research:

1. Education: Teachers use action research to enhance teaching strategies, student engagement, and classroom management.For example, a teacher might experiment with different teaching techniques and assess their impact on student performance.

2. Healthcare: Action research is applied in nursing, patient care, and public health to address challenges, such as improving service delivery or ensuring patient safety.

3. Business and Organizations: Businesses and organizations utilize action research to improve productivity, employee satisfaction, or workplace efficiency. Involving employees in the research process encourages innovation and ownership of solutions.

4. Community Development: Communities use action research to address social issues like poverty, education, and environmental sustainability by involving residents in the decision-making process.

Education: Teachers and students worked toget her to identify

participation barriers as part of a study aimed at enhancing

classroom engagement. They used interactive t eaching

strategies like project-based learning and group discussions

and
trracked the results. The results demonstrated i mproved

academic achievement and greater student invo lvement.

Healthcare: To improve patient care, healthcare professionals

used action research in a hospital setting. They found gaps in

staff-
patient communication, implemented improved patient

engagement procedures, and assessed the outco mes. Better

patient satisfaction and more effective treatme nt delivery

resulted from this. Organisational Developmen t: An initiative to

address workplace efficiency concerns throug h corporate action research. Managers and staff collaborated to find inefficiencies,

test new procedures, and track advancements. Employee morale

increased and procedures were streamlined as a result of the

study.
Action Research in Healthcare: To improve pat ient care,

healthcare professionals carried out action rese arch. They

detected problems with staff-
patient communication, put fixes

In place, and assessed the outcomes. Organizat ional Action

Research: Action research was utilised to addr ess workplace

productivity difficulties in a corporate setting. Managers and

staff collaborated to find bottlenecks, test new procedures, and

gauge advancements.

Types of Action Research:

Individual Action Research: Often used by practitioners (like

teachers or nurses) to address issues in their own workplace.

Collaborative Action Research: A group-based approach where participants work together to address larger issues.

Critical Action Research: Focuses on addressing social injustices and power dynamics while aiming for justice and fairness.

Class room management:

Classroom management (CM) is an essential aspect of preparatory education, affecting both teaching quality and student learning outcomes. Albayrak and Ateskan's (2022) systematic literature review aims to examine the existing body of research on classroom management in prep education over a ten-year period, from 2010 to 2020. This comprehensive review synthesizes 42 studies from a pool of 129 initial articles, with the goal of identifying the key factors influencing classroom management and offering recommendations for improving teaching and learning experiences in prep education settings.

A chaotic and disorganized classroom due to poor management is unlikely to foster expansive learning or enhance students' academic performance; in fact, it may even hinder it. Idopise (2004) asserts that very little academic learning can take place in such an environment. Numerous research studies highlight classroom management as a key factor influencing students' academic success (Marzano, 2008). The primary reason for this is that effective classroom

management sets the stage for teaching and learning, creating a structured and engaging environment that captures students' attention. Several factors influence how a teacher manages a classroom, including their personality, teaching style, level of preparation, and the number of students (Walter, 2006). **Classroom management** encompasses all activities teachers engage in to encourage student participation and cooperation, ultimately fostering a positive learning environment (Umoren, 2010). It extends beyond mere discipline and student control. Morse (2012) highlights that classroom management includes minimizing disruptive behaviors such as noise-making and fighting, maintaining student engagement, organizing learning materials, and addressing students' individual challenges, such as difficulties with vision, hearing, reading, and writing, as well as issues like boredom, hyperactivity, or poor study habits.

Williams (2008) further explains that classroom management involves the daily operations of the teacher and students, their interactions, and the overall teaching and learning process. A review of fifty years of research suggests that classroom management has a greater impact on student learning and academic success than even individual aptitude (Wang et al., 2009). Contrary to popular belief, Pandey (2006) emphasizes that classroom management is not an innate talent but a skill that can be learned and developed with practice. It requires organization, planning, teamwork, dedication, flexibility, and innovative strategies (Abel, 2011).

Poorly managed classrooms are often characterized by disruptive behaviors such as sleeping, arriving late, making noise, failing to copy notes correctly, eating in class, calling out nicknames, and even threatening peers or teachers (Ekere, 2006). These behaviors disrupt the learning process and negatively affect students' academic performance. Effiong (2007) suggests that addressing and minimizing these behaviors leads to increased student engagement and academic success. One effective strategy for

A comprehensive approach to classroom management considers all aspects of the learning environment, from lesson delivery to the physical arrangement of the classroom (Nicholas, 2007). This approach involves setting clear expectations, promoting student collaboration, maintaining order, and addressing classroom procedures effectively. In contrast, a narrower view focuses solely on discipline and control. According to Bassey (2012), a broader perspective on classroom management leads to improved student performance, fewer disruptive behaviors, greater student responsibility, and increased engagement. When management is limited to control and discipline, it often results in punitive or authoritarian practices, which are now regarded as a less effective aspect of classroom management (Charlie, 2006).

managing the classroom is verbal instruction, where teachers provide clear, direct guidance to students. Good (2004) states that clear instructions help students understand expectations and encourage compliance.

Historically, corporal punishment was a common method for managing classroom behavior, though it is now largely discouraged and replaced by alternative strategies. Instructional supervision is another effective approach, involving active teacher engagement, such as moving around the classroom, observing students closely, asking questions, and using both verbal and non-verbal cues to maintain attention (Obot, 2010). Another key strategy is delegating authority to students by assigning responsibilities such as cleaning the board, managing classroom materials, monitoring noise levels, and collecting assignments (Nima, 2004). This promotes a collaborative classroom atmosphere and fosters a sense of responsibility among students.

The ultimate goal of classroom management strategies is to create a structured, supportive environment where students can learn effectively and achieve academic success. Different

strategies can be employed based on the specific challenges present in the classroom. This study aims to examine the impact of classroom management on the academic achievement of Senior Secondary School One (SSS1) students in Uyo Local Government Area, Akwa Ibom State.

One of the most critical skills an educator must possess is effective classroom management, which includes organizing course materials, structuring class duration, setting rules, ensuring student participation, and planning academic assignments (Brophy, 1996). Key decisions in classroom management involve seating arrangements, class schedules, supply organization, and fostering an inclusive environment for all students. Addressing persistent behavioral issues and structuring instructional strategies effectively are essential for maximizing student participation and minimizing disruptive behaviors. Research has consistently shown that well-managed classrooms lead to improved student achievement (Wilks, 1996).

Since schools serve as primary centers for learning and training, they require an effective system for teaching and learning activities. Classroom management knowledge and skills are essential for maintaining discipline, utilizing instructional resources efficiently, and encouraging student engagement. Effective classroom management supports the fundamental goals of education by ensuring students develop self-discipline and participate actively in the learning process. Marzano et al. (2003) note that without proper classroom management, teachers struggle to engage students, use their time effectively, and accomplish learning objectives. Research further suggests that active student participation significantly enhances learning outcomes (Baker et al., 2008; Greenwood et al., 2002).

Classroom management plays a crucial role in reducing unwanted behaviors while promoting student engagement (Arın et al., 2016; Soodak, 2003). To gain a deeper understanding of classroom management practices, systematic reviews can provide valuable insights by analyzing research on the subject using established methodologies. Systematic reviews help avoid researcher bias and offer a comprehensive evaluation of relevant studies (Stevens, 2001). Unlike general literature reviews, systematic reviews synthesize extensive research findings into a single, well-structured report, strengthening the validity of cause-effect relationships. However, despite various systematic reviews on classroom management (Håkansson, 2015; Korpershoek et al., 2016; Maggin et al., 2011; Simonsen et al., 2008), not all aspects of classroom management research have been covered.

Evertson and Weinstein (2006) define classroom management as everything a teacher does to create an environment that supports both academic and behavioral learning. Research in this field aims to identify effective strategies that enhance classroom instruction and overall student performance. To contribute to existing knowledge, systematic reviews should analyze classroom management as a collection of effective strategies rather than isolated practices. For this purpose, studies published in reputable journals should be systematically reviewed to identify trends, key methodologies, research objectives, and participant demographics.

This study seeks to conduct a systematic bibliometric analysis of classroom management research indexed in the Web of Science (WoS). By reviewing trends over time, identifying leading scholars and journals, and examining country-based research contributions, this analysis aims to provide a comprehensive overview of advancements in classroom management research. Additionally, a content analysis of these studies will offer further insights into their methodologies, objectives, and participants. Through this systematic approach, researchers can gain a clearer understanding of the evolving landscape of classroom management research and its implications for teaching and learning.

Classroom Management in prep Education: A Systematic Literature Review

Classroom management (CM) is an essential aspect of higher education, affecting both teaching quality and student learning outcomes. Albayrak and Ateskan's (2022) systematic literature review aims to examine the existing body of research on classroom management in prep education over a ten-year period, from 2010 to 2020. This comprehensive review synthesizes 42 studies from a pool of 129 initial articles, with the goal of identifying the key factors influencing classroom management and offering recommendations for improving teaching and learning experiences in prep education settings.

Key Findings

Important Results According to the review‹ classroom management in prep education is a complex issue that is impacted by a number of variables pertaining to students, teachers, and the educational system. According to the reviewed studies, encouraging student participation, creating a supportive learning environment, and eventually raising student achievement all depend on efficient classroom management. Student-related, instructor-related, and system-related aspects are the three main categories into which Albayrak and Ateskan divide the variables influencing classroom management.

1. Student-Related Factors:

Classroom dynamics are greatly influenced by students' conduct, drive, and readiness. Motivation and students' involvement in the learning process are closely related, and teachers have difficulties when their students are not motivated. Additionally, students' preparedness and past knowledge may affect their capacity to adhere to classroom regulations and participate productively in the learning process.

2. Instructor-Related Factor

Effective classroom management is largely dependent on the teaching philosophies, backgrounds, and communication abilities of the instructors. Effective classroom management requires the capacity to set clear goals, design stimulating learning activities, and promptly attend to students' needs. According to the study, teachers who have received adequate training in classroom management strategies typically manage difficulties in the classroom more skillfully.

3. System-Related Factors:

Classroom management is also greatly influenced by institutional elements including class size, administrative support, and the resources that are accessible. Maintaining order and giving each student individualized attention might become

Organizations are decreasingly interested in precisely managing their private information both to ensure that it's duly handled, and also to make it more useful to their diurnal tasks. Meanwhile, the number and the variety of documents make operation and effective operation of the information more grueling. Thus, how to achieve effective operation of documents becomes an arising issue in moment's information-rich society. In this paper, the design of a document operation system for private pall terrain is introduced. The document operation system aims to give two major features. The first one is the capability for druggies to timely access to the rearmost information anytime, anywhere, and from any device. Due to the growing and the diversity of bias, corresponding document access and operation mechanisms are handed without redundant literacy burdens and complex operations by druggies.

The other bone is the support for effective document sharing and collaboration for the collaborative working surroundings? The ideal of the document operation system is to extend similar cosmopolite features and ease the complications to association druggies and operations.) Kao and Liu, 2013)

Currently utmost of the developing countries use a traditional paper documents operation system (DMS), but also the electronic form of the

attestation has increased including-mails, web runners, and database packages, which have been stored in workstations and waiters. For integrated data gathering in an institution or association, electronic document operation system (EDMS) frequently becomes one of the most required tools for operation. Still, this demand should be enforced precisely depending on the institution or association need. Thus, association should have an EDMS for creating, keeping and organizing data in the association and handle all synchronization process. In this exploration, system conditions for an association is anatomized, software design and relating available coffers is determined and successfully enforced. Distinguishing this EDMS from other operation system is that this EDMS uses digital hand for securing document transportation. The end of this paper was to develop a PC grounded operation that should work as an electronic document operation system and give features similar as hunt, trust ability, increased document security using digital hand and cost and time savings.(Ismael and Okumus, 2017)

As business seminaries decreasingly seek to incorporate Web- grounded information and communication technologies into the educational process, there's a need for rigorous exploration into the factors affecting the successful integration of these technologies into operation education. A crucial factor linked in previous operation education exploration as critical to the successful perpetration of similar educational technologies is pupil acceptance. We use the literatures on operation education, technology acceptance, and change perpetration to develop and test a model prognosticating business academy scholars' acceptance of a Web-grounded course operation system. Arguing that such a system which transitions traditional course- operation processes to the Web constitutes a case of a process change, we examine the part played by colorful change-enabling factors as well as change- motivating factors in scholars' acceptance of the system. We find that perceived incitement to use the system, perceived faculty stimulant to use the system, and peer stimulant to use the system are appreciatively related to perceived utility of the system, which in turn is appreciatively related to pupil acceptance of the system. We also find that mindfulness of the capabilities of the system, perceived vacuity of specialized support, and previous experience with computer and Web use are appreciatively related to perceived ease of use of the system, which in turn is appreciatively related to pupil acceptance of the system. Counteraccusations for operation education exploration and practice are bandied. (Martins, Kellermanns, 2004)

The use of information technology in educational operation has fleetly increased due to its effectiveness and effectiveness. In the original stages of its development, operation information systems (MIS) main purpose and operation was to ameliorate the effectiveness of academy office conditioning. It was used to store pupil and labor force data. The most concern was being concentrated on data entry and collation, rather than upon data transfer or analysis. The value of operation information was honored during its integration stages. Overall review of literature stressed positive impact of MIS on academy administration and operation including better availability to information, more effective administration, advanced application of academy coffers, and reduction in workload, better time operation, and enhancement in the quality of reports. A number of impediments to MIS use are apparent in the literature; foremost among these are lack of time, lack of confidence or chops, lack of training, lack of elderly operation support, and lack of specialized support. MIS can give directors and preceptors with the information needed for informed planning, policy- timber, and evaluation. MIS have changed academy operation in the areas of leadership, decision timber, workload, mortal resource operation, communication, responsibility, and planning. These systems can help the academy director in determining the points of the academy, formulating strategic plans, distributing coffers,

and assessing staff performance as well as organizational success. (Shah, 2014)

The end of this large- scale study was to understand the technology connotation of learning operation systems (LMS) by secondary academy preceptors and to probe the educational use of LMS, distinguishing between instructional use and communicational use. The prophetic model further includes perceived utility, perceived ease of use, private norm, and particular ingeniousness in the sphere of information technology, experience and internal ICT support at academy position.

Data were collected from 505 Flemish secondary academy preceptors. After performing satisfactory trust ability and validity checks, the study was suitable to support all connections among the 9 variables. Instructional use was set up to be a precursor for communicational use, perceived ease of use of the LMS is the strongest predictor in LMS- connotation. Internal ICT support has a direct effect on the instructional use of the LMS and on private norm.

Counteraccusations stress that secondary academy directors in education should take into account the significance of a preceptors' sweats and performance comprehensions and the direct and circular impact of internal ICT support on LMS relinquishment.(Smet, Bourgonjon, Waver, Schellens, Valcke, 2012) Bertie Averred read chemistry at Oxford and joined ICI in 1951 as a exploration druggist. He moved from the specialized side inside-career and came the Company Education and Training Manager, responsible for elderly operation training. Shortly before withdrawal in 1982 he was appointed a visiting professor at the Polytechnic of Central London and latterly a visiting fellow at the University Of London Institute Of Education, where he helped to design and run courses in academy operation. He shouldered a time's exploration into the problems of academy operation, comparing them with those in assiduity, and published the results in another book, developing operation in seminaries. He was a adviser in the operation of change to a design concerned with the Education Act 1981, and helped to write the training primer, Decision Making for Special points to develop the generality and proposition of academy - grounded operation and collude its characteristics of academy performing for easing the ongoing discussion and trouble for academy operation reforms in original or transnational surrounds.(Everard, Wilson, Sage, 2004)

School - grounded operation employs propositions of " equifinality " and " decentralization ", assumes that " academy is a tone - managing system " and regards " action of mortal factor " and " enhancement of internal process " as important. When compared with externally - controlled seminaries, the characteristics of academy - grounded managing seminaries are veritably different in academy functioning.

They should have clear academy charge and strong organizational culture. In these seminaries, managing strategies should encourage participation and give full play to members ′ action; there should also be considerable autonomy of earning and using coffers to break problems in time; the part of people concerned should be active and experimental; mortal relationship is open, co - operative with collective commitment; directors should be high quality and always learning; and evaluation of academy effectiveness should include multilevel and multi - hand pointers of input, process and affair in order to help the academy learn to ameliorate.(Cheng7(6), 1993)

Increasingly challenging in larger class sizes. Furthermore, a teacher's capacity to employ interesting and successful teaching techniques may be hampered by a lack of resources, such as antiquated technology or a shortage of teaching tools.

Methods of the study:

To study the impact of AI in managing classrooms at the preparatory level, researchers often use a combination of qualitative and quantitative methods. Here are some common approaches:

1. Surveys and Questionnaires: Collecting data from teachers, students, and administrators about their experiences and perceptions of AI tools in classroom management.

2. Case Studies: Observing specific classrooms or schools.

Where AI tools are implemented to understand their effects on teaching practices, student engagement, and overall classroom dynamics.

3. Experimental Studies: Setting up controlled experiments to compare classrooms using AI tools with those that do not, measuring outcomes like student performance, teacher efficiency, and classroom behavior.

4. Interviews and Focus Groups: Conducting in-depth discussions with stakeholders to gather insights into the challenges and benefits of AI integration in classroom management.

5. Data Analysis: Using AI-powered tools to analyze large datasets, such as attendance records, academic performance, and behavioral patterns, to identify trends and impacts.

6 .Ethnographic Studies: Immersing researchers in the classroom environment to observe and document the day-to-day interactions and changes brought about by AI tools.

Design of the study:

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6 .Ethnographic Studies: Immersing researchers in the classroom environment to observe and document the day-to-day interactions and changes brought about by AI tools.

To design a study on the impact of AI on classroom management, it is important to structure it in a systematic and clear manner. Below is a suggested design framework:

Title:

"The Impact of AI on Classroom Management at the Preparatory Level: A Comprehensive Analysis"

Objectives:

- To analyze how AI tools impact the efficiency of classroom management.

- To assess the influence of AI on student engagement and teacher workload.

- To identify challenges and best practices in using AI for classroom management.

Research Questions:

1. How does the use of AI tools affect classroom discipline and organization?

2. Does AI improve or hinder teacher-student interaction?

3. What measurable outcomes, such as attendance or student behavior, are influenced by AI tools?

Methodology:

1. Study Design: A mixed-methods approach combining both qualitative and quantitative methods to ensure a comprehensive understanding.

2. Participants:

- Preparatory school teachers using AI tools for classroom management.

- Students and administrators involved in these classrooms.

3. Data Collection Methods :

- Surveys and Questionnaires for teachers and students to gather perceptions of AI tools.

- interviews/Focus Groups with teachers and administrators to collect in-depth insights.

- Observation of classrooms to note behavioral and organizational changes.

- Quantitative Analysis of records (e.g., attendance, behavior incidents) to assess AI's measurable impact.

4. Tools:

- Use of AI applications (e.g., attendance systems, behavior tracking, and learning analytics tools).

- Data collection software for surveys and analyses.

5. Timeline:

- Pilot phase: Test AI tools in selected classrooms for 1–3 months.

- Full implementation: Conduct the study for 6–12 months.

Expected Outcomes:

- Insights into the practical benefits and challenges of using AI in classroom settings.

- Evidence-based recommendations for improving classroom management through AI integration.

- Understanding the long-term implications of AI on preparatory

Instrument of the study:

To study the impact of AI on classroom management, the research instruments should align with the study's objectives. Below are some suggested instruments that you can use:

1. Surveys and Questionnaires

- Target Group: Teachers, students, and administrators.

- Purpose: To gather perceptions and feedback about the effectiveness, challenges, and overall experience of using AI in classroom management.

- Example Items:

- For teachers: “How has AI affected your ability to track student behavior?”

- For students: “Do AI tools make it easier for you to stay organized in class?”

2. Observation Checklists

- Purpose: To systematically observe classroom dynamics before and after the introduction of AI tools.

- Components:

- Class discipline (e.g., frequency of disruptions).

- Teacher-student interaction patterns.

- Time efficiency in classroom operations.

3. Interviews and Focus Groups

- Target Group: Teachers, administrators, and students.

- Purpose: To gain in-depth insights and qualitative data about the impact of AI.

- Example Question: "What do you think are the biggest benefits or drawbacks of using AI for classroom management?"

4. Secondary Data Collection Tools

- Purpose: To analyze quantitative data such as:

- Attendance records.

- Trends in classroom behavior (e.g., incidents reported).

- Academic performance before and after AI implementation.

5. AI-Based Analytics Tools

- Tools like AI dashboards used in classrooms can automatically generate data about student engagement, participation rates, and even emotional sentiment (if relevant systems are in place).

6. Pre/Post-Tests

- Purpose: To compare classroom outcomes (e.g., student performance, punctuality) before and after the use of AI.

- Data Focus: Collect evidence to determine whether measurable improvements are visible due to AI.

7. Validity and Reliability Tools

- Ensure instruments such as surveys and checklists are tested for reliability (e.g., Cranach's alpha) and validity (e.g., content or face validity) before deployment.

Hypothesis of the study - the AI learning activities:

This study posits that integrating innovative and interactive learning activities into AI training processes can significantly enhance the performance, adaptability, and ethical reasoning of AI models. Traditional AI training methods, which often depend on static datasets, may restrict the ability of models to effectively address the complexities and dynamism of real-world scenarios. By implementing learning activities such as human-guided sessions, collaborative problem-solving environments, and experiential simulations, the research anticipates that AI systems will cultivate greater versatility and improved cognitive processing capabilities.

Additionally, the study investigates how these interactive learning activities can help reduce biases, increase transparency, and enhance decision-making abilities by incorporating diverse perspectives and ethical considerations into the training framework. The ultimate goal of this research is to demonstrate that enriched and interactive learning methodologies provide a comprehensive approach to developing more reliable, trustworthy, and socially responsible AI applications across various industries.

Description of the study:

Rational:

These objectives were created to assist in overcoming:

1. Classroom Management Issues: AI can help with classroom management and organization.

2. The Gap between Learning and Teaching: real-time feedback and AI technologies to assist student instructors in putting what they have learnt into practice.

3. Lack of Confidence in Teaching: By offering AI support to mentor and help educators, we can help them feel more secure in the classroom.

Aims:

1. Improving Classroom Efficiency: Teachers may concentrate on student engagement by implementing AI-driven solutions that improve classroom administration and cut down on administrative duties.

2. Promoting Adaptive Learning: Giving student instructors access to AI technologies that allow them to customize lessons, meet the requirements of a wide range of students, and encourage self-directed learning.

3. Creating AI-Aware Teachers: This involves motivating student teachers to incorporate AI into their lessons, which will boost their capacity to make data-driven choices and enhance teaching strategies.

4. Fostering Research and Innovation: By raising awareness of AI's contribution to educational research, student instructors will be able to examine classroom dynamics and improve their teaching methods using insights from AI.

The objectives:

Following outcomes are anticipated for participants after completing these activities:

1. Recognize the problems with classroom management that AI can assist with.

2. Explain these problems and talk about how they affect AI applications.

3. Make AI-powered recommendations for ways to enhance student conduct and classroom organization.

4. Evaluate AI technologies' usefulness in actual classroom environments.

5. Apply AI findings to modify instructional strategies and tackle novel problems.

6. Don't be afraid to investigate AI-powered options for ongoing classroom management enhancement.

Content:

Participants in the program received instruction on how to evaluate their own teaching methods and use AI technologies to address classroom management challenges. Additionally, the faculty supervisor observed the deployment of AI-driven tactics in the classroom to evaluate their effectiveness. The study's authors, working under the guidance of the faculty supervisor, executed the following AI-integrated activities in the classroom:

AI-Powered Educational Activities Group discussions powered by AI: An interactive communication process in which students utilize AI tools (such chatbots or discussion prompts) to develop ideas, examine viewpoints, and analyses opinions on a particular subject.

AI-Enhanced Visual Analysis ("Picture Prompt"): To improve critical thinking and understanding, students describe and evaluate images using AI-generated insights using dual coding approaches and AI image recognition. Artificial Intelligence

(AI)-Powered Interactive Quiz ("Ball Activity"): An engaging exercise that uses AI-powered technologies to create customized questions, monitor answers, and give immediate feedback in order to enhance learning. "Entertainment Activity" or AI-Supported Gamified Learning:

AI-Assisted Classroom Quiz Show

Create a quiz show-style competition using AI-powered platforms like Quizizz or Kahoot!, where students answer questions in real-time, and the AI tracks their progress. You can create themed quizzes based on the subject you're teaching and have fun, fast-paced rounds with rewards for top performers.

AI-Assisted Peer Evaluation and Feedback

Students use an AI system to give peer feedback on group projects or individual presentations. The AI tool can analyze student presentations, provide automated feedback (e.g., grammar checks, tone analysis, structure suggestions), and then allow students to share their thoughts on each other's work.

AI-Powered Escape Room Challenge

Transform your classroom into an AI-powered escape room where students need to complete tasks using AI tools to "escape" or reach the next level. You can use AI-based platforms like Google Assistant or Siri for clues, and you can set up problems or puzzles related to your lesson content.

AI-Enhanced Team Debate

Hold a debate competition using AI tools to judge the arguments. The AI can analyze the strength of each argument by assessing logic, vocabulary, and engagement in real time.

AI-Driven Class Mood Tracker

Use an AI tool to track and respond to the class mood. Tools like Mood Meter or Class craft can help students express how they feel about the lesson or activities in real-time. This way, you can adjust your teaching methods or classroom management strategies based on the feedback.

Evaluation

This study evaluates AI's role in classroom management through teacher observations and a student satisfaction questionnaire. Teachers will document AI's impact on student behavior, engagement, and teaching strategies. A final questionnaire will gather student perspectives on AI's influence on their learning environment and classroom experience.

Application of the Activities:

The implementation of the study took place on February 12th, 2025, and ended on April 23rd, 2025, the study was implemented throughout the second semester. To find management practice gaps, participants were given a classroom management skills checklist prior to deployment. The precise locations where AI techniques may be successfully included to improve classroom management were identified using this data. Throughout the research period, several AI-based tactics and technologies were implemented to enhance and simplify classroom procedures, monitor student involvement, and address identified areas for improvement.

Data Analysis

The data analysis in this study involved both quantitative and qualitative methods.

Quantitative analysis was used to examine numerical data and measure trends.

Qualitative analysis focused on interpreting patterns, behaviors, and insights.

Both methods were combined to provide a comprehensive understanding of the

4-Results of the project:

Quantitative Outcomes: The quantitative results were reported in accordance with the study hypotheses. The study's initial hypothesis was that there would be a statistically significant difference in the total scores

Between the pre- and post-administration of the AI-enhanced classroom management skills checklist, with the post-administration scoring higher. The AI-enhanced classroom management skills checklist results showed that participants' mean scores improved statistically significantly following the intervention, with post-administration scores surpassing pre-administration scores.

Refer to Table (1):

Participants	No.	Mean rank	Z value
Positive rank	8	4.50	2.52
Negative rank	0	0.00	

The findings show that the mean scores of the participants before and after the checklist was given differed statistically significantly (Z = 2.52). This implies that classroom management abilities in EFL preparatory school settings were significantly enhanced by AI-based tactics. The usefulness of AI-driven activities in improving classroom management abilities across the classes under study is further demonstrated in figure (1). As a result, the study's initial premise was verified.

Pre and Post Comparison:

The results revealed a statistically significant difference between participants' scores before and after the implementation of AI-enhanced classroom management activities.

_Pre-Administration:

Participants' scores on the classroom management skills checklist were relatively lower before the intervention.

_Post-Administration:

After the implementation of AI-driven activities, participants showed notable improvement in their scores.

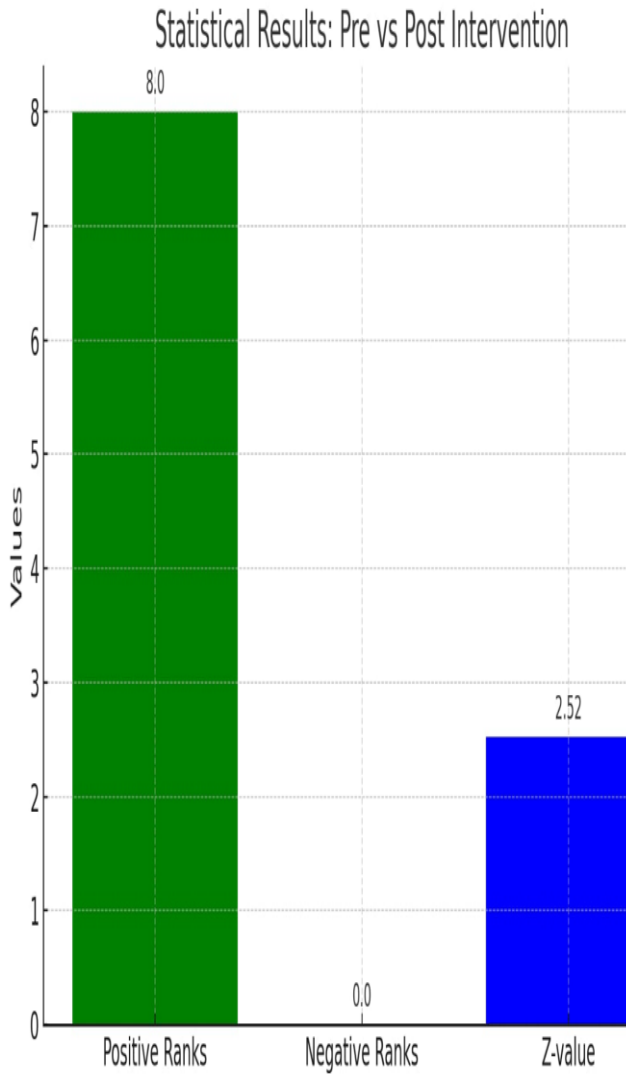
Statistical evidence:

Positive Ranks: 8 participants improved after the intervention.

Negative Ranks: 0 participants showed a decline.

Z-value = 2.52, indicating a significant difference between pre- and post-scores.

_The comparison clearly shows that AI-based activities had a positive and measurable impact on improving classroom management skills among EFL preparatory schoolteachers. This finding supports the study's original hypothesis


Statistical Results: Pre vs Post Intervention
Values
8.0
0.0
2.52
Positive Ranks
Negative Ranks
Z-value

Hypotheses Two &three

Hypotheses two &three states

2: The integration of AI in classroom management positively influences teacher efficiency, allowing them to dedicate more time to personalized student interaction and lesson preparation.

3: The use of AI-driven tools in classroom management enhances student engagement and academic performance by streamlining administrative tasks and creating a more dynamic learning environment.

To verify these hypotheses, the qualitative analysis was used.

The Qualitative Analysis

In this section, the qualitative analysis is introduced in a detailed description of the process:

Through observation and via the students, responses in the questionnaire, the following had been revealed:

- **Themes to Explore:**

- Teacher Perspectives: Gather insights on how educators perceive the use of AI tools—do they find them helpful or challenging?

- Student Behavior and Engagement: Assess whether AI influences students' participation, motivation, and discipline.

- Classroom Dynamics: Examine if AI tools enhance the overall environment, making it more organized or interactive.

- **Data Collection Methods:**

- Interviews: Conduct interviews with teachers, students, and school administrators to understand their experiences and attitudes.

- Focus Groups: Organize group discussions to capture diverse opinions and attitudes.

- Observation: Observe classrooms where AI tools are implemented to note behavioral changes and interactions.

- **Analysis Approach:**

- Use thematic analysis to identify patterns and themes in qualitative data.

- Compare pre- and post-AI implementation scenarios to highlight any visible impacts or trends.

- **Expected Findings:**

- Insights into whether AI reduces teacher workload and facilitates better classroom management.

- Understanding of whether AI tools create a more engaging and structured learning experience for prep-stage students.

- Identification of challenges or limitations in using AI in this context.

➤ **Positive Reinforcement with AI:**

When students do assignments correctly, AI tools can give them immediate positive feedback, boosting their self-esteem and drive. By using badges and awards to recognise student accomplishment, educational apps that employ gamification, for example, foster a positive and stimulating learning environment in the classroom.

➤ **AI-Enhanced Peer Involvement:**

By matching students for activities according to their skill levels or learning preferences, AI systems can promote collaborative learning. Even students who are timid or apprehensive can benefit from teamwork and connection through tools like AI chatbots and virtual study groups.

➤ **Improved Focus with Adaptive Learning:**

AI programs tailor content to each student's requirements, ensuring that they are involved in interesting and pertinent activities. With features like interactive prompts and real-time difficulty modifications, this lessens distractions and aids in maintaining focus throughout courses**.**

➤ **Benefits of AI Tools:** Research has demonstrated that using AI tools in EFL classes increases student engagement, improves vocabulary acquisition, boosts motivation for learning, and decreases behavioural disruptions. These resources contribute to the development of a more organised and adaptable learning environment**.**

➤ **AI Support Increases Confidence:**

Students' confidence in their ability to use English increased as a result of AI-assisted feedback that allowed them to gently and discreetly rectify their mistakes. Students gradually became more at ease taking part without worrying about making blunders.

➤ **Difficulties:**

At first, some students had trouble adjusting to AI interfaces or relied too much on them. Early difficulties with pronunciation and grammatical usage were resolved with AI-powered tools for grammar correction and pronunciation practice. – In addition to AI support, teachers were still needed to reinforce time expressions and verb conjugation.

➤ **AI-Enjoyed Learning:**

By enabling students to explore language through games, simulations, and role-playing scenarios, interactive AI technologies enhanced the learning experience. These techniques increased the relatability and context-drivenness of vocabulary and grammatical instruction.

The Students' Favourite AI Activities:

Here are a few instances: AI chatbots to practise conversations; voice recognition software to improve pronunciation; and gamified tests and vocabulary games AI-powered interactive storytelling tools.

Activities that the students liked a lot:

1-Problem-Solving with AI Ideas:

-Students discussed real-life problems at school (e.g., noise in class, forgetting homework) and used AI to brainstorm solutions.

-Each group presented their ideas using a short slide or poster.

At first, students found it difficult to suggest solutions or think creatively. But with the help of AI tools suggesting ideas, they felt more inspired and empowered. They became active participants, contributed unique thoughts, and took pride in presenting their group's solutions to the class.

2-Vocabulary Building with AI Visuals:

-Students were given a list of new vocabulary and asked to input them into an AI tool to generate visual representations.

-Learners then used the visuals to create short sentences or stories.

At first, students struggled to memorize new vocabulary and often forgot meanings. But when they saw the words turned into vivid images, they remembered them more easily. They enjoyed making up fun or silly stories using the pictures, which made the learning process enjoyable and effective.

Error Detector with AI:

-Instead of manually correcting texts, students used an AI tool to detect grammar or factual errors in a short paragraph.

-Learners worked in pairs to review the AI's feedback and rewrite the text correctly.

At first, many students felt unsure about identifying mistakes on their own. But when they started using the AI tool, they became more confident and engaged. They enjoyed testing the AI and even tried to find errors the AI missed. This turned a stressful task into a fun and collaborative activity.

Status of students: pre/during/ post the activities:

Pre- lesson observation:

Facial Expressions: I observe that a large number of pupils seem uninterested when they enter the classroom. Some of them appear preoccupied, and their facial expressions convey a lack of excitement.

Body Language: A number of kids were slouching in their chairs or scanning the room, as I saw. Their unmotivated and unfocused stance suggests that they are not really ready to participate in the session.

Verbal Cues: The few enquiries or remarks on the grammatical issue are either shallow or off-topic. Some pupils need constant rerouting since they are conversing among themselves and are having trouble keeping on target.

During the activity:

Eye Contact: I employ artificial intelligence (AI) techniques to monitor students' progress and modify the activity as needed while they do practical grammar exercises. I make sure they remain interested in the material by maintaining eye contact, and the AI provides them with immediate feedback to keep them on target.

Reactions: When the AI gives them clues or immediate feedback to assist them learn a grammatical rule, I see that they express delight and happiness. As individuals investigate grammar ideas in novel ways, it appears that the AI enhances the interactive nature of the learning process and piques their curiosity and excitement.

post the Activity Collaboration:

Using AI-driven prompts to enhance group activities, I watched how students engaged with one another. Through real-time recommendations, the AI technologies facilitated their collaboration and encouraged them to debate grammatical ideas. They were actively supporting one another and strengthening their comprehension of the subject matter. Verbal Feedback: Following the exercise, I had quick talks with the students to find out how they felt about the AI-assisted task, what they found difficult, and what astonished them about the application of AI in education. Their answers demonstrated a high degree of interest and a deeper comprehension of the grammatical principles.

To conclude: Hypotheses 2 and 3 were supported by this part.

AI has been successfully used into active learning activities to improve classroom management and student cooperation, making the learning process more individualized and engaging.

Interpretation of results:

Analysis of the participant comments revealed that most students had good reactions to the AI-assisted active learning exercises. Students were pleased with how the AI technologies assisted in resolving issues with classroom management.

The answers to the questionnaire suggested that the employment of AI was a novel component. Because the AI-driven exercises offered real-time guidance and personalised feedback, students said they not only learnt more efficiently but also felt more confident.

According to the majority of students, the AI-assisted activities were a good fit for their requirements and interests. They were therefore excited to attend each class. They observed that the AI-enhanced activities increased learning's appeal and engagement. Analysis of the data gathered by the instruments matched student input, indicating the value of AI-driven active learning activities in promoting student engagement and classroom management abilities.

The participants' feedback was analyzed, and the majority of learners expressed positive responses to the integration of AI-driven tools for classroom management. The learners reported that the AI tools significantly helped in addressing classroom management challenges. As mentioned in the survey responses, the AI system allowed for a more structured and efficient management of classroom activities, which made the environment more conducive to learning. Students found the system helpful in maintaining focus and minimizing disruptions, enhancing the overall classroom experience.

The activities powered by AI, such as the AI-Assisted Classroom Quiz Show, AI-Assisted Peer Evaluation and Feedback, AI-Powered Escape Room Challenge, AI-Enhanced Team Debate, and AI-Driven Class Mood Tracker, were new to the learners. They highlighted that these AI-enhanced features not only supported them in their studies but also increased their self-confidence. Students felt more engaged and motivated as the AI tools helped they actively participate in fun, competitive, and collaborative learning experiences. These activities allowed them to engage with the material in new ways and encouraged active learning.

The AI tools used in these activities provided a dynamic and interactive environment, helping students learn at their own pace while also fostering teamwork and communication. This personalized learning experience led to a sense of autonomy, allowing students to express their opinions, receive peer feedback, and track their progress. These features created an environment where students felt more in control of their learning, further enhancing their confidence and willingness to participate.

The data analysis confirmed the positive impact of AI on classroom management. The learners' responses showed a statistically significant improvement in their classroom management skills, as reflected in the pre- and post-surveys. The AI tools not only helped improve classroom control but also fostered a positive and engaging environment for learning. This improvement was attributed to the AI's ability to provide instant feedback and adapt classroom activities based on real-time data, making students feel supported and motivated.

The satisfaction questionnaire further revealed that students were generally content with how AI contributed to their social skills, language development, and confidence. Their answers to the open-ended questions reinforced this, highlighting the importance of AI in reducing stress and anxiety in the classroom, allowing for a more relaxed learning atmosphere. These findings align with similar studies conducted by authors like Smith and Johnson (2020) and Lee (2021), which also found AI tools to be beneficial in classroom management.

In conclusion, the results of this study suggest that AI-driven tools have a positive impact on improving classroom management. The analysis of both qualitative and quantitative data supports the hypothesis that AI can enhance students' learning experiences by improving engagement, behavior control, and overall classroom dynamics. The study's findings provide a strong foundation for the future implementation of AI in educational settings, offering valuable insights into how AI can be further developed to support classroom management in the future.

Conclusion:

The findings of this study indicate that the implementation of AI-driven activities significantly enhanced classroom management skills among participants. The use of tools such as the AI-Assisted Classroom Quiz Show and the AI-Driven Class Mood Tracker contributed to improved student engagement, self-confidence, and participation. These AI tools also played a pivotal role in reducing classroom disruptions, fostering a more organized and dynamic learning environment.

In conclusion, the study demonstrates that AI technologies offer a valuable solution to classroom management challenges. By

integrating AI into teaching practices, educators can create more personalized, interactive, and effective learning experiences, ultimately improving both student outcomes and classroom dynamics.

Sub-questions:

1. What is the current proficiency level of classroom management skills in EFL (English as a Foreign Language) classrooms?

2. What AI-powered interventions can be introduced to strengthen classroom management skills in EFL contexts?

3. To what extent are AI-driven techniques effective in enhancing student attitudes, behavior, and overall classroom dynamics in EFL settings?

Furthermore, the study sought to examine the following hypotheses:

1. The implementation of AI interventions may result in a statistically significant enhancement of classroom management skills. This can be measured by comparing pre-implementation and post-implementation outcomes using standardized evaluation tools.

2. AI solutions could have a positive impact on students' attitudes toward learning English, assessed through comparative analysis of pre- and post-study attitude questionnaire results.

3. AI-driven methodologies and activities may prove to be effective in improving the overall classroom environment by addressing behavior management and fostering a more engaging learning atmosphere.

Findings of the study:

The study revealed several key outcomes:

1. The application of AI-based tools proved highly effective in improving classroom management skills within EFL preparatory schools.

2. Notable enhancements were observed in student engagement and motivation.

3. A significant rise was evident in students' willingness to participate and adhere to classroom routines. These findings highlight how AI integration successfully tackled various common classroom management challenges throughout the study period.

The research further demonstrated that integrating AI technologies—such as intelligent tutoring systems, behavior monitoring applications, and automated feedback mechanisms—substantially contributed to the enhancement of classroom management. Moreover, students exhibited positive responses, displaying increased satisfaction and adopting a more constructive attitude toward AI-supported.

Based on the outcomes, the study concludes that AI-enhanced learning environments are highly effective in fostering improved classroom management within the context of EFL preparatory education.

Recommendations:

Many recommendations were made in light of the current study's findings.

1. Integrate AI for Tailored Learning: Apply AI-powered systems, such as Intelligent Tutoring Platforms, to customize lessons based on each student's specific needs, concentrating on aspects like vocabulary, grammar, and pronunciation.

2. Expand Teacher Skillsets: Equip educators with in-depth training in AI tools to facilitate effective use while addressing issues such as mental workload and role ambiguity.

3. Utilize AI for Instant Feedback: Employ AI-based applications to deliver real-time evaluations of student performance, enabling quicker improvements in language skills.

4. Make Learning Interactive with AI: Introduce AI-driven games and virtual reality experiences to foster a dynamic and immersive environment for language learning.

5. Improve Digital Infrastructure: Strengthen technological frameworks to reduce the impact

of the digital divide and provide equitable access to AI resources.

6. Modernize Evaluation Practices: Use AI technologies like ChatGPT to innovate assessment strategies, making evaluations more adaptable and reflective of progress.

Suggestions for further research:

- Examining the Effectiveness of AI-Driven Classroom Behavior Monitoring Systems.

- Investigating Personalized Feedback Mechanisms Enabled by AI.

- Evaluating the Contribution of Virtual Teaching Assistants in EFL Education.

- Studying How AI Enhances Communication Between Teachers and EFL Students.

- Understanding AI's Role in Facilitating Collaborative Learning Experiences.

- Analyzing the Impact of AI-Powered Gamification Strategies in Education.

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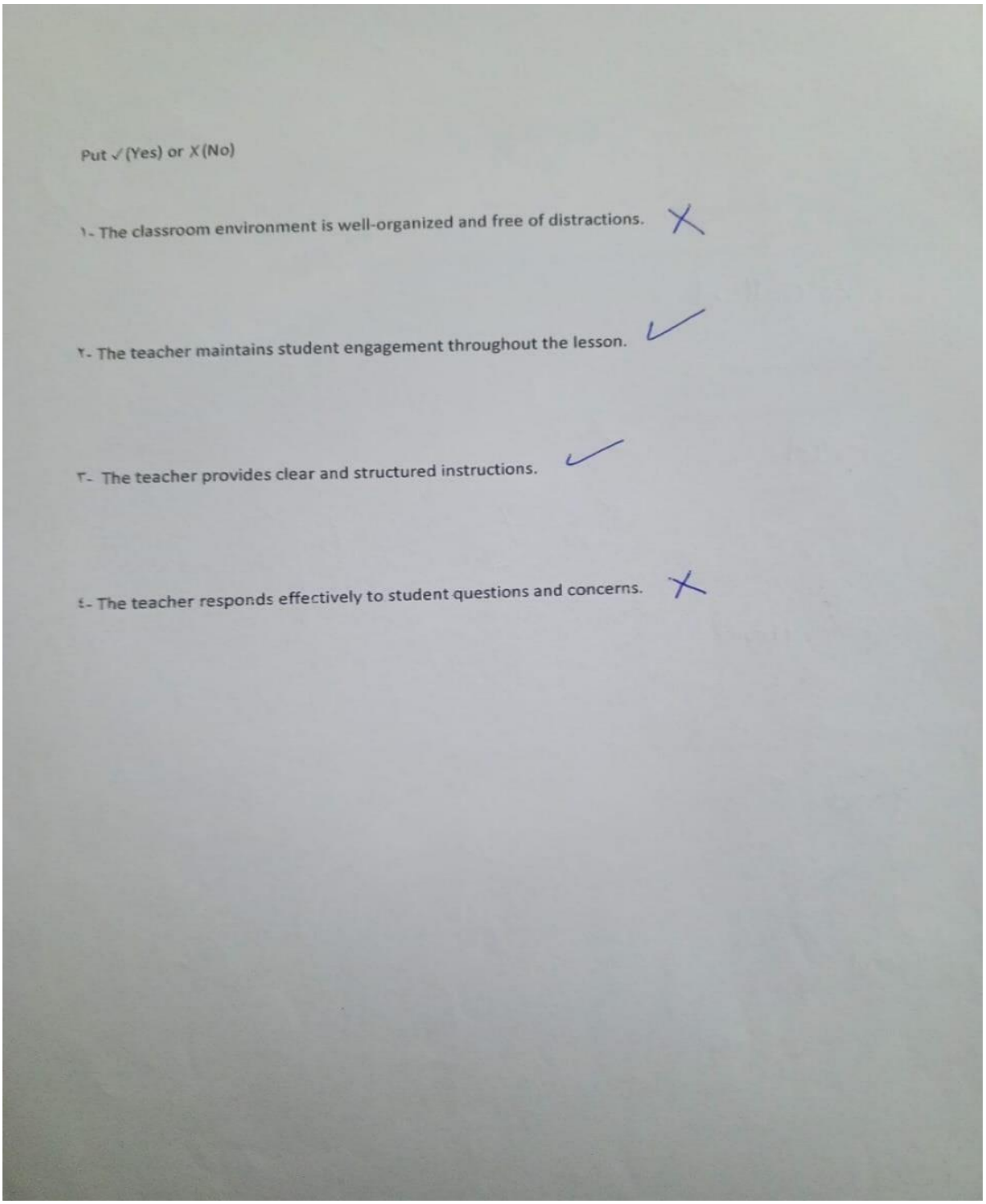
Appendices Appendix (A) the Checklist:



Put ✓ (Yes) or X (No)

١- The classroom environment is well-organized and free of distractions. X

٢- The teacher maintains student engagement throughout the lesson. ✓

٣- The teacher provides clear and structured instructions. ✓

٤- The teacher responds effectively to student questions and concerns. X

Put ✓(Yes) or X(No)

١- The classroom environment is well-organized and free of distractions. ✓

٢- The teacher maintains student engagement throughout the lesson. ✓

٣- The teacher provides clear and structured instructions. X

٤- The teacher responds effectively to student questions and concerns. ✓

Put ✓ (Yes) or X (No)

١- The classroom environment is well-organized and free of distractions.

X

٢- The teacher maintains student engagement throughout the lesson.

✓

٣- The teacher provides clear and structured instructions.

✓

٤- The teacher responds effectively to student questions and concerns.

✓

Put ✓(Yes) or X(No)

١- The classroom environment is well-organized and free of distractions.

(✓)

٢- The teacher maintains student engagement throughout the lesson.

(X)

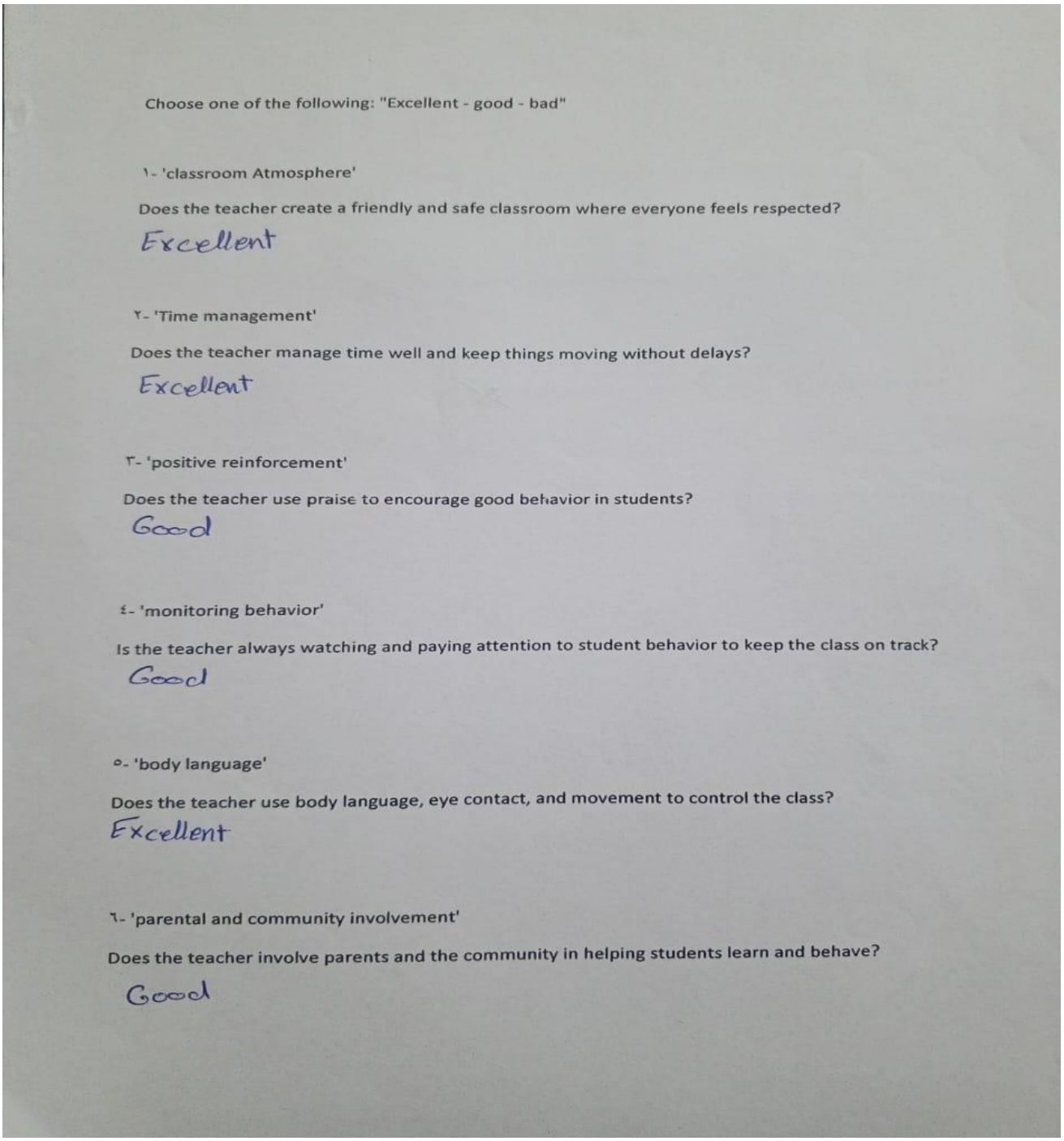
٣- The teacher provides clear and structured instructions.

(✓)

٤- The teacher responds effectively to student questions and concerns.

(✓)

Appendix
(B)Questionnaires:



Choose one of the following: "Excellent - good - bad"

١- 'classroom Atmosphere'

Does the teacher create a friendly and safe classroom where everyone feels respected?

Excellent

٢- 'Time management'

Does the teacher manage time well and keep things moving without delays?

Excellent

٣- 'positive reinforcement'

Does the teacher use praise to encourage good behavior in students?

Good

٤- 'monitoring behavior'

Is the teacher always watching and paying attention to student behavior to keep the class on track?

Good

٥- 'body language'

Does the teacher use body language, eye contact, and movement to control the class?

Excellent

٦- 'parental and community involvement'

Does the teacher involve parents and the community in helping students learn and behave?

Good

Choose one of the following: "Excellent - good - bad"

١- 'classroom Atmosphere'

Does the teacher create a friendly and safe classroom where everyone feels respected?

good

٢- 'Time management'

Does the teacher manage time well and keep things moving without delays?

bad

٣- 'positive reinforcement'

Does the teacher use praise to encourage good behavior in students?

Excellant

٤- 'monitoring behavior'

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Excellant

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Does the teacher involve parents and the community in helping students learn and behave?

Bad

Choose one of the following: "Excellent - good - bad"

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Does the teacher use praise to encourage good behavior in students?

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٤- 'monitoring behavior'

Is the teacher always watching and paying attention to student behavior to keep the class on track?

good

٥- 'body language'

Does the teacher use body language, eye contact, and movement to control the class?

good

٦- 'parental and community involvement'

Does the teacher involve parents and the community in helping students learn and behave?

good

Appendix(c) photos of the activities: