



The Improvement of Classroom Control and Management

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ABSTRACT

The teacher play significant role in the process of maintaining a clam and productive classroom environment. There are a number of styles that teacher's exhibit. Sometime teacher and students think different to same thing and having difference in perception between the teacher and students contribute in solving different discipline problem. Class control and management is a common issue of all the teachers. This study concentrates on a critical issue of classroom control and management at university level because commonly at university level divers' students are together and it is very difficult for university teacher to control and manage them. However, punishment is the last option with teachers to control and manage the class. Although various policies and programs have been formulated at national level for the improvement of class control and management, but still university management fail to achieve the goals due to non-implementations of policies, insincerity of the government and misdirected efforts. This study aims the improvement of classroom control and management. For this purpose two self-administrative questionnaires were developed and distributed among teachers and students of selected universities i.e. University of Peshawar, Islamia College University and KPK Agriculture University Peshawar.

KEY WORDS: Classroom control and management, Classroom environment, Teacher style and behavior, student's behavior and attitude.

1. INTRODUCTION

The process of maintaining a calm and productive classroom environment starts with the teacher. The action and attitudes of a teacher toward a student who is misbehaving can make the situation better or worse. It has been noticed that on a day that teachers are not feeling well, the students are more poorly behaved. Students look toward the teacher for consistency and safety in the classroom. Some students will become anxious and withdraw if it appears that a teacher cannot handle behavior problems. Other students, however, will retaliate if they feel a teacher is overreacting to a situation in a hostile and unnecessary way. There are a number of management styles that teachers exhibit. Effective classroom management is the key to being an effective teacher, as well as in making sure learning is taking place. According to Robert Marzano (2003), well-managed classrooms provide an environment in which teaching and learning can flourish. Classroom management means the following of rules and instruction (Darch & Kameenui, 2004). Robert Sternberg and Wendy Williams (2002), stated that classrooms management is a set of techniques and skills that allow a teacher to control students effectively in order to create a positive learning environment for all students. Commonly, classroom management have four dimensions such as "wittiness", letting students know expected behavior, variety and challenge in work assigned, and smoothness and momentum during lesson presentations (Marzano et al., 2003). Out of these four dimensions "wittiness" is probably the hardest to understand and carry out. In the case of "wittiness" the teacher must observe and attentive to everything going on around them (Sternberg & Williams, 2002).

A teacher's classroom-management system communicates information about the teacher's beliefs on content and the learning process. It also circumscribes the kinds of instruction that will take place in a particular classroom. A classroom in which the teacher takes complete responsibility for guiding students' actions constitutes a different learning environment than one in which students are encouraged and taught to assume responsibility for their own behaviors. Content will be approached and understood differently in each of these settings. Furthermore, more intellectually demanding academic work and activities in which

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students create products or encounter novel problems require complex management decisions. This correlation between instructional activity and management complexity further reinforces the interrelated nature of classroom management and curriculum. Everything a teacher does has implications for classroom management, including creating the setting, decorating the room, arranging the chairs, speaking to students and handling their responses, putting routines in place (and then executing, modifying, and reinstating them), developing rules, and communicating those rules to the students. These are all aspects of classroom management and controlling.

1.1 Research Problem

Classroom control and management is a common issue for all level teachers. For improvement of class control and management various policies and programs have been formulated at national / institutional level, but still teachers fail to effectively control and manage especially at university level. At university level divers' students are together and it is very difficult for university teachers to control and manage them. This study concentrates on a critical issue of classroom control and management at university level.

1.2 Research Objectives

The main objective of the study is to identify the problems faced by the teachers regarding classroom management and create learning environment with preventive measures for its improvement. However specific objectives of the study are:

1. To analyze various issues and problems face by teacher regarding classroom management.
2. To identify the techniques for better classroom management and learning environment.
3. To identify the causes of students lack interest in class and its solutions.
4. To put forward suggestion on the basis of research finding for effective classroom control and management.

1.3 Research Hypotheses

- H₁: There is significant relationship between teachers attitude and classroom environment.
H₂: There is significant relationship between teachers style and students behavior.
H₃: There is significant relationship between class timing and students attitude.
H₄: There is significant relationship between teachers regularity and students attendance.

2. LITERATURE REVIEW

2.1 What is Classroom?

A classroom is a room in which teaching or learning activities can take place. Classrooms are found in educational institutions of all kinds and all level including public and private schools, corporations, and religious and humanitarian organizations. The classroom attempts to provide a safe space where learning can take place without uninterrupted by other distractions.

2.2 Classroom Control and Management

There are different expressions about classroom management. "It can be defined as the teacher's ability to cooperatively manage time, space, resources and student roles and student behaviors to provide a climate that encourages learning" (Alberto & Troutman, 1986). Sometimes teachers and students see things different and the differences in perception between the teacher and the students contribute discipline problems. Mostly the differences have their origins outside the class and this effects their relation with the teacher. In order to reduce those differences the teacher should have the qualities of effective management. In order to be effective, teachers must be proactive facilitative, imaginative classroom managers (Henson & Eller, 1999). Unfortunately many beginning teachers lack even the most basic management skills. Smith (1995), expresses that what makes a teacher good, is the organization of a classroom and the techniques involved rely heavily on the teaching 'style'. There is a common idea that the better the teacher and the more effective the classroom the higher the quality of teaching and learning process. This is primarily concerned with the management of pupils and resources within the finite space of a classroom and is concerned with the following (Smith, 1995). According to Smith's (1988) "good" teacher have the ability to raise pupils' self-esteem, develop a positive work ethic without resorting to a punitive regime, praise rather than criticize and use pupils' enthusiasms and interests in a creative and positive way. According to students the qualities of good teachers are; kindness, being patient, tolerant, paying attention

to students. While teaching it is difficult for the teacher to perform both the activities i.e. teach and control the students behaviors. In order to avoid teacher required to to discipline themselves. For this preventive approach the classroom management must have two important facilities; teacher must seek students input and be willing to use it to shape the classroom environment, establishing a self-disciplining environment requires focusing on positive student behavior as opposed to negative or inappropriate student behaviors. Early studies on classroom management conducted by experts compared the behaviors of effective an ineffective classroom managers. Effective classroom managers establish guidelines for setting class rules had an awareness of total classroom, kept lesson active. Kounin (1970), found that the best classroom managers (teachers) are careful to keep the lesson moving at a brisk pace. Inappropriate student behaviors increase when the lesson becomes boring. Effective teachers set a time limit for the task so that they motivate students.

Technical teachers use to get all the students' attention are collectively called set induction (Henson,1996). This skill is several ways. For example, teacher can start the lesson by telling interesting stories about the lesson. Other teachers start the lesson setting the instructions about the lesson to get the attention of students or the teachers speak softly that the students listen carefully to hear. Young students typically respond positively to stimulation and variety in the classroom curriculum (Henson& Eller, 1999). The variety of activities in the lesson increase student participation, attention and motivation. Teachers prepare a variety of activities and alternatives into their lesson to prevent student behavior problems and to motivate the students. The activities are varies that such as lecture, games, discussions, group work studies. Students, who are kept busy doing a task, don't cause inappropriate behaviors or disturbance. According to Henson& Eller(1999) a distinction should be made between assigned time and engaged time: for example the students could be assigned the last 15 minutes of the period to work problems only an average of 2 minutes; the time on task should be the teacher's focus. Effective teacher's first plan assigned time and the engaged time.

2.3 Creating Learning Environment

Creating and implementing a learning environment means careful planning for the start of academic session. The learning environment must be envisioned in both a physical space and a cognitive space. The physical space of the classroom is managed as the teacher prepares the classroom for the students. Teachers must also consider the cognitive space necessary for a learning environment. This cognitive space is based upon the expectations teachers set for students in the classroom and the process of creating a motivational climate. Effective teachers create and implement classroom management practices that cultivate an engaging classroom environment for their students.

2.4 Punishment and Discipline

Another strategy used to solve discipline problems is punishment. Punishment is defined as the presentation of an aversive stimulus that weakens the behavior it follows (Skinner, 1953). Punishment and threat of punishment play a destroying role between the student, institute and the teacher because this method prevents the students to be active in study. Consequently the student starts to dislike the institute. According to Henson Eller (1999) teacher required not to use corporal punishment because it attracts the person, not the behavior, it addresses only undesirable behavior, does not attempt to seek out the underlying cause(s) of inappropriate behavior, students' self esteem and promoting further mis

2.5 Contingency Contracting

The development of a contingency contract system represents an efficient way to organize classroom preceding (Jones & Jones, 1995). A classroom contingency contract is basically an agreement, preferably written, between the teacher and students, as to how the classroom will be managed (Sulzer-Azaroff & Mayer, 1991). According to Henson & Eller (1999), contingency contract usually provides three major of information: a) specification of appropriate student behaviors; b) specification of inappropriate student (inappropriate student behaviors') description of consequences for both appropriate and inappropriate behaviors. A primary objective in developing a contract is to encourage students to monitor their own behaviors and secondary objective is to identify consequences for behavior that would have a facilitative effect on student academic performance and social behaviors.

3. RESEARCH METHODOLOGY

Public sector universities chartered by Government of Khyber Pakhtunkhwa was considered population for this study. Due to time and financial constraint multistage sample technique were adopted and first selected three universities from the population and then 15 students and 08 faculties were selected from each discipline. Two questionnaires were developed one for students and other for teachers. Total 96 questionnaires were distributed among the teachers, and 180 questionnaires among the students. 88 questionnaires from teachers and 145 from students were received back which are corrected in all respect. The same were tabulated and presented in percentages.

3.1 Data Analysis

3.1.1 Responses received from teachers (value in bracket are percentage)

Question description	Yes	Neutral	No	Total
Prepare yourself before class	52 (59)	09 (10)	27 (31)	88 (100)
Motivate students for study	47 (53)	16 (18)	25 (29)	88 (100)
Assure maximum participation of students	32 (36)	07 (08)	49 (56)	88 (100)
Come to class regular	57 (65)	11 (12)	20 (23)	88 (100)
Satisfied from students strength	23 (26)	46 (52)	19 (22)	88 (100)
Lose temper when students talk during lecture	17 (19)	26 (30)	45 (51)	88 (100)
Punish students who disturb class	20 (23)	31 (35)	37 (42)	88 (100)
Special attention toward the weak students	41 (46)	13 (15)	34 (39)	88 (100)
You control the class & manage well	61 (69)	12 (14)	15 (17)	88 (100)

Total 88 questionnaires received from teaching faculties of three selected university. The responses show that 52 (59 %) teachers get prepared themselves before lecture, reply of 09 (10%) teacher were found neutral and 27 (31%) were found to not prepared themselves for class. For second question “motivate students for study” 47 (53%) were found agreed with the statement, response of 16 (18%) were neutral and 25 (29%) were found not agreed with the given statement. For question of “assure maximum participation of students” 32 (36%) teachers reply that they assured maximum students participation, answer of 09 (08%) were neutral and 49 (56%) teachers reply were found that they are not assure maximum participation of students. Majority of teachers i.e. 57 (65%) acknowledge that they come to class regularly, reply of 11 (12 %) were neutral and only 20 (23%) teachers acknowledge that they are not regularly come to class. 23 (26%) respondents reply that they are satisfied from class students strength, reply of 46 (52%) were neutral and 19 (22%) respondents reply that they are not satisfied from students strength. For question “Lose temper when students talk during lecture” only 17 (19%) were agreed with the statement, reply of 26 (30%) were neutral and 45 (51%) not agreed with the statement that they lose temper when students talk during lecture. 20 (23%) teachers acknowledge that they punish the students who disturb the class. 31 (35%) reply were found neutral and 37 (42%) were found not agreed with the given statement. Respondents response show that 41 (46%) teachers give special attention toward weak students and 13 (15%) response were neutral whereas, 34 (39%) respondents were found that they not agreed with given statement. For the question of “ You control the class and manage well” majority of respondents i.e. 61 (69%) were found agreed with the statement, 12 (14%) were found neutral and only 15 (17%) were found not agreed with the given statement.

3.1.2 Responses received from students (value in bracket are percentage)

Question description	Yes	Neutral	No	Total
You come to class regular	83 (57)	17 (12)	45 (31)	145 (100)
Prepare yourself before come to school	79 (54)	26 (18)	40 (28)	145 (100)
Participate in class activities	73 (50)	35 (24)	37 (26)	145 (100)
Pay full attention to the whole lecture	105 (72)	09 (06)	31 (22)	145 (100)
Teacher help to solve your problem	29 (20)	61 (42)	55 (38)	145 (100)
You dislike strict teachers	91 (63)	13 (09)	41 (28)	145 (100)
Like to do the homework of friendly behavior teacher	64 (44)	58 (40)	23 (16)	145 (100)

Total 145 questionnaires corrected in all respect were received from students. The students reply show that 83 (57%) were found agreed with the statement that they regularly come to class, reply of 17 (12%) were found neutral and 45 (31%) were found to not regular come to class. 79 (54%) students reply show that they prepared themselves before come to class, response of 26 (18%) were neutral and 40 (28%)

were found not prepared themselves before come to class. For question of "Participate in class activities" 73 (50%) students reply that they participated in class activities, answer of 35 (24%) were neutral and 37(26%) students reply that they are not participated in class activities. Majority of students i.e. 105 (72%) acknowledge that they pay full attention to the whole lecture, reply of 09 (06%) were neutral and only 31 (22%) students acknowledge that they not pay full attention to the whole lecture. 29 (20%) respondents reply that teacher help to solve their problem, answer of 61 (42%) were neutral and 55 (38%) respondents reply show that teachers not help to solve their problem. For question "You dislike strict teachers" majority of students i.e. 91 (63%) agreed with the statement, reply of 13 (09%) were neutral and 41 (28%) were found not agreed with the statement that they dislike strict teachers. Respondents response show that 64 (44%) students like to do the homework of friendly behavior teachers and 58 (40%) response were neutral whereas, 23 (16%) respondents were found not agreed with given statement.

4. Findings and Recommendations

Every nation is like a plant and teacher is the root of the plant. For the growth of a plant, good atmosphere is essential for its roots as well as for the whole plant. For the growth of a good generation and well built teacher in each and every stage and step is the need of time. The success and failure of new generation depends upon education which depends on teachers of the community. If the teachers accept their responsibilities and work honestly, the grown up can be prepared for happy life on the other hand the teachers suffering in problems will not be able to work on sound lines and new generation will have to face different problems and difficulties in their lives, due to lack of knowledge.

Teachers think that classroom management is the biggest problem because getting the attention of the students and motivate them for study is very difficult. Research study found that silence is the easiest classroom controlling skill. It is also concluded from research study that for effective teaching it is necessary that a teacher should come to a class well prepared, make their teaching interesting. Majority of the students are being present in the classroom physically but not mentally. Teacher required to make the lesson effective and interesting for students so that they will take interest in class. Within the periods teachers required to teach for acceptable duration. Most of the teachers are facing disciplinary problems in their classes, teacher required to not lost their temper and not punished the in discipline students during the class timing because it waste the time good students, teacher required to treat them after class time. It is difficult for teachers to pay attention to each and every student during class time they required to pay full attention to the whole class and students required to meet the teacher after class time individually.

Prior to start the lecture teacher required to kept in mind the needs, level and desired of the students. At university level overcrowded classes should be discouraged, and double shift is the solution of overcrowded classrooms. Honest and hardworking teachers should be awarded by some incentive on their distinguished work. To meet the technological advance era teachers required to undergo refresher courses. In every educational institution at least one teacher should be trained and detailed to handle psychological and social problems of the students and give advised. Curriculum should be prepared according to the mental, social, cultural and environmental requirement. Teachers should be compelled to prepare themselves for teaching and motivation student's for participation and to become active. Teachers required to prepared their schedule wisely and not leave much burden on students spare some time for students refreshment and recreation. Teachers required to always kept the classroom atmosphere pleasant, prepared the lecture interesting to avoid the problem of discipline matters.

Students have at least two cognitive demands at all times: academic task demands (understanding and working with content) and social task demands (interacting with others concerning that content). This means that students must simultaneously work at understanding the content and finding appropriate and effective ways to participate in order to demonstrate that understanding. The teacher must facilitate the learning of these academic and social tasks. Thus from the perspective of what students need to know in order to be successful, management and instruction cannot be separated. Effective management required proactive teachers to define their expectations. Therefore the teachers required to communicate their social and academic expectations at the start of academic session. Teachers required to aware about the events occurring simultaneously in the classroom. During class time when students completed their seatwork assignments, teachers required to observe students' behaviors. If the students demonstrate unexpected behaviors, so teachers calmly intervened and stopped the unwanted behavior by getting students back on task. During teaching teachers required to not completely focus notes, textbooks, or any other, but required to keep some time eyes contact with students. Teachers also required to maintain sufficient vocal volume

when deliver lecture. Most of the teachers can overcome the voice control problem by taking a few simple precautions.

Research revealed that peers play an important role in class management. Peers serve as reinforces by giving or withdrawing attention and approval; it also serve as model and basis for social comparisons (James& Egel, 1986). Researchers emphasize on the relation between teachers and students because the relation socializes attitudes, values and abilities of the students. Peer relations contribute the students' perception of their successes. On the other hand the poor peer relations can result as isolated from society and psychological problems occurred. Positive peer relationships can reduce social isolation and improve social academic abilities. Classroom management involves maintaining the learning environment through conscientious decision making concerning students and the classroom. For classroom management teachers required to made groups of students for maintaining the learning environment. The effective teachers work with groups of students and also attentive toward students' behaviors and learning needs. Maintaining a learning environment teachers required to actively monitor the students. For effective management teachers required to be vigilant and observed that when students appear to be stuck, when they need help, when they need redirection, when they need correction, and when they need encouragement and helped him in all situations. Excellent classroom managers mentally walk through classroom activities, anticipating areas where students are likely to have difficulty and planning to minimize confusion and maximize the likelihood of success.

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