

**CLASSROOM MANAGEMENT AS A CONTRIBUTING
FACTOR TOWARDS LEARNING AT SECONDARY
SCHOOL**



By

Ali Abbas

ID # 102510004

UNIVERSITY OF MANAGEMENT AND TEACHOLOGY

June, 2013

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Certificate of Approval

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Master's Thesis Committee:

Dr. Khalid Rashid
Internal Supervisor

Prof.SajidMasood
External Supervisor

Prof. SajidMasood
Chairman

Prof. Dr. Abdul Hameed
Dean

Date: _____

DEDICATION

All of my efforts are dedicated to

**Omni knowing and the teacher to humanity (Prophet Muhammad
(S A W A W)**

Beloved and Respected **Parents** and **Teachers**

“Who made me conversant with the realities of life and need of struggle in this
material world”.

I also dedicate my thesis especially to **Dr. Khalid Rashid**

“Who made me utilize my capabilities to the optimum with his untiring and
pleasant attitude”

Ali Abbas

DECLARATION

I, the undersigned hereby declare that this study is my Personal effort and that it has not been submitted for a degree or examination in any other university and that all the sources that I have used or quoted have been acknowledged by complete references.

17th of June, 2013

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It is my modest duty to bow down before my Allah for his graciousness, my Beloved Prophet Muhammad (PBUH) for being a source of inspiration and motivation towards recognizing the benevolence of lord of universe and heavens

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A.A

ABSTRACT

Education has ever been a concern of societies with a touch of quality, equality, equity and sustainability of the same. The processes of education contribute towards the promotion of functions and elevation of the products of education. One of the processes that gains prominence is the classroom management. In classroom management it is not only the seating rather it is the attitude that develops in students the urge for education. In normal practice the big towns attract the attention of educators, decision makers and planners, but the little towns like chiniot does not catch the attention of the concerned to develop the school in general. There were only four male schools in chiniot three in government sector and one in private sector. All the four were approached for the conduct of research; the permission to this effect was obtained from the authorities of the schools.

Two questionnaires were developed for the furtherance of research; one was meant for students studying in the class ten of the schools for the session 2012-13 and another was meant for the teachers working in those schools and were the teachers of the students selected as the subjects of study.

There were 56 items in the questionnaire meant for the students and 53 in the questionnaire meant for the teachers. The face validity was got determined by the experts and the same questionnaires were administered to the class IX students of the sample schools chronebach alpha was computed as .79 and .73 for the questionnaires meant for the teachers and the students as well respectively.

As per permission the researcher turned up gave a briefing session to the students in their respective classes and the teachers in the staffroom about the filling in of the questionnaire as per intents of the research.

The intent of research laid down as objectives was as; identifying the practices followed by teachers and their impact at secondary level achievement of the students, isolating the good classroom managers.

The study being restricted to the topic, "Classroom management as a contributing factor towards learning at secondary school" was expected to surrender following divide dents;

- Classroom management, often called classroom discipline, the opinion surveys of educational priorities were mostly divulged through such surveys, (Rose & Gallup, 2006) the study would help excavate that how discipline problem is being controlled through classroom management.

- In a 2006 survey of Pre-K through 12th grade teachers conducted by the American Psychological Association (APA), teachers identified help with classroom management and instructional skills as their top need. Results from this study would help us know the realities on ground.
- Educators have consistently rated discipline as one of the most serious obstacles to promoting effective teaching. In addition: classroom management has been cited as one of the most prevalent reasons for job burnout and attrition of first-year teachers, teachers' concerns over their own safety directly relate to the use of effective classroom management programs.
- It would be made known that how much students feel unsafe due to lack of effective disciplinary procedures and potential for violence.
- Although there is no agreed-upon definition of classroom management, the framework offered by Evertson and Weinstein (2006) represents a current and widely accepted view. According to Evertson and Weinstein, classroom management has two distinct purposes: *"It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth"* (p. 4). The authors identify five specific tasks that show classroom management as a multi-faceted activity. It extends beyond some of the more traditional behavior management techniques frequently recommended to deal with students with disruptive behavior. Specifically, they note that teachers should do the following:
 - Develop caring, supportive relationships with and among students;
 - Organize and implement instruction in ways that optimize students' access to learning;
 - Use group management methods that encourage student engagement with academic tasks, Promote the development of student social skills and self-regulation; and
 - Use appropriate interventions to assist students who have behavior problems.
 - Multi-level model of interventions can be explored beginning with (1) school-wide systems of support (called universal or primary prevention), (2) small group or more focused interventions (called selected or secondary intervention) for students who have similar problems such as aggression, and (3) individualized interventions (called indicated or tertiary intervention) for students who need very focused and more intense services for problematic and disruptive behavior.
 - Tertiary interventions may typically be used with students who have a more severe range of disruptive behaviors. These interventions begin with a functional assessment of the problematic behaviors.
 - At the universal level, schools establish expectations for behavior; students, staff, and families state these expectations to ensure that they are understood; schools operationalize positive behaviors and teach them to students; teachers have pro-social contacts with students; teachers receive formal training in behavior management; the school establishes a school-wide leadership team; and the school implements a systematic

system of recording student behavior to facilitate decision-making regarding students behavior.

- At the secondary level of intervention, an evidence-based program such as First Steps to Success (Walker, Stiller, Bolly, Kavanagh, Steverson, & Feil, 1997) can be implemented with groups of students in need of this level of support. At the tertiary level, schools can establish individualized programs for some students based on an analysis of what function the problematic behavior may be serving for the student.
- Because most classroom teachers have not been trained in functional assessment of behavior, it is important that they consult with their colleagues who have expertise in this area. Detailed information on establishing systems of positive behavioral support can be obtained from this study
- “Schoolwide Positive Behavior Support: Building Systems to Develop and Maintain Appropriate Social Behavior” in the *Handbook of Classroom Management* Lewis, Newcomer, Trussell, and Richter (2006).
- In contrast to PBS, which is based on a multitiered risk model of prevention, SEL focuses on building life skills and social competence. Further information on SEL can be found through several sources (e.g., Devaney, Utne O’Brien, Resnik, Keister, & Weissberg, 2006; Elias, Zins, Weissberg, Frey, Greenberg, Haynes, Kessler, Schwab-Stone, & Shriver, 1997; Zins, Weissberg, Wang, & Walberg, 2004).
- As an example of establishing social and emotional skills in the classroom, a teacher may hold class meetings or sharing circles where students are encouraged to share their thoughts and feelings about school and community events. These activities promote social interactions and build a sense of community in the classroom.

The study has been designed to achieve the objectives like; identification of the practices, extent of their use, their impact and isolating good practices of classroom management from the bad.

Research under question was a descriptive survey of the opinions of teachers and students at Government and private Boys High Schools of class IX session 2012-13. Study was intended to find out the classroom management ways at the four schools. Two questionnaires were developed one for the teachers and the other for the students. Data were collected by the researcher himself by administering the instruments. Only three available government high schools and one private boys high school was selected as the sample spot. 100 students each from three government schools and 100 students from one private school could be selected as sample because of the maximum number of available students. Four science teachers teaching to the science students were selected as the sample from each of the government and private boys high schools which were selected as sample. Two teachers whose classroom management was to be evaluated were one each from government and private boys high school, were also supposed to act as sample. No categorization could be made as rural/urban etc.

Two questionnaires were developed one for the teachers and the other for the students. The face validity of the instruments was got determined by the experts where as the reliability was determined through pilot test and computing of Chronbach Alpa. The reliability of the questionnaire for students was .73 and that of teachers it was .79

Lists bearing the name and roll numbers were obtained from the class teachers. Permission to administer the questionnaires was sought from the school principals. Data time and venue was settled with the teachers concerned. Researcher turned up earlier got the seats adjusted before the start students were told the intent of research. Each of the questions was translated in Urdu written on the black board, on attempting the item passed on to the next. Regarding teachers their convenient schedule was asked for and time date and venue was fixed with each teacher individually. The study made us recommend; developing caring, supporting relationships with and among students. In addition to it organizing implementing instruction in ways that optimize students' access to learning, go for the use of group management methods that encourage student engagement with academic tasks, promote the development of student social skills and self-regulation; and use appropriate interventions to assist students who have behavior problems.

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CHAPTER 1

1.1 Introduction

It is very common that the teacher has to undergo two types of training. The first is pre-service teacher education and other one is in-service training. The teacher education and training are arranged because teachers are not born but they are made. Training grooms the teachers about the very essential parts of the duties s/he has to perform. In teacher education effort is made to enable the teachers to write their lesson plans, follow the teaching methodology and manage for the formal classroom procedures. The classroom procedures include many activities for the teacher and taught. Teacher plans, students follow, teacher plans the lectures, students are supposed to listen, participate, work on their own, take tests and prepare assignments.

"Teacher" is the basic mode that may be used to manage for quality education. Pakistan and many other countries utilize the same mode currently. The teachers in the government job in Pakistan numbers to 1.35m right from the lowest tier that is primary to highest tier of education. By counting the teacher training institutions we find these 275 which are meant for the professional education earlier than the start of job, these provide certificates, diplomas and degrees. Adding to it are 300 teacher training and resource centers in the districts. The teacher training institutions are under the supervision of the Bureaus of Curriculum and Extension services for pre-service education programmes while the Provincial Institutes of Teacher Education (PITEs) are managing in-service training programmes. In last decades of the previous century, many projects were undertaken to make better both the teacher and teacher education in Pakistan. Most of those projects were monetarily held up by the government, donor agencies and NGOs and who kept on working on the training programs in seclusion.(UNESCO Islamabad 2009)

Pakistan is badly in need of teachers with deferential qualities, professional grasp, sound mastery of the content, which comes under the purview of teacher education and teacher training institutions. In this perspective these institution are required to undertake painstaking job to equip the prospective teachers with the teaching skills and instill in them the encouraging and proficient attitude. Secondary education is an important part of education because of being the terminal stage, and a stage from where people join the ladder of professions, this stage needs accurate decisions to minimize the disguising factors to mislead the clientele (Hussain, Shaukat, 2004)

Whatever the teachers do as their duty or obligation may be briefed and summarized under any one of the six categories given as under. Many states of America like Florida rate and observe

the inline with the same or similar categories to reward and benefit the teachers. The teachers are supposed to develop and weave the thread of thoughts around such organized categories and systems of teaching. Given here are the six tasks teachers may do using the tools and procedures identified which may be of help to grow and continuously enrich our day-to-day teaching experience.

Teaching starts well ahead of actual presentation of the lesson. It needs to organize the content according to the level, expertise, experience, interest and the immediate need of the student. It takes the shape of planning, developing, and organizing instruction as the major responsibilities of a teacher. If a teacher is well experienced in planning his/her lessons, s/he takes his/her routine teaching tasks easier, comfortable and enjoying. Unluckily, most of our teachers don't find themselves inclined to and spare time for truly creative effective and unique and ideal teaching plans for their classes, others may admire of. This is especially required of them when they are teaching several preps. It is urged expected and a moral duty of each and every teacher to keep on upgrading the lessons for each lesson for the semester to come. This will help keep them and their material fresh.

Most of the teachers take ill of it that they have to spend time on attendance out of the allocated time for teaching. They are also under obligation to keep the record of grades, and follow these processes alongside necessary house and recordkeeping, and sparing time to appraise the parents and their own seniors along with other stakeholders about the progression of teaching. The way that a teacher discharges these responsibilities exposes many things about his/her use of and effectiveness of classroom organization skills. If the systems and their processes and procedures are easier, comfortable, tangible and in place, then the teachers can spare more time to focus on instructing and interacting and resolving the students problems at the full length.

Many new teachers find that teaching is what scare them the most. However, a couple of tools if properly used can really help them create an effective classroom management policy. These tools include posted rules combined with a posted discipline policy all of which are consistently and fairly enforced. If you are not fair or do not follow through with your posted policies, you will have a very hard time keeping a well-managed classroom.

Once the planning is done and students are sitting in class waiting to be taught, a teacher is at a critical juncture - how will s/he will actually present them the subject matter. While teachers typically decide on their main mode of delivery during the planning phase, they will not actually implement these methods until they are face-to-face with their class. There are important tools that all teachers should have in their teaching arsenal no matter which method of delivery they are using including verbal clues, effective wait time, and authentic praise.

All instruction should be built around assessments. When a teacher sits down to develop a lesson, he/she begins by determining how s/he will measure whether the students learned what they were trying to teach. While the instruction is the core of the course, the assessments are the

measure of success. Therefore, it is important that teachers spend some time creating and refining valid assessments for their students.

Every teacher must meet certain professional obligations depending on their school, their province, their state, and their area of certification. These obligations might range from something as mundane as hall duty during their planning period to something more time consuming like participating in professional development opportunities required to get recertified. Further, teachers might be asked to sponsor a club or chair a school committee. All of these require a teacher's time and are a required part of a teaching career. (Melissa Kelly, 2012)

For all this classroom is the formal place, where the teacher has to make the students comfortable. It starts with the seating plan, participation with teacher, posing questions, seeking guidance from the teacher. Furthermore the classroom ethics talking, walking, sharing, pitch of voice, tolerance of teacher and fellow colleagues becomes the obligation on part of the students. On the part of the teachers, it's not only the lesson plan but the class meeting place, time of meetings, nature of lecture, prerequisites of lecture, essentials of participation, allotment of seating, way to participate in posing question, these are all told to the students well in advance.

Teacher plans and informs the students about the activities which may be conducted in the class, the behavior expected from students, rules students are required to follow, the progression of course and its end, assignments and interest of homework. These are all the professional duties of the teacher regarding the classroom and conduct of students. In addition to it, the grading system is also discussed with the students by the teachers.

Teacher encourages, motivates and maintains the records of the activities of the students in the shape of teacher's portfolio. Classroom is actually meant for the behavioral change, socialization, helping and sharing the information and knowledge with colleagues, have patience for accepting other's point of view, enable one to develop, form view point and defend it.

In our situation, the classes are overcrowded, the training is ideal, the planning is not done well in advance, expectations are not told to the students, and appreciation for appropriate behavior is nonexistent. Inappropriate behavior is not discouraged. Ultimately classroom becomes the place where information is only passed on without any concern of ethics, rules and regulations.

Since the realities of the ground are not known. Hence it becomes essential to explore these focusing on the topic "Classroom management as a contributing factor towards learning at secondary school"

1.2 Statement of the problem

Teacher has been bestowed with the responsibility to educate and enable the students by following curriculum, discharging his duties. Teacher has to do many tasks along with the

classroom management. Teacher is supposed to follow sequential steps. This research has specified dimensions to be explored remaining focused on “Classroom management as a contributing factor towards learning at secondary school”. It takes precedence over other dimensions because teacher performance is measured through the yard stick of student achievement, hence the study on, “Classroom management as a contributing factor towards learning at secondary school” becomes indispensable.

1.3 Objectives of study

The study has been premeditated to achieve the following objectives.

1. To identify the practices regarding classroom management by the teachers at the level of secondary school.
2. To investigate the scope of using the practice of classroom management inside the classroom
3. To know the impact of classroom management practices used by the teachers in classroom and its impact on student achievement
4. To identify the good classroom managers from those of vice versa

1.4 Significance of the study

The study is noteworthy due to following expected divulgements out of it.

1. It would help us in identifying the various classroom management techniques used by the teachers, since the teachers use the varied techniques.
2. Their effectiveness would be made known and may lead others to follow the most effective managerial techniques by the other teachers.
3. It would also be of help to the head teachers in showing the effective management techniques to other colleagues and helping them out to use the same in their classrooms to certain amendment.
4. The novelty and situational match of classroom management may also be known and act as a leading factor for the other teachers.
5. This study would help in identify good classroom management from the poor classroom management helping the principals to rate the teachers accordingly, and the teachers to follow their colleagues.
6. All the efforts are always geared with all motivations to enhance and boost the student achievement. The possible good and bad practices effecting the student’s achievement would also be known.
7. The study would also help us to know what had been the achievement of the students of the good classroom managers and poor classroom managers.

1.5 Assumptions

Following assumptions underlie the study:

1. Teachers are provided with the training of classroom management twice, once in the pre-service education and secondly in the in-service training.
2. Teachers normally manage the classes without knowing that it has an impact on the student's achievement.
3. There is diversity in the management style of the teachers.