



Perceptions of school teachers about use of classroom management strategies

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Abstract

Classroom administration tactics have a solid potential to absolutely impact on academic progress and learning of students. Every teacher focuses to manage the classroom efficiently and develop healthy environment. Particularly young teachers are more careful regarding class management because learners learning depends on environment. The study was conducted to explore the organization tactics used by teachers in classroom. The study was descriptive in nature and survey method was used to gather information from the respondent. A sample of 250 teachers was nominated randomly. Data were collected by using self-developed likert type questionnaire. Data were analyzed by using descriptive and inferential statistical techniques. The findings of the study indicate that teachers made lesson plans for the effectiveness of students learning and teaching.

Keywords: Teachers, classroom management strategies.

Introduction

Education is one of the fundamental requirements for social improvement and to escape from neediness. It is important for state improvement and an affluent society. Instruction is the duty of the administration and ought to be overseen through national assets. Besides, advanced education is vital for social and monetary effects in the public arena. Thus, governments and society have a personal stake in guaranteeing a consistent stream of young talent in advanced education¹.

Classroom administration is a set of techniques that educators use to enable students to perform best. They ought to envision what abilities and work propensities students require, and these aptitudes and schedules help make classroom life scholastically gainful and fulfilling. By demonstrating and strengthening positive practices and situations, professors can encourage learning and limit interruptions and diversions².

Classroom organization insinuates the extensive combination of capabilities and strategies that instructors hold to keep up control and sorted out learners, productive, connected with, careful on task, and educationally advantageous in the midst of a class. Thus, classroom organization frameworks are performed feasibly, educators limit the practices that frustrate learning for both individual and group of students, while boosting the practices that support or redesign learning. Typically, proficient teachers show dominant classroom organization aptitudes and systems, whereas the indication of the fresh or less convincing instructor is a tangled classroom stacked up with students who are not working or part of learning environment³.

Classroom administration alludes to the systems that teachers use to make a comfortable, organized and helpful learning

condition in the classroom. Classroom Management is the activities and methodologies which professors use to tackle the issue of discipline in classrooms. Persuasive teachers follow standards, methods, and schedules to guarantee that learners are effectively engaged with learning. Generally, they exploit administration not to control student conduct, but rather to impact and direct it in a useful way to set the phase for guidance. Besides, the idea of classroom administration alludes to the methodology, procedures, and instructional strategies teachers adopt to supervise the behaviors of students and learning movements⁴.

Classroom administration is the name to handle the classroom and control it efficiently. It may be seen in different perspectives. One perspective is to consider or overcome the discipline problems and managing misconduct. The other is to analyze the cooperation design that exists in the classroom and to take note of the degree and the methods for teacher's control and direction of all the action in the classroom. Classroom organization context accept a basic part in overhauling learners' learning. It includes the activities to create and manage students to achieve specific targets. It is instructors' duty to keep up a positive learning condition in the classroom. Classroom offers an ideal circumstance for reasonable teaching and learning. The five characteristics of a successful classroom are safety, clear communication, easiness, common destinations and affiliations⁵.

There are numerous surveys demonstrating that classroom administration is one of the critical variables that impact learning. Yaduma and Hamid⁶ recognized classroom administration similar to the first in a rundown of essential factors that impact school learning. They additionally distinguish classroom administration as the most imperative factor affecting school learning. It is likewise expressed that

classroom administration is a key to gain good academic success. In study, they identified that instructors' activities in their classrooms have double effect on students learning as do school plans with respect to educational programs, evaluation, staff collegiality, and network association. Successful classroom administrator gives powerful guidance, so administration is a fundamental piece of learning process.

Ben⁷ described that viable classroom administration techniques are noteworthy to an effective instructor's conveyance of guidance to students. He additionally narrated that classroom administration is one of the main variables affecting learning, since it is critical in encouraging the learning system. Prevailing classroom administration techniques are pivotal to making effective learning situations for the students. In this way, the significant drive for this survey is to find out management strategies which adopt teachers in classrooms.

Objectives of the study: i. Identify the perceptions of secondary school teachers about the use of classroom management strategies. ii. To find out the difference about the use of classroom management strategies in male and female Public secondary schools of Lahore.

Methodology

Quantitative approach was used. The research was descriptive and survey type in nature. Teachers of public secondary schools of Lahore district were part of the population in this study. Two hundred and fifty teachers were selected randomly as research subjects. To collect the data from respondents, a self-constructed questionnaire based on Likert scale was used. A pilot testing was conducting to measure the validity and reliability of the scale.

Table-1: Consistency of Instrument.

Cronbach's Alpha	Questions
0.740	23

Table-1 demonstrates that consistency of the questionnaire was ensured by using Cronbach's Alpha. Questionnaire was consisted of twenty three items and value of consistency was .740 that is acceptable. Researchers visited schools personally and took permission from heads for data collection. Different statistical techniques were applied to analyze the data.

Results and discussion

Data analysis: A detail description of data analysis is as under.

Table-2 indicates that majority of teachers agreed that they come in classroom in time ($M = 3.19$, $SD = 1.326$) and they manage teaching resources in classroom ($M = 2.04$, $SD = .811$). Teachers provide clear instructions to the students ($M = 1.79$,

$SD = .895$) and majority of teachers create a supportive teaching and learning environment ($M = 1.87$, $SD = .871$).

Table-2: Statistics of Educators responses about classroom management strategies.

Statements	Mean	SD
Manage teaching resources in classroom	2.04	.811
Facilitate learning process	1.78	.734
Managing the teaching and learning activities	1.91	.839
Positive expectations from students	1.70	.705
Provide clear instructions to the students	1.79	.895
Create a supportive teaching environment	1.87	.871
Come classroom in time	3.19	1.326

Table-3: Statistics of Teachers Responses about classroom management strategies.

Statements	Mean	SD
Display discipline rules in classroom	2.93	1.224
Teachers make the classroom rules	1.90	.958
Provide friendly environment	1.86	.817
Encourage students to take part in class activities actively	1.76	.749
Design different learning activities	1.61	.618
Use available resources effectively	1.81	.677
Use available space effectively for students' learning	1.52	.763
Use simple language to explain concepts	1.83	.824

Table-3 indicates that majority of teachers agreed that they display discipline rules in the classroom ($M = 2.93$, $SD = 1.224$) and they disagreed that they make the classroom rules ($M = 1.90$, $SD = .958$). Teachers inspire learners to show their presence in classroom discussion. Concepts are explained by using simple and easy language by teachers.

Table-4 indicates that teachers agreed that they like students to ask questions during class time ($M = 2.98$, $SD = 1.375$) and they use their body language effectively in classroom ($M = 1.90$, $SD = .958$). Teachers know how to make lesson plans for classroom teaching ($M = 2.09$, $SD = 1.069$) and they make lesson plans regularly for classroom teaching ($M = 2.06$, $SD = .881$).

Table-5 indicates that the t-values are not statistically significant at level of significance ($\alpha < .05$) in factors, class management, class discipline, class environment, lesson planning, communication pattern, material space and teachers' attitude factors of classroom management strategies. There is no significant difference between male and female teachers' opinions regarding classroom management strategies. Hence it is concluded that there is no difference on the basis of gender.

Table-4: Statistics of Teachers Responses about classroom management strategies.

Statements	Mean	SD
Use body language effectively in classroom	2.82	1.429
Use gestures and postures effectively	1.90	.958
Deliver lectures according to lesson plans for excellent teaching	2.09	1.069
Make lesson plans regularly	2.06	.881
Use the lesson plans effectively for teaching and learning	2.06	.881
Respect students' views during classroom discussion	1.87	.743
Praise students for their contributions in classroom	1.83	.848
Like students to ask questions during class time	2.98	1.376

Table-5: Independent sample t-test used to check perceptions variance.

Factors	Gender	N	Mean	SD	t-value	df	P
Class Management	Male	62	5.7419	1.60874	.086	222	.931
	Female	162	5.7222	1.49637			
Class discipline	Male	62	13.3065	2.91738	.460	222	.646
	Female	162	13.5000	2.77578			
Class environment	Male	62	5.3065	1.67517	.468	222	.640
	Female	162	5.4259	1.72236			
Lesson Planning	Male	62	5.0000	1.55764	.333	222	.740
	Female	162	4.9259	1.46409			
Communication	Male	62	6.5968	2.18384	.231	222	.818
	Female	162	6.5247	2.05575			
Material Space	Male	62	6.0806	2.13709	.248	222	.805
	Female	162	6.0062	1.96395			
Teacher Attitude	Male	62	5.0323	1.36667	1.454	222	.147
	Female	162	4.7222	1.44999			

Table-6: One way ANOVA for the Difference among Teachers about Classroom Management Strategies factors on the basis of Age.

Factors	Groups	SS	df	MS	F	Sig.
Class Management	Between Groups	75.366	6	12.561	6.153	.000
	Within Groups	443.023	217	2.042		
	Total	518.388	223	-		
Class discipline	Between Groups	269.094	6	44.849	6.522	.000
	Within Groups	1492.263	217	6.877		
	Total	1761.357	223	-		
Class environment	Between Groups	253.967	6	42.328	23.226	.000
	Within Groups	395.462	217	1.822		
	Total	649.429	223	-		
Lesson Planning	Between Groups	77.394	6	12.899	6.729	.000
	Within Groups	415.963	217	1.917		
	Total	493.357	223	-		
Communication	Between Groups	110.020	6	18.337	4.619	.000
	Within Groups	861.533	217	3.970		
	Total	971.554	223	-		
Material Space	Between Groups	88.182	6	14.697	3.929	.001
	Within Groups	811.657	217	3.740		
	Total	899.839	223	-		
Teacher Attitude	Between Groups	44.137	6	7.356	3.869	.001
	Within Groups	412.609	217	1.901		
	Total	456.746	223	-		

Table-6 indicates that the p values are statistically significant of factors of classroom management strategies (class management, class discipline, class environment, lesson planning, communication pattern, material space and teachers' attitude) at level of significance ($\alpha < .05$). Hence it is concluded that there is significant difference in teachers' opinions about classroom management strategies in terms of their age.

Table-7 indicates that the p values are statistically significant of factors of classroom management strategies (class management, class environment, lesson planning, communication pattern, material space and teachers' attitude) but not significant (class discipline) at level of ($\alpha < .05$). Hence it is concluded that there is significant difference in teachers' opinions about classroom management strategies in terms of their qualification but they have difference regarding class discipline.

Table-7: One way ANOVA to Check Qualification Difference about Classroom Management Strategies.

	Groups	SS	df	MS	F	p
Class Management	Between Groups	19.243	2	9.622	4.260	.015
	Within Groups	499.145	221	2.259		
	Total	518.388	223	-		
Class discipline	Between Groups	3.665	2	1.832	.230	.794
	Within Groups	1757.692	221	7.953		
	Total	1761.357	223	-		
Class environment	Between Groups	80.160	2	40.080	15.560	.000
	Within Groups	569.269	221	2.576		
	Total	649.429	223	-		
Lesson Planning	Between Groups	25.273	2	12.637	5.966	.003
	Within Groups	468.084	221	2.118		
	Total	493.357	223	-		
Communication	Between Groups	36.072	2	18.036	4.261	.015
	Within Groups	935.482	221	4.233		
	Total	971.554	223	-		
Material Space	Between Groups	57.599	2	28.800	7.557	.001
	Within Groups	842.240	221	3.811		
	Total	899.839	223	-		
Teacher Attitude	Between Groups	37.297	2	18.649	9.826	.000
	Within Groups	419.448	221	1.898		
	Total	456.746	223	-		

Discussion: The findings of the current study indicate that discipline rules are not shared by the class authority with the students. Teachers know to make lesson plans on daily basis and go in the classroom with the preparation of lesson plans. Because they think lesson planning make their teaching effective and due to this students learning are also enhanced. Results also show that mostly teachers do not like to use available resources in the classroom to make effective teaching. Ben conducted a study in 2006 and study's findings are aligned with the results of current study.

Conclusion

It is concluded from the study that teacher's classroom administration adequacy is a noteworthy indicator of learners learning and academic achievement. The results shows teachers don not care to come in class at time. They make rules themselves and do not display discipline rule in the classroom due to which students are unaware about discipline rules. They make lesson plan for effective teaching regularly and deliver lectures in classroom to follow lesson plans. The study also reveals that the instructors do not utilize the accessible assets viably in classroom.

The study revealed teachers use available resources to some extent to enhance the students learning and their academic achievements. They are less interested to use different activities during their lecture but they create friendly environment with learners in class. Students are not encouraged to participate in the class discussion by the teachers. Some teachers encourage and respect of students opinions during discussion. Mostly teachers do not like the segment of questions answers in the class.

Recommendations: Following are some recommendations for future: i. School administrators may ensure organize seminars for preparation of tutors to learn classroom organization skills for better teaching and learning process. ii. Teachers should avoid corporal punishment to manage students in classroom. iii. Educators ought to be role models for society and school. Students observe their teacher and follow them. iv. Teachers may create positive learning environment in classroom. v. Teachers may use innovative ideas to engage the students in learning activities.

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