



GLOBAL JOURNAL OF HUMAN SOCIAL SCIENCE
LINGUISTICS & EDUCATION

Volume 13 Issue 3 Version 1.0 Year 2013

Type: Double Blind Peer Reviewed International Research Journal

Publisher: Global Journals Inc. (USA)

Online ISSN: 2249-460X & Print ISSN: 0975-587X

Problematic Situations in Educational Institutions and Teachers' Managerial Skills: Developing Countries Perspective

By Tariq Mehmood

University of Education, Lahore, Pakistan

Abstract - The main focus of the study was classroom activities. The second main and important aspect is that how teachers solve class room problems by using management skills. This study is also a need assessment about the different teaching techniques which are applied and should be applied in the classroom situation at secondary level. To make the sample representative of the population, Province Punjab was divided into three regions and then from each two districts were selected randomly. On the other side, all sections of population were covered in the sample i.e. male, female and urban, rural. For data collection, five point rating scale developed for teachers. Data was collected by personal visits of the researcher, fellows and post. The collected data was analyzed through SPSS Software to test the designed hypotheses. Main results of the study revealed that majority of the teachers faced the problem of overcrowded classes. Almost all the teachers agreed that during the teaching learning process the class should be quiet.

GJHSS-G Classification : FOR Code : 330399, 380201



Strictly as per the compliance and regulations of:



Problematic Situations in Educational Institutions and Teachers' Managerial Skills: Developing Countries Perspective

Tariq Mehmood

Abstract - The main focus of the study was classroom activities. The second main and important aspect is that how teachers solve class room problems by using management skills. This study is also a need assessment about the different teaching techniques which are applied and should be applied in the classroom situation at secondary level. To make the sample representative of the population, Province Punjab was divided into three regions and then from each two districts were selected randomly. On the other side, all sections of population were covered in the sample i.e. male, female and urban, rural. For data collection, five point rating scale developed for teachers. Data was collected by personal visits of the researcher, fellows and post. The collected data was analyzed through SPSS Software to test the designed hypotheses. Main results of the study revealed that majority of the teachers faced the problem of overcrowded classes. Almost all the teachers agreed that during the teaching learning process the class should be quiet. The reason of this attitude is the high student-teacher ratios. Also majority of teachers were in favor of individual instructions. They were of the view that students should be handled according to their individual differences. In the same way, majority of the teachers claimed that low quality of education is due to the lack of resources and A.V. aids available. The students were also satisfied with running lecture method and Urdu medium of instruction. This is due to the lack of exposure of teachers to multiple teaching methodologies in pre-service or in-service trainings.

I. INTRODUCTION

Education is infrastructure for the future development and prosperity of the country. Teacher is the central and basic source to transfer knowledge from one generation to another. All students face difficulties at one time or another with spoken or written language, memory, attention, concentration, organizational skills, physical coordination and social behavior (Siddiqui, 2005). Teachers have to manage their classes for different purposes in different styles. The way teachers conduct the classroom matters has a deep influence upon their own teaching and learning of the students, because classroom is a place where the closest interaction between the students and the teachers takes place (Muhammad and Ismail, 2001)

Classroom management refers to broad range of techniques used to facilitate instructions, maximize

learning time, maintain a pleasant atmosphere, prevent disruptive behavior, and handling discipline problems. Martin and Sugarman (1993) are of the view that positive classroom environment for effective teaching learning process is the main core of classroom management. The term classroom management refers to all those decisions that teachers take to facilitate the learning process and to provide the students maximum opportunity for learning (Krause, Bochner, and Duchesne, 2003). It also refers to teachers' actions which lead to the creation of a learning environment where positive interpersonal interaction is promoted and effective learning is facilitated. It aims to enhance the cognitive, personal and social growth of students, developing in particular their self-motivation, self-understanding, self-control and self-evaluation and self-management (Mig-Tak, & Wai-Shing, 2008).

From a teacher perspective, effective classroom management involves preventive discipline and interesting instruction (Lang & Hebert, 1995). Classroom management and effective teaching learning are very much related with each other. If the classroom is managed properly then the learning process will occur accurately otherwise not (Ralph, 1994). It is the teacher who can achieve the required level of management and then get the designed objectives. Burden (2006) also explains that only through reward and punishment effective discipline cannot be achieved, while on the other side, self-control of students can enhance discipline among students. Classroom management and management of students overall conduct are skills that the teachers acquire and hone over time. These skills almost never come together until after a minimum of two or three years of teaching experience. Effective teaching requires considerable skills in managing myriad tasks and situations that occur in the classroom each day (Yisreal, 2012). Classroom management skills have several strategies.

Classroom management strategies include communication and management skills, and instructional tactics. According to Rauf (1976), effective classroom management entails planning classroom activities, setting ground rules, and knowing how to enforce these rules while treating the students with respect (Yisreal, 2012). If you spend most of your time handling discipline problems, you are cutting short your

Author : University of Education, Division of Education, College road Town ship, Lahore, Pakistan. E-mail : tariq_903@hotmail.com

teaching time. The study of classroom management tactics teaches you the techniques of classroom dynamics and tells you how to use them to have advantage. You learn to maintain a supportive environment, provide opportunities for success, and to enforce appropriate behavior. Effective teachers create conditions of cooperation, discipline and responsibility both for themselves and for their students (Riaz, 2009).

These techniques help students to behave in ways that facilitate you in task of teaching. Most behavior problems are minor disruptive such as one student getting up, walking around or talking in a way that disturb others. Student's common problems are inattention and failure to obey class rules.

When one or a few students are misbehaving, focus the rest of the class on their task and find time to talk to the disruptive students quietly and away from the students focused on their task (Evertson, & Worsham, 2000; Nayak, 1994).

Inattention and classroom problems can be controlled by using multiple techniques within the classroom. One of the best ways is an active involvement of students in the lesson by using A.V. Aids for teaching. This process may requires an efficient and effective preparation of teaching and learning materials in the form of lesson plans and A.V. Aids, decoration of the classroom, creation of expectation and establishment and enforcement of rules and routines in the classroom (Tan, Parsons, Hinson & Sardo-Brown, 2003). Because most of the learning the senses, AV aids can help ensure effective learning, breaking the monotony of the classroom scene (Mohan, 2007).

To perform all these activities the competence of teacher plays a vital role because different teachers have different ways of managing the classroom environment and patterns of setting up classroom that best fits their purpose (Aly, 2007). While discussing the classroom management Ostrosky, Jung, Hemmeter and Thomas (2008) are of the opinion that this is the teacher who plays a highly important role for the development of classroom environment effective for learning. For this purpose competence of teacher is highly important to manage the things properly in the right direction. Teacher should be a good psychologist to understand the student's mental level and personal preferences. Teachers should also be very much aware of the individual differences and care for each student as a learner (Haider, Z. et al. (2012).

Many factors have been identified within the school and classroom through action research. Problematic behavior is one of the main reasons for classroom disturbance (Mayer, 1995). Problem behavior is broad term that may include any number of behaviors that do not conform to the established rules of the classroom and school (Robinson, & Ricode).

These factors can be controlled by establishing the school's discipline policy, the school's norms and

standards for proper behavior, and proper authority of the teachers, and mutual staff support.

There are also other many problems such as damage of lighting, stealing and show disrespect. That result in behavior changes is also a potential problem in today's schools. In effective classroom management the emphasis is on prevention rather than on palliative measures such as punishment. To manage all the academic, physical and behavioural problems classroom management techniques are the very much effective. Rauf (1976) narrates that management covers multiple aspects of teaching learning process particularly organization and presentation of lesson in such a way that all pupils are actively engaged in learning. This requires an ability to analyze the different elements and phases of a lesson and deliver appropriate material.

As with so many aspects of education, effective classroom management depends on the quality of support and guidance with the school as well as the talent of individual teacher. Effective management in the classroom is discussed as a co-operative enterprise linked to classroom and school process and development of good relationship.

Motivation towards studies is one of the very effective techniques to manage the class room problems. If a student will be motivated for studies his/her attention will be diverted from mischief towards hard working. Motivation is a process that influences the direction, persistence, and vigor of goal-directed behavior (Passer & Smith, 2001). Motivation with individuals refers to knowledge of how to provide the counseling and guidance, which some people require. Motivation is not something that just happen in the classroom. It requires considerable thought and efforts and teachers play an important role in establishing a motivating learning climate (Savage, & Savage, 2010).

Monitoring of school discipline considers how schools evaluate the effectiveness of policies on discipline and how senior teachers can help colleagues to cope with stress and other problems. Problem-based learning is very helpful to handle and cope with classroom problems and student's problems. According to Arends (2005), the essence of problem-based learning consists of presenting students with authentic and meaningful problem situations that can serve as springboards for investigations and inquiry. Rather than organizing lessons around a particular academic principles or skills, problem-based learning organizes instructions around questions and problems that are both socially important and personally meaningful to students.

After the above discussion we can say that the classroom management problems and strategies are part and parcel of every education system for better learning. Effectiveness of teaching increases by the use of different techniques to draw attention towards lesson.

If the lesson will not be interested the students will involve in other disruptive activities. Use of professional and management skills by the teachers may increase the learning level of students. This was the main reason for which the researchers was interested to know about what were the major problems of classrooms at secondary level, and what were the solutions of that problems under the guidance of different experts. Following were the major objectives of the study: to identify the problems which were faced by teachers and students in their classrooms, to determine the types and causes of the classroom problems, to identify how teachers apply classroom management strategies in their classes, to explore the views and understanding of teachers about the use different classroom management strategies, and then finally to recommend

some effective classroom management strategies at secondary level.

Problems faced by teachers in classrooms were mainly of three types i.e. teaching problems, physical problems, and discipline problems faced by teacher in their classrooms at secondary level.

II. RESEARCH METHODOLOGY

Instruments were got validated by taking opinion different experts. Data was collected by researchers themselves and with help of other fellows. The response rate of teachers remained 90.33% while the response rate of students remained 93.5%. The collected data was analyzed by using SPSS Software to test the designed research questions. Following results were found after analysis.

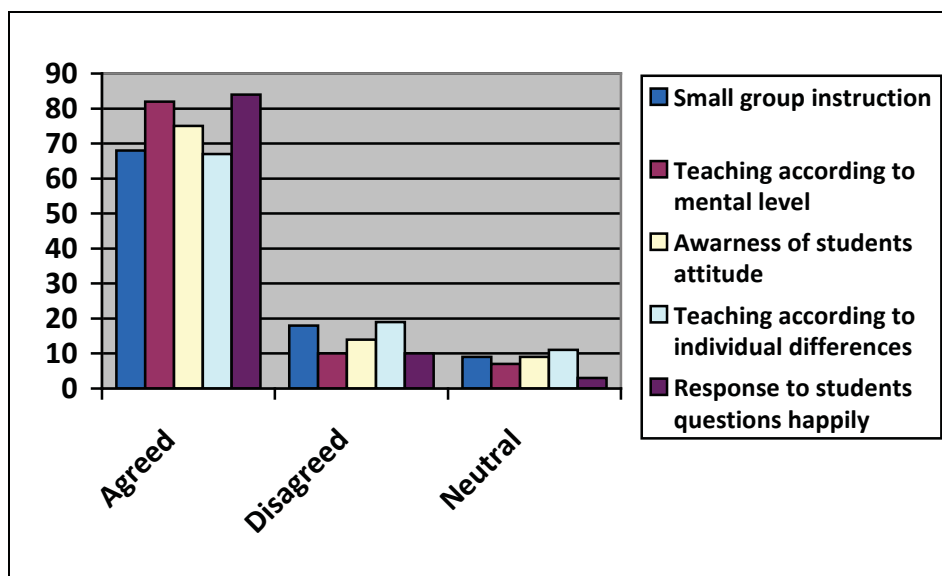


Figure # 1 : Teaching problems and their strategies used by teachers

In many subjects particularly science and mathematics focus on every students is necessary therefore small group instruction may be more suitable for effective learning. As Pakistan is a developing country, therefore, in spite of lack of resources teachers of Pakistani institutions use and also like small group instructions. Figure # 1 shows that the percentage values of respondents (teachers) about teaching problem. 68.8% of the respondents are in favor of small group instruction. They said that small group instruction is very effective teaching methodology. 18.8% of the teachers are against the small group instruction.

82.5% of the teachers ratted that there are students of different mental level in all classrooms and teacher teach them according to their mental level. 9.8% of the respondents responded that teacher teaches all the students at the same mental level.

75.1% of the teachers have the view that teacher should aware of the attitudes and interests of the students. This is clear that if a teacher is unaware about the attitudes and interests of the students, he can

teach in a good way. 14.0% of the teachers said that awareness of attitudes and interests of students made no effect on teaching.

67.7% of the respondents said that teachers give instructions and guidance to students according to their individual differences. All the individuals have their own personality traits. Teacher should aware about the personality of all students for the proper modification in their behavior. 19.6% of the respondents were not in the favor of this statement.

In fact, questioning is for the child a natural and enjoyable means of intellectual and social growth (Shahid, 2002). 84.9% of the respondents said that teacher should answer to the questions of students happily. This technique inspires students to ask questions freely about the topic and can understand topic clearly. 10.3% of the teachers were against this opinion.

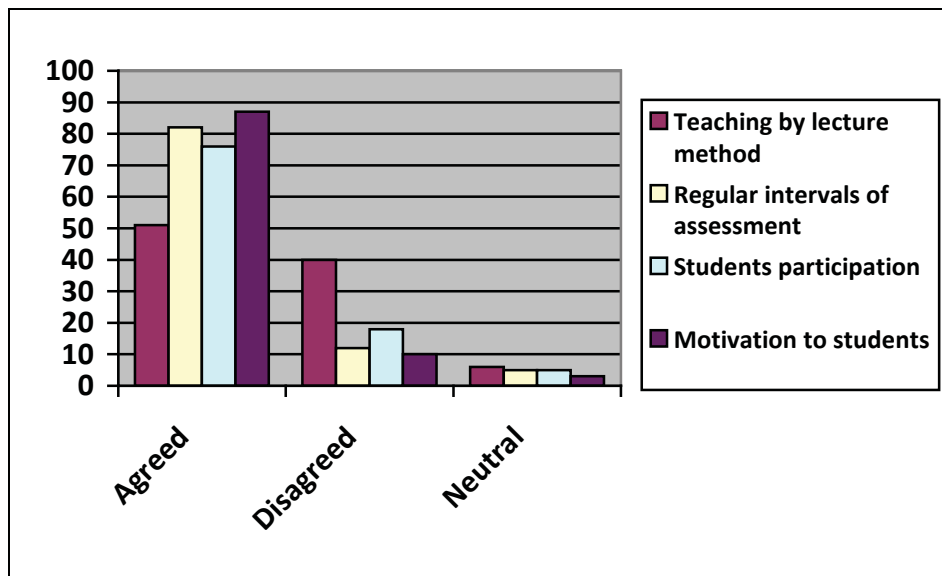


Figure # 2 : Teaching problems and their strategies used by teachers

51.7% of the teachers said that lecture method is good teaching method for better comprehension of the topic. In the recent period it became clear that discussion method is the best method of teaching. 39.7% of the respondents were against this statement that lecture method is the good method.

82.7% of the teachers said assessment of student's performance is a problem in our classrooms, and teachers assess the performance of students at regular intervals. This proper performance assessment gives feedback to students and teachers. 11.6% of the teachers said that regular intervals for assessment were not necessary.

76.4% of the respondents said that teachers provided the opportunity to students for classroom

participation. Active participation of the students causes more effective comprehension. 18.6% of the respondents rated that student's participation is not necessary in teaching learning process. They think autocratic style of teaching is good. But the majority of the teachers manage their classes as democratic style of teaching.

87.3% of the teachers said that teachers motivate students for better achievement and further studies. Motivation to students is very good tactic to handle and manage the students in classrooms for complete understanding of the topic. 9.6% of the teachers said motivation made no effect on teacher's management of the classroom.

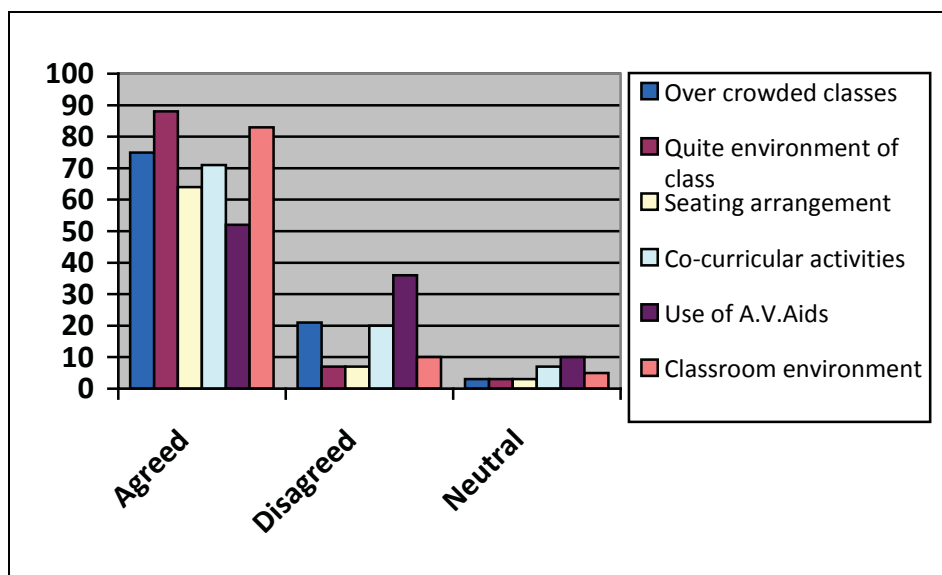


Figure # 3 : Teaching problems and their strategies used by teachers

Figure # III indicates the physical problems faced by teachers in their classrooms and teacher's management role in handling those problems. 74.9% of the teachers claimed that their classrooms were overcrowded. This problem causes so many other disciplinary and teaching problems in classrooms. 21.4% of the teachers said that classrooms were not overcrowded.

88.2% of the teachers were in the favor of statement that students should quite in classroom, while rest of the respondents (7.0) said that students should not quite in their classes. This high percentage show that teachers force students to remain quite in their classes. But this is not good technique, because active participation of students in learning process increases effectiveness of the lesson.

64.4% of the respondents said that seating arrangement of students should be according to their roll numbers. In this way students do not quarrel with one another for their seats. 29.5% of the teachers were not in favor of the seating arrangement according to roll

numbers. They might say students should sit according to their performance.

71.0% of the teachers were in the favor of co curricular activities. They ratted that teachers arrange co curricular activities for students to release tension of studies. 20.5% of the teachers were not in the favor of co curricular activities.

52.8% of teachers said that use of A.V. aids was necessary for teaching learning process and teachers were using these A.V. aids in their lesson. 36.2% of the respondents ratted that teacher were not using A.V. aids appropriately. Visual style of teaching is very much effective for long term memory. When teachers use visual things during their lesson, the lesson became more effective.

83.8% of the teacher ratted that classroom climate have an effect on teaching process of any lesson and teachers provide a supportive classroom environment for students to learn. 10.7% of the teachers said teachers did not provide supportive environment for students to learn better.

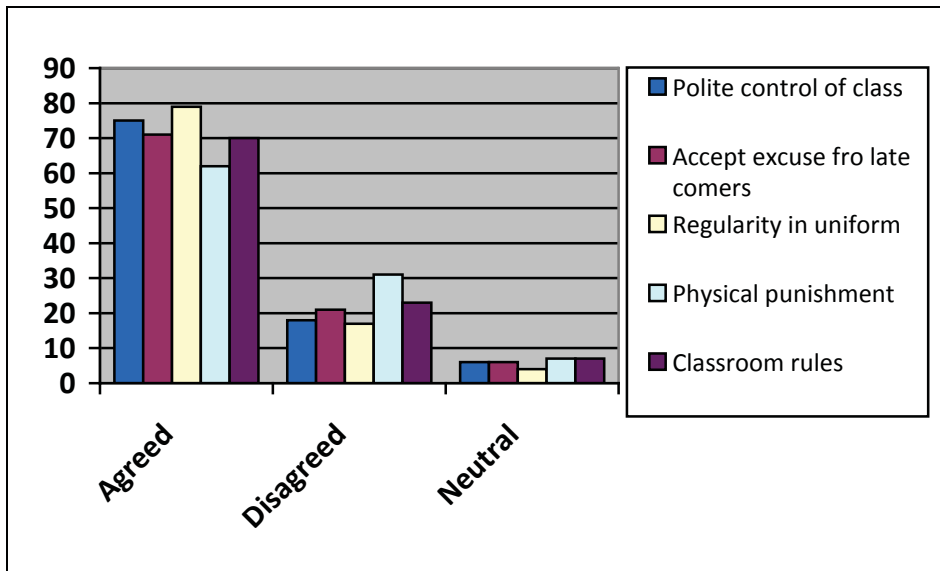


Figure # 4 : Teaching problems and their strategies used by teachers

Figure No. 4 reveals the results of teacher's opinions about disciplinary problems and their solution. 75.3% of the teaches said that teachers controlled noise in their classrooms very politely. 18.5% were not in this favor.

71.8% teachers accepted excuse from late comer students, while 21.6% did not accept any excuse. This 21.6% teachers seemed very hard teachers.

79.% of the teachers said students wear uniform regularly, and this is a very plus point of the discipline of

a classroom. 16.6% of the teachers sad students did not wear uniform regularly.

61.8% of the teachers gave corporal punishment to students when they did not come to school without taking any leave. 31.2% of the respondents were against it, they did not punishment to their students. 69.7% of the respondents said that students obey all the rules and regulations very strictly. 23.1% teachers said there was no any strictness in rules and regulations in their classrooms.

Table 1: Overall Comparison of Problems faced by Teachers and Students

Type of Problem	Agree	Disagree	Neutral
1 Teaching problems	75.23%	16.89%	6.47%
2 Physical problems	72.52%	20.83%	5.43%
3 Discipline problems	71.52%	22.2%	5.66%

Table # 7 indicates an overall comparison teachers and students in the context of teaching, physical and discipline problems. As form the table it is clear that students were more agree from the management role of teacher in classroom. Above shown value can be interpreted more clearly in the following graphs.

III. CONCLUSIONS AND RECOMMENDATIONS

On the basis of analysis of data, following conclusions are given below.

1. Majority of teachers are in favor of independent small group instruction because in small instructions may be given more effectively.
2. Majority of the teachers have opinion that their classroom conditions during learning must be quiet.
3. Majority of the students indicated that A.V. aids are insufficient.
4. Most of the teachers are of opinion that they give individual students instruction most of the time. It is effective way of communication.
5. Most of the students in view of that mostly teachers use simple language in the class to clarify the concept.

a) Recommendations

1. It is recommended to the Govt. of the Punjab that it should provide more facilitates to the heads to enable them to work in a better way.
2. Teacher should have an organization which works for the construction of different types of A.V aids with reference to students studies.
3. Government should arrange special courses/workshops for teacher training for effective classroom management.
4. School should be situated on a very peaceful place, so students can concentrate on their studies and distraction of attention can be avoided.
5. Punjab Govt. should develop a training policy for heads to:

- Handle and utilize innovative A.V aids.
- Use different innovative teaching strategies.

REFERENCES RÉFÉRENCES REFERENCIAS

1. Arends, R. I. (2005). *Learning to Teach*. New York: Mc Graw Hill.
2. Moore, J. L., & Flowers, L. A. (2002). *Collecting qualitative data on the World Wide Web: A step-by-step guide for counselor educators and student affairs professionals*. Manuscript submitted for publication.
3. Passer, M. W. & Smith, E. R. (2001). *Psychology Frontiers and Application*. New York: McGraw Hill.
4. Rauf, A. (1976). *Educational Psychology*. Lahore: Printing Press.
5. Siddiqui, M. H. (2005). *Techniques of Classroom Teaching*. New Delhi: APH Publishing Corporation.
6. Ralph, E. G. 1994. Middle and secondary L2 teachers meeting classroom management challenges via effective teaching research. *Foreign Language Annals*, 27, 89–103.
7. Mayer, G. R. 1995. Preventing antisocial behavior in the schools. *Journal of Applied Behavior Analysis*, 28, 467–478.
8. Burden, Paul. R. (2006). *Classroom Management*. 3rd ed. United State of America: John Wiley & sons, Inc.
9. Ostrosky, M. M., Jung, E. Y., Hemmeter, M. L., & Thomas, D. (2008). *Helping children understand routines and classroom schedules (What Works Brief Series, No. 3)*. Retrieved on dated May 12, 2012 from <http://www.adprima.com/managing.htm>
10. Tan O.S., Parsons, R.D., Hinson, S.L., & Sardo-Brown, D. (2003). *Educational psychology: A practitioner-researcher approach*. Australia: Thomson
11. Aly, J.H. (2007). *Education in Pakistan: A white paper revised draft document to debate and finalize the national education policy*. Islamabad: National Education Policy Review Team.
12. Krause, K. L., Bochner, S., & Duchesne, S. (2003). *Educational psychology for learning and teaching*. Australia: Thomson.
13. Haider, Z et all. (2012). Analysis and Evaluation of Discipline Issues in Public and Private Sector Institutions. *International Journal of Academic Research in Progressive Education and Development*. Vol. 1, No. 1.
14. Mig-Tak, H., & Wai-Shing, L. (2008). *Classroom management: creating a positive learning environment*. Hong Kong: Hong Kong University Press.
15. Yisreal, S.B. (2012). *Classroom management: A guide for urban school teachers*. Maryland: Rowman & Littlefield Education.
16. Mohan, R. (2007). *Inovative science teaching (3rd ed.)*. New Delhi: Prentice Hall.
17. Robinson, S. L., & Ricode, S. M. (). *Helping individual students with problems behavior*. In edition of C.M. Everston, & C.S. Weinstein, *Handbook of classroom management: Research, practice and contemporary issues*. (pp. 787-802), New Jersey: Lawrence Erlbaum Association.
18. Savage, T.V., & Savage, M.K. (2010). *Successful classroom management and discipline: Teaching self-control and responsibility (3rd ed.)*. California: Thousand Oaks.
19. Shahid, M.S, (2002), *Curriculum Development and Instruction*, Islamabad: Majeed Book Depot.

20. Muhammad, T. & Ismail, M. (2001). *Violence against Children within the Family & in Schools*. Committee on the Rights of the Child. September 28. OHCHR, Geneva: NGOs Coalition on Child Rights-Pakistan. No.2
21. Riaz, I. (2009). Implementing the new Education Policy 2009. *The Dawn*. Retrieved July 20, 2012, from www.dawn.com
22. Evertson, C.M., Emmer, E.T. & Worsham, M.E. (2000), *Classroom Management for Elementary Teachers*, Allyn & Bacon A Pearson Education Company.
23. Nayak, A.k.& Rao. V.K.(1994), *Classroom teaching Methods and Practices*, New Delhi: S.B Nangia & APH corporation.
24. Lang, R.H. & Hebert, j. (1995). *Teaching Strategies and Methods for Students Centered Instruction*, America: Whinney, H.M.



This page is intentionally left blank

