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## **Comparative Analyses Of Teachers Perceptions About Classroom Content Management Strategies At Secondary School Level**

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### **ABSTRACT**

This study was conducted to analyze the Classroom Content Management Strategies (CCMS) employed by secondary school teachers (SST) in their classrooms. The objectives of the study were: to investigate the CCMS of the SST teachers in Khyber Pakhtunkhwa (KP); to compare the CCMS of SST teachers over the categories of students; male/female, urban/rural, public/private, and science/arts at secondary school level. The targeted area for this study was Peshawar division of KP. Sixteen schools were selected through stratified random sampling technique from each of the five targeted districts and six teachers were randomly selected from each selected school of the sample. To achieve the objectives, data were collected, tabulated and analyzed by using statistical tools through SPSS program. The analyzed data reflected that, in the perception of teachers; 58% teachers were in practice to use CCMS while 42% of the teachers were not using these strategies. Further, it was found that: male teachers were practicing well as compared to female teachers; urban teachers were good to use CCMS than the rural teachers; science teachers were using CCMS very well as compared to the arts teachers; and public school teachers were experienced in using CCMS than the private school teachers in the CCMS. On the basis of research findings, it was recommended that classroom management oriented refresher courses for both the male and female teachers be arranged in order to abridge gender gap in various CCMS and more focus be given to CCMS in curriculum and teaching practice of pre-service teacher trainings.

**Keywords: Classroom management, content management, secondary schools, refresher courses, cultural diversity**

### **INTRODUCTION**

In this present era, teachers are expected to have a very high degree of professional competence with appropriate managerial skills to make their classroom environment positive for learning. A critical component of teaching learning process is classroom

management and it is some time considered as a basic skill of teachers in their evaluation. According to Shamina (2018), only those teachers can create better learning environment in the classes who have ability to manage the activities during teaching learning process. Teaching as a complex activity demands teachers to be very much effective in implementing and maintaining discipline of the students during learning in classroom. Poor classroom management skills of teachers leads towards misbehavior of students which further produce interference in teaching process and create stress for teacher as well (Friedman, 2006). Classroom management is great concern of teachers and student success can be expected in a safe, orderly and well maintained classrooms. It should be dynamic in nature to create best learning environment with primary focus of students' learning (Martin, Yin & Mayall, 2006). According to Marzano (2003) the focus of all teachers' action in managing their classroom are on four main areas: establishment and enforcement of rules and procedure of classroom activities; carry out disciplinary actions when needed; maintenance of very good relationship between teachers and students and; maintaining a very good mental set for managing classes appropriately. One of the important factors of teaching learning process in formal education system is the classroom management. It is defined as the art of organizing the classroom (Yoakman & Simpson as cited by Afridi, 2000). The learning opportunities of the children are increased if the class is effectively managed (Evertson, Emmer, & Worsham, 2003). Experts present different views about the classroom management. One view supports the support the use of rules for imposing power over the student. The other view supports the targeting of needs of students to develop relationships with them and guide those (Kennedy et al., 2001). According to studies, the new teachers lack classroom management skills (Duck, 2007; Stoughton, 2007). They donot solve behavior problems, teach curriculum effectively and organize administrative tasks (Bauman & Del Rio, 2006). As a result, the students remain engaged in disruptive, off-task behavior (Sutherland, Alder, & Gunter, 2003) and teaching learning process is badly affected. Conversely, a well managed classroom environment helps flourishing the teaching learning process. Although it is important area, scarce research has been conducted in the field of classroom management as per knowledge of the researchers. Therefore, it was considered important to conduct research in this field to fill the existing gape. Some of the conducted research (Afridi, 2000; Sadker & Sadker, 2000) have highlighted the importance of classroom management but Froyen & Iverson (1999) have highlighted three aspects of classroom management viz. conduct management, covent management, and content management. This study specifically targeted to conduct research on the investigation of content management strategies of secondary school teachers in Khyber Pakhtunkhwa. This study was conducted for the achievement of the following objectives; to explore the content management strategies of teachers at secondary level and to compare content management strategies for different strata.

## **METHODOLOGY**

This study was conducted by adopting the following procedures. All the teachers of secondary school teachers of Peshawar region constituted the population of the study. 480

teachers were selected from Peshawar region. Sample was selected with 96 teachers from each of the five districts through stratified random sampling technique. Thus 80 schools were visited with 16 schools from each district. The population was divided into eight strata with 240 teachers from each stratum.

For the purpose of data collection, a questionnaire on 6 points Likert scale was developed. The six points were “Very strongly agreed”, “Strongly agreed”, “Agreed”, “Disagreed”, “Strongly disagreed”, “Very strongly disagreed”. It consisted of 14 items. Additionally, there were five open ended questions in this questionnaire. For ensuring the validity of the questionnaire, expert consulted. Pilot testing was also conducted for finalizing the questionnaire.

The required data was collected through personal visits. The data was collected from the randomly selected teachers. The teachers were assured that the information provided by them would be used for research purpose and be kept confidential. Because of the cooperation, data collection was 100%. The collected was tabulated. The collected data was analyzed through using descriptive statistics and t- test.

## **REVIEW OF RELATED LITERATURE**

According to Froyen and Iverson (1999) classroom management focuses on three major competencies which are; content management competencies; conduct management competencies and; covenant management competencies. They further elaborated each as content management is concerned with managing space of the classroom effectively, materials, equipment used for learning, the movement of the students and lesson as part of curriculum and program of studies. Example of content management is given as when students are working in groups, teachers not only supervise them but give them feedback, monitor their progress, and assist them whenever necessary. In conduct management, the focus is on taking any measure to deal with disruptive behavior of students by setting rules and procedures while in covenant management classroom is considered as hub of social interaction with the focus of managing interpersonal relationships. According to Shamina (2018), content management generally focusing on instructional management skill, integrating and sequencing of additional learning activities and it also deals with discipline related instructions. Instructions mean step taken to facilitate students in mastery of formal curriculum through presentation and demonstration of relevant information, conduction of recitation or discussion, supervision of work on assignments, testing and re-teaching etc. conduct management is concerned about beliefs about the nature of students and who to integrate knowledge with human diversity, individuality to manage classroom effectively. Disciplinary actions are taken for those who are creating problems in the class. Covenant management competencies involve focusing on socialization process through which articulation of ideals, expectations, modelling reinforcing, teaching of acceptable and desirable attributes and behaviors are communicated. As the focus of this study was on content management so, it is further elaborated here. Content management strategies mainly refer to instructional management skills, sequencing and integration of additional instructional activities (Kounin, 1970) and the

core of instructional management is gaining and maintaining student cooperation in learning activities (Doyle, 1986). During instructional process, content management remains a challenge in classroom and requires different strategies on the part of teachers. For example, the range of instructional methods is complemented by seating arrangement (Brophy, 2000). This arrangement affects the attitude of teachers. For example, poor arrangement develops negative attitude in teachers (Tessmer & Richey, 1997). While excellent arrangement like students seated closer to instructional focus, helps in productive engagement in teaching learning interaction (Arthur, Gordon, & Butterfield, 2003). Further, effective management helps the teachers in moving students from one activity to another effectively (Santrock, 2004). Giving clear directions to the students is also a part of content management (Tanner, 1978). Developing of classroom routine is also an important part of content management (Doyle, 1980). Additionally, maintaining group focus helps the teachers to actively involve and make them accountable for their performance (Santrock, 2004). Similarly, for restructuring the situation simple cues are used to move to another activity (Charles, 1981). Withitness is another content management strategy. It helps the teachers to make the students on- task Kounin (1970). It helps the teachers to detect the inappropriate behavior (Santrock, 2004).

Token economy is another content management strategy. It consists of a set of carefully written instructions; awarding token to the students for showing appropriate behavior, a set of procedures which allow students to exchange tokens they have earned for prizes (Axelrod, 1977; Wallen & Wallen; 1978). Content management also includes the management of daily routine lectures, presentation, individual and group work (Froyen & Iverson, 1999). Furthermore, content pedagogy skills is used which is referred to skills used by the teachers for imparting the specialized knowledge to the students and develop the cognitive affective and psychomotor skills of the students (Shawer et al., 2008).

Martin, Yin & Baldwin (1997) conducted a study on the beliefs of classroom management styles of secondary school teachers. They found that rural school teachers were better in instructional management as compared to urban school teachers while urban school teachers were better in controlling and intervention as compared to rural school teachers. Martin & Yin (1997) conducted a study on the gender differences in classroom management styles and found that male were ahead of female teachers in instructional management and behavior management. Another study conducted by Shin and Koh's (2007) a research on cross-cultural beliefs of teachers and behavior management strategies they use in classroom in urban America and Korea school systems. It was found that male teachers were better in controlling instructional management techniques as compared to Korean female teachers. Furthermore, Chudgar and Sankar (2008) found that gender differences do not exist in classroom management practices of teachers.

## **RESULTS AND DISCUSSIONS**

The results and discussion about the perception of teachers and comparison among different strata is given in the following tables.

**Table 1: Responses of teachers regarding their CCMS at secondary school level**

S. N	Statement	Percentage responses of teachers					
		VSA	SA	A	DA	SDA	VSDA
1	I utilize classroom space effectively	27	20	14	5	10	24
2	I design instructional activities that support lesson objectives	24	21	15	10	9	21
3	I gain the student's attention before speaking	33	16	13	6	11	21
4	I relate the previous lesson with current lesson	20	22	19	6	10	22
5	I choose the teaching method according to the situation	20	19	18	10	11	22
6	I provide preferential seating to the students	12	17	26	10	12	23
7	I use information technologies to enhance learning	12	14	26	14	12	23
8	I perform variety of activities for student's participation	16	19	20	10	10	25
9	I use regular questioning to judge students' progress	20	19	19	9	13	20
10	I establish eye contact with students during class	19	15	19	11	11	24
11	I provide drill and review when necessary	16	18	22	9	13	21
12	I give and check homework regularly	20	17	21	8	11	23
13	I give and check class work regularly	22	19	21	9	10	19
14	I conduct tests for student's evaluation	21	17	18	7	12	25
	<b>Mean</b>	<b>20</b>	<b>18</b>	<b>20</b>	<b>9</b>	<b>11</b>	<b>22</b>

Table 1 depicts the responses of teachers regarding the use of content management strategies in their classes. Statement 1 highlights that 61% of the teachers utilize the space in the class effectively. In Statement 2, 60% of the teachers were agreed that they use instructional activities for the achievement of the objectives. 62% of the teachers are able to gain the attention of the students before speaking. 61% of the teachers connect the previous lecture with the current one. 57 % of the teachers change their teaching method according to the situation. 55 % of the teachers agreed that they use preferential seating for the students. 52 % of the teachers use information technology to improve the learning of the students. For increasing the participation of the students, 55% of the teachers use variety of activities. 53% of the teachers use eye contact with students during class. 56% of the teachers were of the view that they rely of drill and review when necessary. 58% of the teachers regularly check

and give homework. 62% of the teachers regularly check the class work regularly. For the evaluation of students' performance, 56% of the teachers conduct classroom tests. On the whole, the content management strategies were used by 58% of the teachers while 42% of the teachers do not use content management strategies during their teaching.

**Table 2: Comparison of male and female teachers in content management**

Gender	N	Mean	S.D	t	p
Male	240	52.84	13.56	3.72	0.000
Female	240	48.20	13.72		

Table 2 highlights the gender differences in the content management. The mean score of male and female students are 52.8 and 48.2 respectively with t- value of 3.7 (p=0.000) at 0.05 significance level. These results indicate that there exists gender difference between male and female students. Male students are more efficient in content management strategies.

**Table 3: Comparison of urban and rural school teachers in content management**

Location	N	Mean	S.D	t	p
Urban	240	56.65	12.73	10.82	0.000
Rural	240	44.39	12.06		

Table 3 depicts the comparison of urban and rural teachers in content management skills of Peshawar division. The mean score of urban teachers is 56.7 while the mean score of rural teachers in content management skills is 44.4. While t- value is 10.8 (p=0.000) at 0.05 significance level. So the according to results the urban school teachers are better in content management skills as compared to rural school teachers.

**Table 4: Comparison of male and female teachers in content management**

Groups	N	Mean	S.D	t	p
Science	240	52.54	14.64	3.22	0.001
Arts	240	48.50	12.67		

Table 4 highlights the comparison of science and Arts teachers in content management skills of Peshawar division. The mean score of urban teachers is 52.5 while the mean score of rural

teachers in content management skills is 48.5. While t- value is 3.2 (p=0.000) at 0.05 significance level. So the according to results the science school teachers are better in content management skills as compared to Arts school teachers.

**Table 5: Comparison of public and private school teachers in content management**

Groups	N	Mean	S.D	t	p
Public	240	55.24	12.78	7.95	0.000
Private	240	45.80	13.23		

Table 5 depicts the comparison of public and private school teachers in content management skills of Peshawar division. The mean score of urban teachers is 55.2 while the mean score of rural teachers in content management skills is 45.8. While t- value is 8.0 (p=0.000) at 0.05 significance level. So the according to results the public school teachers are better in content management skills as compared to private school teachers.

### ANALYSIS OF OPEN ENDED STATEMENTS

An open ended statement finding the teachers’ responses of their own content management strategies was explored. The responses of the teachers were that 35% of the teachers use different teaching methods and plan their lesson in advance for managing their content. 20% of the teachers use audio visual aids for making their teaching effective and interesting while 10% of the teachers change their strategies according to the demand of the situation. 26% gave no response to the question. On the other hand, 9% of the teachers used different responses. In response to the “any other strategy of classroom content management”, 20% of the teachers make discussion with parents on the matter of content management. 14% of the teachers use co-curricular activities, 12% of them use monthly test for the evaluation of students while 6% of the teachers arrange zero period for managing the content.

### CONCLUSIONS

Content management was used by majority of the teachers with the exception of a considerable number of teachers. Male teachers, urban school teachers, science subject teachers, and public school teachers were better in use of content management. Lesson plan use to be used by majority of the teachers and changing the teachers’ methods according to the situation followed by discussion with parents the content of the children, and utilizing co curricular activities and monthly tests and zero periods for managing the content management. On the basis of findings, it is recommended that refresher courses be arranged for female teachers for bridging the gap between male female teachers in content management skills. Similarly, refresher courses should be arranged for making the rural teachers competent in content management.

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