



An Analysis of the Factors Involved in Classroom Management Techniques Applied by Secondary School Teachers

Muhammad Asif, PhD Scholar (Education), Humanities and Social Sciences Department at Khwaja Fareed University of engineering and information technology, RYK,64200 (Punjab)

Abdul Sattar, PhD Scholar (Education), Humanities and Social Sciences Department at Khwaja Fareed University of engineering and information technology, RYK,64200 (Punjab)

Abdul Hamid, PhD Scholar (Education), Department of Education, Bahauddin Zakariya University, Multan 59300 (Punjab)

Tariq Mehmood Bhuttah, Assistant professor, Humanities and Social Sciences Department at Khwaja Fareed University of engineering and information technology, RYK,64200 (Punjab) Email: *tmbhuttah@kfueit.edu.pk

Abstract: The purpose of the study was to analyze the factors involved in classroom management techniques applied by the secondary school teachers. The study was delimited to (7) male and (6) female secondary schools of Multan city. By using simple random sampling technique, a sample of two hundred (200) secondary school teachers was selected. The questionnaires were administered personally by researcher. The ratio of returning the questionnaire was 85%. Overall p-value of Z test is 0.283 which is larger than the level of significance 0.05. It means that the mean decision for both male and female are non-significant. Overall result using the test analysis of variance for testing the equality of mean decision for different level of experience of teachers at secondary level. We see that the p-value is 0.007 which is less than our level of significance 0.05, so it is concluded that there is a significant difference between the mean decision of the different experience levels (L, M and H). Overall result of pair-wise difference between mean decision of different level of experience by using LSD test among high experience, medium experience and low experience. There is significance different between mean of medium and low experience. Overall result of pair-wise difference between mean decision of different level of qualification by using LSD test among high qualification (M. Phil), medium qualification (M.A/M.Sc. /B.Ed.) and low qualification (B.A/B.Sc. /B.Ed.). It is seen that all pair have non-significant mean.

Keywords: Classroom management, Techniques, Communication cycle.

I. INTRODUCTION:

Classroom management is valuable to everyone concerned with education. It always relates to the behavior and discipline of students. It also tells how the students utilize their time in classroom. The proper management of class becomes a pre-requisite for planned education. According to Emmer, Everston, Clements and Worshan (1997, P.111)

Poor classroom management and students discipline and class control and students behavior are some common complaints concerning school made by students, teachers, parents and administrators. Most of the teachers agree that classroom teaching is generally impacted by classroom management. It is important to create a sound relation of trust and interest with the students. According to Good and Brophy (1997, p.127) "place more emphasis on their roles as authority figures or disciplinarians".

The classroom environment develops gradually. It is influenced by teacher's way of communication, modeling of behavior and approach to management of classroom. The same class that is interested and attentive with one teacher can be restless and bored with another. It greatly indicates that certain teachers' attitudes are demanded for effective classroom management.

Following skills may be used for effective classroom management:

- i. Developing a sound understanding of students' personal requirements.
- ii. Creating positive student- teacher relation that help and fulfill students' personal needs.
- iii. Developing the skills of supervising students' appropriate behavior.

- iv. Adopting organizational and group management methods that enhance on-task students' behavior.

Besides this, the teachers must have the capability to examine the manifold methods of implementing classroom management and opt them to their own teaching styles. They must be well aware of the fact that there is no universal panacea to the entire potential problem that can disrupt learning in the classroom. Everston and Weinstein (2006) characterize classroom management as the actions taken to create an environment that supports and facilitates academic and social learning. Toward this goal, teachers should:

- i. Develop caring, supportive relationships with and among students;
- ii. Organize and implement instruction in ways that optimize students' access to learning;
- iii. Use group management methods that encourage students' engagement in academic tasks;
- iv. Promote the development of students' social skills and self-regulation; and
- v. Use appropriate interventions to assist students with behavior problems.

Many factors are involved in classroom management. Following five main factors involved in classroom management are the essence of the experiences of teachers who showed their worth also as successful class managers:

- i. Personal traits of Teachers.
- ii. Professional/Pedagogical traits of Teachers.
- iii. Mutual understanding between teacher and students.
- iv. Physical and Psychological Environment of the Classroom.
- v. Sharing ideas with head and colleagues by teachers.

Effective classroom management is an ongoing, control-oriented process. It involves motivating students to learn appropriate instruction and feedback. Effective classroom management refers to the operation and control of all classroom activities. It is confined to all the aspects of teaching activities. A well-managed classroom will provide the students with rich opportunities for physical development and mental growth.

Good classroom management creates favorable working conditions conducive to good learning and makes the class work interesting and enjoyable. Thus effective teaching and learning are really possible in a well-managed classroom. According to <http://www.intime.uni.edu/model/teacher/teace3.html>

Classroom is a teaching/learning environment. It will be very hard for teacher to conduct instructions, or for students to work properly if they have no proper guideline how to behave in a classroom. Such a situation may cause of wastage of time and resource. So the importance of classroom management cannot be denied whether about entering the room, behavior during roll call, talking in the classroom and responding to questions.

Classroom management refers to the control of classroom activities. Each classroom is different from another classroom i.e. they vary in size and age; some may have less than thirty students while others may have more than sixty students. In the same way the age ranges of classroom is different from another classroom. Classrooms may also differ from one another in terms of environmental context e.g. urban, sub urban and rural schools. There may be a wide range of difference in terms of interests, abilities, attitudes, age and background. The teacher should examine his students in terms of their perceptions, feelings, motives and judgments. As described by Adprima (2005, p.16),

“Skills such as successful classroom management are essential to teaching and need ‘common sense’ , consistency, courage and sense of fairness. These skills also require that the teachers recognize in more than one way the development and psychological levels of their students. The skills related with an effective classroom management are only acquired with a practice, feedback, and willingness to learn from mistakes”.

Classroom environment develops according to the teachers approach to management. A class that is interested and attentive with one teacher can be rebellious and bore with another. Students sometimes do

their work independently rather than the direct supervision of the teacher. Therefore, there are some factors involved in classroom management.

Proper feedback, splendid appreciation, due encouragement are main important factors which boost up the performance of students, such as reward on good performance develops competition spirit among students. A little appreciation can make wonders. This is why teacher encouraging attitude makes learning easy even for slow learners but undue criticism on the part of teacher is discouraging for the students. Proper dealing with students gives fruitful results psychologically. But on the contrary, humiliation of students in the class affects students' performance negatively.

For proper teaching-learning process the basic need of a teacher is sharing ideas with head and co-workers. Basically the teaching-learning process depends upon characteristics of a teacher and knowledge of subject matter. A teacher, through his strategies, knowledge and experiences can achieve desired goals but sometimes he has to face some difficulties in respect of knowledge or teaching techniques. For this purpose he may share knowledge with: Headmaster, Seniors, Colleagues.

The teacher has to perform many roles in the classroom to make his teaching better and to gain his desired goals. When the teacher starts classroom activities he has to make sure that he is not overlooking one of the most important teaching resources, he will need throughout the year. Of course, that resource is his colleagues. For better teaching other teaching professional may help the teacher hopefully whenever and wherever he confronts any difficulty.

After all, our fellow teachers are pursuing the same goals as we. They are our immediate on hand fellows can teach us, remind us inspire us, help us and teach us all in the same day. So it is necessary there should be a chain of sharing knowledge between teacher and headmaster, between teacher and seniors, teacher and colleagues as well

For a teacher it is necessary that he not only need to get to know his colleagues but also the complicated network of relationship which exists in the school. Any guidance and assistance may come from any unexpected source. So working relationship between staff members is valuable in terms of better teaching.

Sharing ideas is an important source of knowledge. A teacher can make classroom management better with the co-operation of his co-workers. A teacher makes discussion with the headmaster and colleagues about the problems of classroom and in the light of their suggestions he can improve classroom management. A thoughtful teacher regarding the welfare of students proves to be a good manager. Sharing ideas with the headmaster and colleagues results in effective teaching and management. So mutual cooperation, sharing ideas, respect for seniors and affection for students makes teacher a good class manager.

Technique is a way of doing things that can be repeated again and again. It is a way of describing things and is a procedure of carrying out some work. According to Nacino, Oke and Brown (1982,p.2), "The goal of teaching is to bring about the desired learning in the student. Therefore, the only valid criterion of success in teaching is the degree to which the teacher has been able to achieve this learning in his slide".

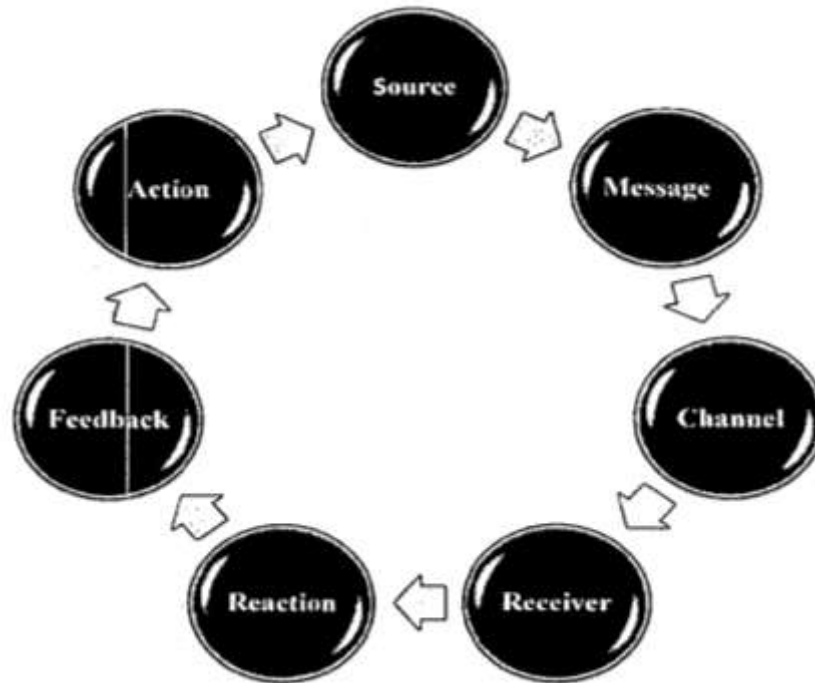
Communication skills are a set of strategies that focus to assist to bring about a change in thinking in situation and in behavior. It also means that teachers need to be good listeners and must try to comprehend the concerns and feelings of students and their parents. According to Mynster (1997.p.11) says,

"Effective communications and record of them can be a great asset to effective teaching. Your communications are most commonly for informing, creating interest, soliciting help and cooperation, and creating accountability".

For effective communication the teacher should listen carefully to what students say and respond accordingly. They should try their best to understand students' responses and try to analyze them. They should try design congressional teaching on peculiar elements of the curriculum. According to Alexander

(1997, p. 146), "Course effectiveness is closely bound up with the nature and substance of the message being conveyed". Rmasey (1999, p. 173) has described the following as a good communication cycle.

The Good Communication Cycle:



Source: Rmasey R.D. (1999, p. 173)

The problem with communication cycle is that it can breakdown at any point in the cycle. Therefore, it is necessary that all the elements of communication be in place.

By establishing rules teachers communicate their awareness of what can happen in the class but simply stating the rules is not enough. Teacher should make sure that rules must be followed in letter and spirit. The teachers must develop a clear guideline for setting up classroom rules so that they may not create any ambiguity, confusion or uncertainty in students' mind. According to Kelly (2005, p. 9), Mayeski (2005, P. 17), and Emmer at al (1997, pp. 20, 21) have discussed various classroom rules. Following ideas for can be presented from them:

- ❖ Come to class on time.
- ❖ Focus to personal needs before coming to classroom.
- ❖ Respect other people's property.
- ❖ Bring required materials every day unless you are otherwise directed.
- ❖ Talk only when permitted.
- ❖ Do not cheat.
- ❖ Follow the teacher's instructions immediately

II. MATERIAL AND METHODS:

2.1: Population and Sampling Technique:

The focus of the study was to analyze the factors involved in classroom management techniques applied by secondary school teachers. All 200 male and female teachers of Govt. secondary schools of Multan city

served as population of this study. For sample 25% of populations of boys' secondary schools were taken including 7 schools from 28 male schools and 25% of population of girls' secondary schools which were 6 from 25 girls schools randomly selected.

2.2: Development of Research Tool:

The development of research tool was an important task to collect data for this study. Therefore, efforts were made to develop a research tool. For this purpose, a five point Likert scale questionnaire was developed having 35 statements. Each statement had five choices (SA, A, U, DA, SD).

SA=Strongly agree A=Agree U=Undecided DA=Disagree SD =Strongly disagree

2.3: Validation of Research Tool:

The questionnaire was got validated by the experts available at Department of Education, Bahauddin Zakariya University, Multan. The questionnaire was improved and redesigned in the light of the suggestions given by the experts. The number of statements were changed in view of the experts opinion. Some statements were excluded and some other was included. The language of the questionnaire was also modified.

2.4: Data Collecting Procedure:

The researchers personally approached the selected schools and met with the teachers during the working hours. However, in some female schools help of clerks and other colleagues was sought. 200 questionnaires were distributed among the teachers and 170 were returned.

The statistical techniques like Arithmetic Mean, Percentage, Standard Deviation, Z-test and analysis of Variance (ANOVA) were computed for the analysis of data.

The norm for acceptance or rejection of the statement was 3.00. Mean score bigger than 3.00 was an indication of an agreement while value of mean score less than 3.00 showed the disagreement.

2.5: Analysis of Variance (ANOVA):

Analysis of variance is used here to test the equality of mean decision for different factors. There is significant different between the mean decisions of all factors.

2.6: P-value:

The p-value is the key concept in the approach of R.A.Fisher. The p-value is used as an alternative to rejection points to provide the smallest level of significance at which the null hypothesis would be rejected

An informal interpretation with a significance level of about 10%:

- ❖ $P < 0.01$: very strong presumption against neutral hypothesis
- ❖ $P = 0.01$: very strong presumption against neutral hypothesis
- ❖ $0.01 < P < 0.05$: strong presumption against neutral hypothesis
- ❖ $0.05 < P < 0.1$: low presumption against neutral hypothesis
- ❖ $P > 0.1$: no presumption against the neutral hypothesis

III. RESULTS:

Mean, Standard Deviation, Z-test and Analysis of variance were calculated to analyze the factors involved in classroom management techniques applied by secondary school teachers.

The data were analyzed on the following basis:

3.1 Gender-wise Analysis

3.2 Experience-wise Analysis

3.3 Pair-Wise Difference between Mean Decision of Different Level of Experience Using L.S.D.

3.4 Qualification-wise analysis

3.1: Test of Significance:

To trace out the significance of difference between means of different sample group Z- test and ANOVA was applied and presented in the following tables.

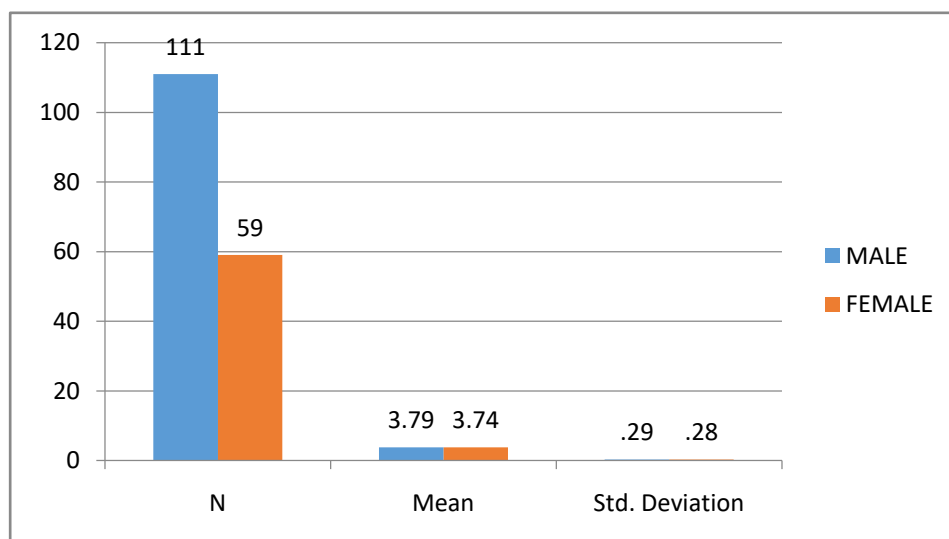
Table 3.1 Gender -Wise Comparison:

Testing the Equality of Mean Decision of Male and Female

Gender	N	Mean	Std. Deviation	p-value
Male	111	3.79	.29	0.283
Female	59	3.74	.28	

Table 3.1 shows that p-value of Z test is 0.283 which is larger than the level of significance 0.05. It means that the mean decision for both male and female are non-significant.

Bar-graph Chart 3.1 Summary statistics of Mean Decision of Male and Female



3.2: Experience-Wise Analysis:

For testing the equality of mean decision for different experience level, ANOVA was applied. In this test three factors were used which show different experiences, such as short experience (1 to 10 years), second is medium experience (11 to 20 years), and last factor is long experience (21 to 30 years). For

testing their mean decision for each category, L.S.D. test was applied to check the pair wise significance of each group.

Table 3.2 ANOVA for Testing the Equality of Mean Decision for Different Level of Experience.

	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	.794	2	.397	5.128	.007
Within Groups	12.926	167	.077	-	-
Total	13.720	169	-	-	-

Table 3.2 shows the overall result using the test analysis of variance for testing the equality of mean decision for different level of experience of teachers at secondary level. As the p-value is 0.007 which is less than the level of significance 0.05, it is concluded that there is a significant difference between the mean decision of the different experience levels (S, M and L).

Table: 3.3 Pair-Wise Difference between Mean Decision of Different Level of Experience Using L.S.D.

	High Experience	Medium Experience	Low Experience
High Experience	-	-.07478	.09120
Medium Experience	-	-	0.1660*
Low Experience	-	-	-

*. The mean difference is significant at the 0.05 level

Table 3.3 shows the result of pair-wise difference between mean decision of different level of experience by using L.S.D. test among high experience, medium experience and low experience. There is significance different between mean of medium and low experience.

3.4 Qualification-wise analysis;

For testing the equality of mean decision for different qualification level, we used analysis of variance test was used. In this test three factors were used which show different qualification, such as low qualification (B.A/ B.Sc./ B.Ed.), second is medium qualification(M.A/M.Sc./B.Ed.) and last factor is high qualification (M. Phil) and testing their mean decision for each category, the L.S.D. test was used to check the pair-wise significance of each group.

Table: 3.4 ANOVA for testing the equality of Mean Decision for Different Level of Qualification.

	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	.285	2	.142	1.770	.174
Within Groups	13.435	167	.080	-	-
Total	13.720	169	-	-	-

Table 3.4 shows the overall result using the test analysis of variance for testing the equality of mean decision for different level of qualification, low qualification (B.A/B.Sc./B.Ed.), medium qualification (M.A/M.Sc./B.Ed.) and high qualification(M. Phil), p-value is 0.174 is greater than 0.05 level of significance which shows that there is no significance different among these three levels of qualification.

Table:3.5 Pair-Wise Difference between Mean Decision of Different Level of Qualification Using L.S.D.

	B.A/B.Sc./B.Ed.	M.A/M.Sc./B.Ed.	M. Phil
B.A/B.Sc./B.Ed.	-	.06713	.13356
M.A/M.Sc./B.Ed.	-	-	.12948
M. Phil	-	-	-

Table 3.5 shows the result of pair-wise difference between mean decision of different level of qualification by using L.S.D. test among high qualification (M. Phil), medium qualification (M.A/M.Sc. /B.Ed.) and low qualification (B.A/B.Sc./B.Ed.). It is seen that all pair have non-significant mean.

IV. FINDINGS ABOUT TEST OF SIGNIFICANCE:

1. Overall p-value of Z test is 0.283 which is larger than the level of significance 0.05. It means that the mean decision for both male and female are non-significant. (Table 4.3-i)
2. Overall result using the test analysis of variance for testing the equality of mean decision for different level of experience of teachers at secondary level. We see that as the p-value is 0.007 which is less than our level of significance 0.05 so it is concluded that there is a significant difference between the mean decision of the different experience levels (S, M and L). (Table3.1)
3. Overall result of pair-wise difference between mean decision of different level of experience by using L.S.D. test among high experience, medium experience and low experience. There is significance different between mean of medium and low experience.(Table 3.2)
4. Overall result using the test analysis of variance for testing the equality of mean decision for different level of qualification, low qualification (B.A/B.Sc. /B.Ed.), medium qualification (M.A/M.Sc./B.Ed.) and high qualification(M. Phil), p-value is 0.174 is greater than 0.05 level of significance which shows that there is no significance different among these three levels of qualification.(Table3.4)
5. Overall result of pair-wise difference between mean decision of different level of qualification by using L.S.D. test among high qualification (M. Phil), medium qualification (M.A/M.Sc. /B.Ed.) and low qualification (B.A/B.Sc. /B.Ed.). It is seen that all pair have non-significant mean.(Table 3.3)

V. CONCLUSION:

On the basis of findings following conclusions were drawn:

Sympathetic and caring attitude was favorable in respect of classroom management in the opinion of teachers.According to the teachers, punctuality is essential to be good classroom managers.In the opinion of the teachers suitable body gestures are necessary for good classroom management. Most of the teachers were agreed that reasonable pitch of voice is better for good classroom management.Planning of lesson beforehand had better results in the opinion of teachers.According to the teachers` opinion interesting strategies make learning environment congenial and are helpful for better classroom management.Most of the teachers agreed that various classroom activities make the student attentive.In the opinion of teachers frequent use of questioning is essential to better classroom management. Mostly

teachers agreed that teacher-student close relationship is favourable for classroom management. Friendly behavior with student is a key to better classroom management.

Use of writing board was better in the opinion of teachers. In the opinion of most of teachers neat and clean classroom create a better learning environment for classroom management. Appreciation of students by the teacher show better academic performance in the class. In the opinion of teachers' encouragement of slow-learners raise their level of achievement. Acting upon the advice of headmaster and seniors makes classroom management better. According to the opinion of teachers, encouragement for participation of students in the classroom is essential to classroom management. There was no difference between mean decisions of male and female teachers in respect of factors of classroom management. There was a significant difference between mean of low experience and medium experience of teachers regarding factors of classroom management. There was no difference between all pairs of low, medium and high qualification of teachers regarding the factors of classroom management.

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Muhammad Asif and Tariq Mehmood Bhuttah are equal contributor to this manuscript. Tariq Mehmood Bhuttah is a Corresponding author.

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