The Role of an Effective Teacher in Managing Disruptive Students: A Case Study of *The Chorus*

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Abstract

This study utilizes a case study analysis to examine the portrayal of an effective teacher in the movie *The Chorus*. Drawing upon established literature on effective teaching practices and effective teachers, a self-developed conceptual framework is utilized to investigate the character of Mathieu and his management of disruptive students. The study seeks to identify the qualities exhibited by Mathieu that align with those of an effective teacher and explores the key behaviors he employs to positively transform the disruptive students. Findings indicate that Mathieu demonstrates fairness, respect, and patience as dominant personal traits of an effective teacher. Additionally, the study highlights the importance of subject matter mastery, balancing instructional complexity and maximizing instructional time, reflective practices, promoting student motivation, and effectively balancing classroom discipline and engagement in achieving effectiveness in teaching. These findings contribute to the understanding of effective teaching practices and provide insights for educators in contemporary societies to manage disruptive students.

Keywords: effective teacher, effective teaching, disruptive student, classroom management, *The Chorus*

1. Introduction

"Teachers have a powerful, long-lasting influence on their students" (Stronge, 2018, P. 3), and as their careers progress, the teachers gain more competence in teaching and become more effective in a variety of pedagogical areas (Stronge et al., 2004). Here created the term "effective teacher". Although the concept of an effective teacher extends beyond simply mentioning someone who can boost students' understanding (Clark, 1993), it is still acknowledged that "effective teachers make an extraordinary and lasting impact on their students' lives" (Stronge, 2018, P. 4).

When it comes to movies that are within the context of effective teachers, *The Chorus* is a case in point, which is a captivating French film set in the early 20th century that revolves around Clément Mathieu (hereinafter referred to as Mathieu), a musician who becomes a supervisor at a strict boarding school known for its unruly students. Through his passion for music and unconventional teaching methods, Mathieu strives to make a difference in the lives of these troubled youths. Providing a poignant exploration of the role of an effective teacher in an education system grappling with disruptive students, the movie highlights the potential impact of effective teaching strategies, classroom management techniques, and the transformative potential of education on student development.

This study aims to critically analyze the portrayal of an effective teacher in the movie *The Chorus* by employing a comprehensive conceptual framework derived from existing literature on effective teaching practices and effective teachers. By adopting an analytical lens grounded in established scholarly insights, this research seeks to address the following research questions: Firstly, how does the character of Mathieu exemplify the qualities of an effective teacher in managing disruptive students? Secondly, what are the key teaching approaches and

behaviors employed by Mathieu that contribute to the positive transformation of the disruptive students in the film?

Through an in-depth examination of the movie and the identification of relevant instances, this study will shed light on the complexities involved in successfully managing disruptive students within an educational context. By emphasizing the issues surrounding the management of disruptive student behaviors, this research strives to offer valuable insights and perspectives applicable to real-world educational settings.

2. Literature Review

Exploring the qualities of an effective teacher has undeniably been an important area of effective teaching that has piqued the interest of experts for a long time. Many scholars come to be aware that the qualities of it focus not on the teaching skills or teacher disposition alone; rather, it is on the whole person of the teacher, who brings to the classroom unique beliefs, values, attitudes, and so on (Stronge, 2018). Hence, considerable attention thereafter has been devoted by researchers to examining individuals' perceptions of effective teachers, resulting in the development of various frameworks for analyzing the attributes associated with effective teachers. Cultural perspectives have shed light on the observation that Western and Eastern cultures may hold distinct views on this matter. Nonetheless, it is worth noting that there exist commonalities between these cultures, each with its own distinctive characteristics.

For the perception of effective teachers, generally, Davey (1991) holds that it entails an intricate combination of skills, knowledge, and personality traits working in dynamic harmony. Some focus on cognitive skills, considering effective teachers as subject matter experts with the ability to choose, arrange, present material, and manage class time effectively and efficiently (Minor et al., 2002). To improve teacher performance, Stronge et al. (2004, P. 2) suggest a format for the qualities of effective teachers, composed of "prerequisites of effective teaching", "the teacher as a person", "classroom management and organization", "organizing for instruction", "implementing instruction", and "monitoring student progress and potential". Moving on, the definition of effectiveness is later covered by Stronge (2018), who then discusses effective teachers and effective teaching. Known as the "framework for effective teaching," Stronge (2018, p. 3) offers a thorough and genuine performance portrait of successful teachers that includes "professional knowledge", "instructional planning", "instructional delivery", "assessment", "learning environment" and "professionalism."

Many Chinese scholars have done relevant research as well. From the outset, the comprehensive study of *Xueji*, an important treasure of ancient Chinese history, encompasses a multitude of teaching knowledge and has garnered considerable scholarly attention. Certain scholars like Chen (2004) and Fu (n.d.) have made reference to *Xueji*, delineating its principles and extracting essential elements for contemporary effective teaching. Thereafter, Zhang (2008) put forwards principles of effective teaching, shedding light on the effectiveness of a teacher. Additionally, features of effective teachers (Cai & Che, 2012).

Moreover, scholarly investigations have been conducted to explore the attributes and qualities of effective teachers, resulting in their various categorizations. According to Cai and Che (2012), the features of an effective teacher fall on the aspects of teaching style, teaching behaviors, teaching process and teaching assessment; while Hao (2014) focuses on two main categories: characteristics and personal quality.

Together, with the development of time and the depth of research, near-term research stretches out the limitations of previous research. It not only identifies the principles of effective teaching but also conducts a comparison between ancient and modern perceptions of effective teachers. Nevertheless, a notable research gap exists in the current literature regarding the exploration of effective teachers portrayed in movies and their implications for contemporary education. While there has been some scholarly attention given to studying effective teaching practices in general, the specific context of teachers depicted in films remains largely unexplored. Analyzing the characteristics and teaching approaches of such cinematic teachers has the potential to offer practical insights applicable to modern-day educational settings, especially for disruptive students. By delving into this research gap, a deeper understanding can be gained regarding the portrayal of effective teachers in movies and its relevance for managing disruptive students. Hence, this research is devoted to addressing this research gap, offering valuable insights for enhancing effective teaching practices, towards disruptive students in particular, in real-world classroom contexts.

3. Methodology

The present study utilizes a case study analysis approach to investigate the representation of an effective teacher in the movie *The Chorus*. The research design incorporates the development and application of a self-authored conceptual framework, encompassing three key dimensions: personal traits, (behaviors) towards students, and (behaviors) towards teaching.

The selected movie *The Chorus*, also known as "Les Choristes," is a highly acclaimed French film directed by Barratier (2004), revolving around the story of Mathieu, an aspiring and adept musician who is hired as a

supervisor at a strict boarding school known for its unruly and disruptive students. *The Chorus* portrays the challenges and rewards of an effective teacher's role in an education system plagued by disruptive students, showcasing the impact that effective teachers can have on their students (refer to the Appendix for a brief introduction to the main characters). Due to its portrayal of an inspiring educator, rich narrative and visual content that aligns with the research objectives, *The Chorus* prones to provide valuable insights into effective teaching towards disruptive students. Furthermore, the film's central focus on the teacher characters allows for an in-depth analysis of their behaviors and traits, as well as their impact on disruptive student outcomes, making it highly relevant to the study of effective teachers in managing disruptive students in real-world educational contexts.

The application of the developed conceptual framework to analyze the teacher in *The Chorus* was achieved through a rigorous process. Firstly, the researcher developed a conceptual framework based on relevant literature. Subsequently, the movie underwent a meticulous examination, with careful attention paid to instances that shed light on the effective teachers' personal traits, (behaviors) towards students, and (behaviors) towards teaching. Eventually, noteworthy scenes and interactions were identified, facilitating a robust yet comparative analysis of the teachers in managing disruptive students in terms of effectiveness, ensuring the reliability and validity of the derived findings from this case study analysis.

4. Conceptual Framework

This paper adopts frameworks from Hidri and Coombe's (2016) (refer to Table 1), and Stronge et al.'s (2004) as shown in Table 2, and two Eastern publications (Cai & Che, 2012; Zhang, 2008) to establish a novel conceptual framework, as illustrated in Table 3. Concurrently, the adapted conceptual framework of this study also highlights the commonalities among these frameworks to underscore shared values and perspectives. Besides, the categories presented in Table 3 will serve as the analytical framework for the subsequent analysis.

Table 1. Major Categories of the Qualities of an Effective Teacher

Major Categories of the Qualities of an effective teacher	
Personal (behavioral) attributes	Respectful
	Patient
	Friendly and approachable
	Open and adaptable
	Dedicated and informative
	Inspirational and self-motivated
	Confident
Cognitive Qualities	Subject matter knowledge
	ITC literacy
	Knowledge of curriculum and syllabus
Meta-Cognitive Qualities	Reflective practice and critical thinking
Pedagogical Skills	Student engagement
	Assessment
	Attentive to affective filter
	Needs analysis
	Simplicity/tailoring material to students' needs
Professional Skills	Creativity and innovation
	Overcoming problems
	Sense of responsibility and accountability
	Authority and management skills
	Improving students' performance
	Fair evaluation

Note: Major categories of the qualities of an effective teacher. Adapted from 'Evaluation in foreign language education in the Middle East and North Africa' by Hidri, S., & Coombe, C., 2016, *Springer*.

Table 2. Qualities of an Effective Teacher

Qualities of Effective Teacher	
Prerequisites of Effective Teaching	Verbal ability
	Content knowledge
	Educational coursework
	Teacher certification
	Teaching experience
The Teacher As a Person	Caring
	Fairness and respect
	Attitude towards the teaching profession
	Social interaction with students
	Promotion of enthusiasm and motivation for learning
	Reflective practice
Classroom Management And Organization	Classroom management
	Classroom organization
	Expectations for student behavior
Organizing for Instruction	Focusing on instruction
	Maximizing instructional time
	Expecting students to achieve
	Planning and preparing for instruction
Implementing Instruction	Instructional strategies
	Communication of content and skills knowledge
	Instructional complexity
	Questionning strategies
	Student engagement
Monitoring Student Progress and Potential	Homework
	Monitoring student progress
	responding to student needs and abilities

Note: Framework for Effective Teaching. Adapted from 'Handbook for qualities of effective teacher' by Stronge, J. H., Tucker, P. D., & Hindman, J. L., 2004, *Ascd*.

Table 3. Conceptual Framework Severs for the Study: Commons in Western and Eastern Values

Category	Western	Eastern
Personal Traits	Caring, patient, friendly, and approachable	Care for students
	Fairness and respect	Noble character
	Dedicated	
	Sense of responsibility	Be responsible
Towards Teaching	Content knowledge / subject matter knowledge	Subject knowledge
	Maximizing instructional time	Increase students' engagement time
	Questioning strategies	Utilize proper questioning strategies
	Planning and preparing for instruction	Provide diverse kinds of practice
	Reflective practice	Abaility to reflect
	Instructional complexity	Present diverse teaching methods
	Student engagement	
	Talioring material to students' need	Change teaching speed appropriately
Towards Students	Monitoring students' progress	Have high expectations for students
	Expecting students to achieve	
	Expectations for students' behaviors	
	Promotion of enthusiasm and motivation for learning	Create a respectful, warm, and concentrated classroom atmosphere
	Classroom management	Pay attention to classroom management tactics
	Classroom organization	

Note: Commons in Western and Eastern perceptions of effective teachers. Adapted from the above-mentioned publications (Cai & Che, 2012; Hidri & Coombe, 2016; Stronge et al., 2004; Zhang, 2008).

Following a comparative examination of modern and ancient values associated with effective teaching, notable similarities were identified. This can be exemplified by two quotes, namely "教學相長" to "Reflective practice" and "循序漸進" to "Tailoring material to students' need" and "Change teaching speed appropriately" (Chen, 2004).

For "教學相長", which means teaching benefits teachers as well as students. Is origin and translation are as follows:

Therefore, when he learns, one knows his own deficiencies; when he teaches, he knows the difficulties of learning. After he knows his deficiencies, one is able to turn round and examine himself; after he knows the difficulties, he is able to stimulate himself to effort. Hence it is said, 'Teaching and learning help each other' it is said in the Charge to Yueh, 'Teaching is the half of learning.' (Fu, n.d.)

Similarly, the concept of "循序漸進" (translated as "step by step") is explicated as follows:

The rules aimed at in the Great Learning were the prevention of evil before it was manifested; the timeliness of instruction just when it was required; the suitability of the lessons in adaptation to circumstances; and the good influence of example to parties observing one another... Instruction given after the time for it is past is done with toil and carried out with difficulty. The communication of lessons in an undiscriminating manner and without suitability produces injury and disorder, and fails in its object. (Fu, n.d.)

5. Analysis and Discussion

In this section, the analysis of teachers depicted in the film will be undertaken employing the conceptual framework indicated in Table 3. Emphasis will primarily rest upon Mathieu, the adept and patient music teacher, and Rachin — the rigorous and self-serving principal. Furthermore, this analysis will incorporate a comparative examination. The ensuing analysis will systematically adhere to the framework's categories, denoted as personal traits, (behaviors) towards teaching, and (behaviors) towards students.

5.1 Personal Traits of Effective Teachers

5.1.1 Fairness and Respect

Within the conceptual framework, the character Mathieu embodies the noble qualities of fairness and respect. It is noted that Mathieu demonstrates fairness in his interactions with the students at Fond de l'Étang boarding school. He treats each student with equal consideration, regardless of their background or abilities. This fairness is first seen when he gives every student a chance to participate in the choir, not even excluding the disruptive student — Morhange, who just finished his punishment for misbehavior.

Additionally, the conversation between Mathieu and Rachin on Mondan's innocence implies the distinct differences in the two educators' personal traits. It is Mathieu who is fair and righteous, advocating for justice for an innocent student, while Rachin holds preconceived ideas toward disruptive students, prejudicially taking it for granted that even if Mondain is innocent, disruptive students like him won't return to good.

Another instance that substantiates Rachin's lack of fairness is depicted in the classroom scene where he invites three students to answer a question. Evidently, Rachin displays favoritism by treating one student with indulgence and deference, while subjecting the other two to sternness and skepticism without granting them a second opportunity to answer the question.

Together, Mathieu's embodiment of fairness and respect aligns with the perception of noble character traits in effective teachers. His belief in the inherent worth and potential of each child fosters an atmosphere of equality and fairness within as well as beyond the classroom.

5.1.2 Patience

Patience, as exemplified by Mathieu, is not merely the ability to wait calmly, but rather a testament to his remarkable resilience, perseverance, and unwavering composure in the face of challenges. One case in point is the scene where the students play a joke on Mathieu in the first lesson he delivers, as students are curious and want to challenge the new teacher like they used to do. Whereas, Mathieu is not mad at the students, but calmly walks to the skeleton pattern, taking away the cigarette from the mouth of the skeleton by saying "No smoking during class. The rules apply to everyone. Even you, sir." Here, Mathieu resolves the joke students put on him with humor and the rhetorical device of personification, demonstrating his patience, lenience, and forgivingness.

On the contrary, Rachin's patience appears to be contingent upon his favorable disposition towards a particular student. As previously discussed in the section on fairness and respect, when Rachin summons three students to answer the question, he selectively extends his patience solely to the student whom he favors, affording him a second opportunity to respond. This uneven treatment exposes a conditional aspect to Rachin's patience, whereby it is not evenly applied to all students, contrasting with Mathieu's all-encompassing and forgiving approach.

What's more, an additional personal attribute displayed by Mathieu is his approachability, as evidenced by his willingness to engage in recreational activities, such as playing football, with his students outside of the classroom. Mathieu's approachability proves to be contagious, as even the stern and composed principal, Rachin is influenced by his example and ultimately joins in on the activity. This underscores the profound impact Mathieu's friendly demeanor has on fostering a harmonious and inclusive learning environment, where students

and staff alike feel comfortable and valued.

In sum, Mathieu's unwavering patience, approachability, as demonstrated through his composed response to the students' prank, showcases his ability to navigate challenges with humor and forgiveness. This exemplifies a nurturing and inclusive approach to teaching, where students feel comfortable approaching him and seeking guidance. In contrast, Rachin's selective patience, favoring certain students over others, not only highlights a lack of fairness and equality but also diminishes his approachability in effectively managing disruptive students. Mathieu's embodiment of patience and approachability serves as a powerful reminder of their transformative impact on creating a positive and equitable learning environment, especially for those students who may exhibit disruptive behavior.

5.2 When Towards Teaching

5.2.1 Subject Matter Mastery

The mastery of subject matter knowledge stands as a paramount requirement for effective teaching, as it lends meaning and significance to the educational process (Cai & Che, 2014; Hidri & Commbe, 2016; Stronge et al., 2004). In the context of the film, an analysis of teaching scenes featuring the character Rachin, who assumes the role of principal, may not be suitable for a comprehensive examination. However, Mathieu exemplifies exceptional subject matter mastery through his demonstrated abilities in differentiating chorus parts and employing appropriate assessments.

In essence, Mathieu demonstrates his good grasp of the subject matter by skillfully assigning students to different chorus parts based on their strengths and capabilities. This ability to accurately assess and match students with suitable sections showcases his high level of subject mastery. By doing so, he ensures that each student is positioned in a role that best suits their capabilities, thus fostering an environment conducive to their growth and learning. Additionally, his effective decision-making skills in recognizing the importance of each part within the choir contribute to creating a collaborative and successful learning environment.

5.2.2 Balancing Instructional Complexity and Maximizing Instructional Time

Instructional complexity plays a crucial role in the teaching process. In the film, Mathieu employs a creative approach to teach students how to identify beats in music. Rather than directly demonstrating the beating pattern, Mathieu guides the students to tap the table in sync with the rhythm of the music. This innovative methodology allows students to immerse themselves in the process of learning music, highlighting Mathieu's ability to engage students, even those with disruptive behaviors.

Furthermore, Mathieu demonstrates his ability to maximize instructional time through diverse strategies. Firstly, despite facing challenges such as limited support from the school and restricted practice time, Mathieu refuses to give up. Instead, he finds ways to allocate time for his students to practice the chorus that he has composed. Additionally, Mathieu's conscientious attitude towards the teaching profession is exemplified by his endeavors to establish a choir. This initiative reflects his commitment to creating an environment that fosters collaborative learning and enables students to showcase their talents and skills.

5.2.3 Fostering Growth Through Reflective Teaching Practices

As the adage goes, "teaching benefits teachers as well as students," the application of reflective practices holds advantages for both educators and learners (Cai & Che, 2012; Chen, 2004; Fu, n.d.). In the case of Mathieu, after finishing his daily classes, he engages in reflective journaling. This practice involves capturing his reflections, thoughts, and ideas concerning teaching methodologies and professional growth within the pages of his notebook.

By engaging in reflective journaling, Mathieu demonstrates his commitment to ongoing self-assessment and professional development. Through the act of writing down his experiences and observations, he gains valuable insights into the effectiveness of his teaching strategies, identifies areas for improvement, and identifies potential avenues for growth. This conscientious practice enables Mathieu to refine his instructional techniques, leverage successes, and address any challenges encountered in the teaching process.

Moreover, the process of reflective journaling allows Mathieu to deepen his understanding of the impact of his pedagogical choices on his students' learning experiences. By carefully examining his own teaching practices, he becomes attuned to the specific needs and learning styles of his students, allowing him to tailor his instruction and interventions accordingly. Furthermore, by critically reflecting on his own teaching strategies, Mathieu fosters a student-centered approach, optimizing the learning outcomes for his students.

5.3 When Towards Students

5.3.1 Promoting Students' Motivation for Effective Learning

One crucial role of an effective teacher is to serve as a powerful promoter of students' motivation for learning in

that effective teachers can motivate their students to work hard and achieve their full potential (Stronge et al., 2004). This is vividly exemplified in the movie when Mathieu assigns different parts of the choir to his students. When Pepinot expresses his lack of singing abilities, Mathieu appoints him as the Assistant Chorus Master. Mathieu's decision exemplifies his profound understanding of the importance of recognizing and honoring individual strengths. By acknowledging Pepinot's unique skills and assigning him a leadership role, Mathieu not only boosts Pepinot's self-esteem and a sense of achievement but also emphasizes the value of diverse contributions within the classroom. Furthermore, this act of belief in Pepinot's potential resonates with all the students, imbuing them with a renewed sense of confidence and motivation.

In words, this gesture by Mathieu demonstrates his firm belief in nurturing the potential of every student, regardless of their individual performance levels. Mathieu effectively creates an inclusive and supportive learning environment by expecting each student to achieve, ensuring that students with varying abilities can thrive and excel.

5.3.2 Balancing Discipline and Engagement in Classroom Management

To make sure that students are actively engaged in their education, effective teachers implement routines, processes, and rules. To put it simply, they utilize management to influence and steer student behavior in a positive direction so that instruction may take place rather than strictly regulate it (Stronge et al., 2004).

One compelling illustration of the effective teacher's role in classroom management is depicted in the way Mathieu adeptly handles a comical situation while simultaneously establishing rules against smoking. This dual approach demonstrates Mathieu's ability to diffuse tension through humor while assertively addressing discipline concerns. By taking a firm but light-hearted stance on smoking, Mathieu establishes an atmosphere of respect and order, ensuring a conducive classroom environment for all students.

Another noteworthy instance that indicates Mathieu's skill in classroom management is his decision to appoint Morhange, a student known for disruptive behavior, as the class monitor in his absence. This strategic choice exemplifies Mathieu's deployment of preventive measures to maintain discipline within the classroom. By entrusting Morhange with a position of responsibility, Mathieu effectively communicates his belief in the student's ability to positively contribute to the overall classroom dynamics. This decision fosters a sense of mutual respect between teacher and student, creating a positive classroom community where discipline is maintained while engagement remains high.

Overall, Mathieu's exemplary classroom management techniques demonstrate his emphasis on balance and harmony between discipline and student engagement. By employing humor and setting clear guidelines, Mathieu effectively establishes boundaries and expectations for behavior. Simultaneously, his use of preventive approaches, such as appointing student monitors, nurtures a sense of ownership and responsibility among students, fostering a positive and respectful classroom environment. Through these intentional strategies, Mathieu not only ensures discipline but also promotes an atmosphere conducive to active student participation and motivation in the learning process.

6. Conclusion and Recommendations

Using a thorough conceptual framework developed from an array of research on effective teaching practices and effective teachers, this study aims to address the proposed questions via examining how an effective teacher is portrayed in the film *The Chorus*. Specifically, the study investigates two main aspects: firstly, how the character of Mathieu exemplifies the qualities of an effective teacher in managing disruptive students; and secondly, the key teaching approaches and behaviors employed by Mathieu that contribute to the positive transformation of the disruptive students depicted in the film.

6.1 Major Findings

The findings of this research provide significant insights into both the research questions. In terms of the qualities of an effective teacher, which are often attributed to the personal traits of effective teachers, several notable correspondences emerge between the conceptual framework and Mathieu's characteristics as portrayed in the movie. Foremost among these qualities are fairness, respect, and patience. Mathieu's actions consistently reflect his belief in treating disruptive students fairly and respectfully, recognizing that doing so is crucial to nurturing their self-esteem and overall growth.

Moreover, Mathieu demonstrates the essential teaching approaches and behaviors that greatly contribute to the positive transformation of his students. Firstly, he exhibits a deep subject matter mastery, allowing him to effectively impart knowledge and facilitate meaningful learning experiences. Furthermore, Mathieu strikes a balance between instructional complexity and maximizing instructional time, ensuring that students are appropriately challenged while optimizing the time for practice choiring. Additionally, he embraces reflective practices, continuously assessing and refining his teaching strategies to better meet the needs of his students.

Notably, Mathieu places great emphasis on promoting students' motivation for learning, fostering an environment that nurtures their intrinsic desire to engage in the educational process. Lastly, he adeptly navigates the delicate balance between discipline and engagement in classroom management, maintaining order while simultaneously encouraging active student participation. Through these comprehensive approaches, Mathieu empowers his students to thrive.

Taken together, through his interactions with the disruptive students, he exhibits a remarkable ability to engage them, encouraging active participation in the learning process. He skillfully employs innovative teaching methods, such as guiding students to seize the rhythm of the music by tapping the table, to captivate the students' interest and create a dynamic and stimulating educational environment. Most importantly, Mathieu fosters a sense of belonging and emotional connection within the classroom community, reinforcing the disruptive students' enthusiasm and motivation to excel artistically — an endeavor often deemed challenging and infrequently observed among disruptive students.

6.2 Recommendations for Managing Disruptive Students

Effective teachers are teachers who promote the continuous development of students in their knowledge, skills, processes, methods, emotional attitudes, and values, meeting the needs of societal and individual educational values (Hao, 2014). Hence, to correlate effective teachers with managing disruptive students is of practical significance. Based on the findings, some recommendations for managing disruptive students in nowadays society are suggested as follows.

One recommendation for managing disruptive students is to prioritize the promotion of students' motivation for effective learning (Zajda, 2018). By fostering a sense of relevance and creating meaningful connections between the subject matter and students themselves, educators can ignite their intrinsic desire to engage in the learning process. This can be achieved through creative and interactive teaching techniques, such as incorporating real-world examples and offering opportunities for hands-on learning. Additionally, providing regular feedback and recognizing student achievements can serve as powerful motivators, reinforcing positive behaviors and discouraging disruptive ones.

Another important aspect of managing disruptive students involves striking a balance between discipline and engagement in classroom management. While maintaining order and setting clear expectations is necessary, a purely punitive approach may not yield long-term results. It is crucial for teachers to establish positive relationships with students, building trust and creating an environment where students feel supported and respected. Utilizing positive behavior management strategies, such as rewards and reinforcement, can effectively encourage desired behaviors (Hoffmann et al., 2009). Moreover, incorporating active learning techniques and student-centered activities can enhance student engagement and reduce disruptions.

Furthermore, key personal traits of effective teacher and effective classroom management both encompasses fairness and respect towards all students. By treating each student as an individual and acknowledging their unique strengths and challenges, teachers can foster a sense of belonging and inclusivity. Implementing consistent and transparent disciplinary procedures, applied with fairness, can help prevent the escalation of disruptive behaviors and maintain a positive classroom climate. It is essential for teachers to listen actively to students' concerns and involve them in the decision-making process whenever appropriate, promoting a sense of ownership and shared responsibility.

In conclusion, managing disruptive students in today's societies requires effective teachers who are skilled in various areas. These include subject matter mastery, balancing instructional complexity and maximizing instructional time, reflective teaching practices, promoting students' motivation for effective learning, and balancing discipline and engagement in classroom management. By employing these strategies, educators can create a nurturing and conducive learning environment where disruptive behaviors are minimized, and students can thrive academically and socially.

6.3 Limitations

This study holds significant scholarly importance as it contributes to the advancement of knowledge regarding the management of disruptive students in contemporary societies. The exploration of the qualities and strategies employed by effective teachers in the movie *The Chorus* offers valuable insights into the creation of an optimal learning environment conducive to reducing disruptive behaviors and fostering student engagement.

Conclusively, this study lays the groundwork for further research to enhance people's understanding and provide evidence-based suggestions for effectively managing disruptive students in modern societies. However, it is crucial to recognize the inherent limitations of this study, which may include the potential biases from subjective judgment and a narrow focus on specific contexts. Future research should employ diverse and objective assessment methods, examine different educational settings, and consider the influence of cultural and socioeconomic factors. Subsequent investigations may also probe into the impact of technology integration in

classroom management, and the effectiveness of teacher training programs in enhancing the ability of educators to manage disruptive students.

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