Practices of Teachers in Classroom Management from the Perspective of Students

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Abstract:

The study aimed to evaluate the practices of The University of Lahore applied in classroom management from the perspective of the students. The study sample consisted of (88) students from Lahore school of nursing, The University of Lahore (33) males and (55) females, for the academic year 2017/2018, and to achieve the objectives of the study, the researcher used a questionnaire consisted in its final form from (32) items distributed on two areas: administrative and education and the results of the study were: -The level of the whole questionnaire came in the mid-level; the administrative field came in the high level, while the educational field came in the mid- level. - The

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result showed no statistically significant effect of gender, the level or the interaction between them at the level of significance (a = 0.05) on the areas of the questionnaire, and for the whole questionnaire. The study gave a number of recommendations.

Key words: practices, classroom management, teachers

1. INTRODUCTION

Classroom management represents an important skill and knowledge set for achieving student learning gains, but poses a considerable challenge for beginning teachers (Wolff, van den Bogert, Jarodzka, & Boshuizen, 2015).

Classroom management, the practices by which a teacher supervises student interactions, learning, and behavior, is a vital aspect of teaching. The quality of instructional time can be enhanced by effective classroom management techniques and classroom management interventions have even been found to improve students' academic outcomes (Tekindal et al., 2017). Teachers who employ practices associated with positive behavior intervention and support (e.g., provide opportunities to respond, behavior specific praise, and pre-corrections) create superior learning environments (Kennedy, Hirsch, Rodgers, Bruce, & Lloyd, 2017).

Teachers have a powerful long lasting influences on their students. They directly affect how they learn, what they learn,how much they learn and the ways in which they interact with one another and the world around them. Teachers who are both experienced and effective know the content and student they teach,use efficient planning strategies, practice interactive decision making and embody effective classroom management skills (Stronge, 2018).

At the point when instructors utilize powerful practices, they amplify the likelihood that understudies will be effectively occupied with guidance. student commitment is a standout

amongst the most entrenched indicators of accomplishment; when students are more occupied with scholastic guidance, they will in general have more noteworthy scholarly and social achievement (Harbour, Evanovich, Sweigart, & Hughes, 2015).

Powerful classroom the executives' aptitudes are fundamental for educators. Sadly, numerous educators don't get satisfactory classroom the board preparing preceding starting their showing professions and feel caught off guard for the requests of overseeing understudy practices in their classrooms(Freeman, Simonsen, Briere, & MacSuga-Gage, 2014).

Teachers with a deeper professional knowledge have a superior understanding of the ways in which there students habitually approach and respond to the learning task,and how there cognitive styles and attitudes influence there learning performance (Stronge, 2018).

2. LITERATURE REVIEW

A study conducted in the university of Virginia in 2018 shows the association between student behaviors and teacher self-reported efficacy in using culturally responsive teaching and proactive behavior management practices (Larson, Pas, Bradshaw, Rosenberg, & Day-Vines, 2018).

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Planning is a fundamental skill that every individual must develop during their lives; it has its beginning in the early school years. Nevertheless, many classroom activities, projects and learning events can be, and often are, oriented toward planning (Ashman & Conway, 2017).

However in a study the results from multilevel regression analyses revealed that teacher educational interest contributed to student reports of teachers' instructional practices. These practices, in turn, were significant predictors of students' subject interest and mastery goals at both the student and the class level. Finally, teacher educational interest showed significant and substantial indirect relations to student motivation that were mediated by teachers' instructional practices (Schiefele, 2017).

A study conducted in 2016 I which the results suggest that TSE(teachers self efficacy) shows positive links with students' academic adjustment, patterns of teacher behavior and practices related to classroom quality, and factors underlying teachers' psychological well-being, including personal accomplishment, job satisfaction, and commitment. Negative associations were found between TSE and burnout factors (Zee & Koomen, 2016).

In 2012, the Kendriya Vidyalaya Sanghatan made an attempt to digitalize their teaching by launching e-classroom pilot project, which aimed at converting 500 classrooms of Kendriya Vidyalaya Schools into smart classrooms by installing smart board i.e. interactive whiteboards. The findings of the study substantiate that constructs of the UTAUT model that determine the use behavior of technology are significantly correlated with the use of interactive whiteboard in the said context (Gosain, 2016).

A research conducted in 2015 in which analyses indicated a functional association between patterns of student behavior and teachers' classroom management. In classrooms where students consistently met expectations, teachers provided more opportunities to respond and less disapproval and reactive behavioral management (Pas, Cash, O'Brennan, Debnam, & Bradshaw, 2015).

Moreover a study which is conducted in 2017 on class room management sows that differential instruction is put

forward as a key solution but seems chalanging. Actual DI implementation of teachers is linked to a complex set of variables: teachers' DI self-efficacy, teaching beliefs, teaching experience, professional development, teacher certification, and classroom size. The findings show that DI implementation seems high, but is still below a critical benchmark. The regression analysis results indicate 39% of the variation in DI implementation which can significantly linked to DI self-efficacy beliefs, higher constructivist beliefs and higher classroom size (Suprayogi, Valcke, & Godwin, 2017).

Teachers can embed proactive research-based strategies within their lesson plans to reduce behavior problems and improve achievement for all students, including students with disabilities(Nagro, Fraser, & Hooks, 2018).

3. PROBLEM STATEMENT

The issue of the examination is identified with the acts of school instructors in classroom the executives; they are fundamental in deciding the dimension of classroom cooperation, affect the instructive circumstance, and speak to the nerve that associates between the student and the educator, in the instructive and managerial viewpoints. Such practices spur thinking among understudies, help to pass judgment on the yields of instruction, and the job of the educator in the address, at that point came the examination to explore the adequacy of the showing staff in the classroom from the viewpoint of their understudies.

4. SIGNIFICANCE

The study findings will enable the organization to develop policies regarding the class room management. Classroom management covers many important aspects that are essential to the creation of an effective learning environment. With

proper management students will be able to concentrate reading material effectively which in turn will affect their GPA.

5. OBJECTIVE

The objective of the study is:

1. To see the practices of teachers in class room management from the perspective of students.

6. RESEARCH QUESTION

What are the practices of teachers in class room management from the perspective of students?

7. THEORETICAL FRAMEWORK

(Allen, 1996).

Effective teaching is linked directly with class room environment. Proper arrangement of class is key factor in enhancing students' learning. This model helps teachers to build a classroom management plan. Starting with this foundation, each teacher should then begin to build a toolbox of effective strategies and teacher behaviors to create a comprehensive and effectual classroom management plan.

8. OPERATIONAL DEFINITIONS:

Professional Knowledge:

Professional knowledge refers to teaching understanding of the curriculum, subject content and student development needs as demonstrated by providing relevant learning experience.

Instructional Planning:

Instructional planning refers to the process of teacher engage in while planning and structuring learning activities to meet the needs of all students using the state standards the school curriculum data and engaging and appropriates strategies and resources.

9. MATERIAL AND METHOD

Study Design

A cross-sectional study design was used.

Study Setting

The setting for this research was Lahore school of nursing, The University of Lahore.

Duration of the Study:

This study completed in approximately 4 months (September 2018, to December 2018).

Study Population:

The study population for this research was all students studying in Lahore school of nursing, The University of Lahore.

Sampling Technique:

The simple random sampling technique was be used to collect data from selected population.

Sample Size:

Sample size is determined by using this formula

$$n = N/ 1+ (N) (E)^2$$

Desired sample size= n=?

Target Population= N =176

Margin of error =E=0.05 at 95% confidence interval

n= $176/1+176(0.05)^2$

n= 176/1+1

n=176/2

n=88

The sample size is 88

Sample Selection for Nurses:
Inclusion criteria:
The subject included in the study was:

- All nursing students in Lahore school of nursing, The University of Lahore
- Both male and female
- Those patients who were interested to participate in the study

Exclusion criteria:
The subjects who are excluded from the study was:

- Students absent at the time of data collection
- Those who are not willing to participate

10. ETHICAL CONCEDRATION

The rules and regulations set by the ethical committee of Lahore School of Nursing were followed while conducting the research and the rights of the research participants were respected.

- Written informed consent attached was taken from all the participants.
- All information and data collection was kept confidential.
- Participants remained anonymous throughout the study.
- The subjects were informed that there are no disadvantages or risk on the procedure of the study.
- They were also informed that they will be free to withdraw at any time during the process of the study.
- Data was kept in under key and lock while keeping keys in hand. In laptop it will be kept under password.

11. DATA COLLECTION PLAN

- After taking informed consent, data was collected by the help of collection tool questionnaire adopted (Tawara, M. H., 2015). .
- Data was collected from 88 nursing students.

12. DATA ANALYSIS:

Data was analyzed by using SPSS version 22.0 statistical software for data analysis.

> ➢ Demographic variables like age, gender, marital status, education etc. was analyzed by using descriptive statistics like frequency, percentage, mean and standard deviation. Percentages were calculated for categorical data while continuous data will be analyzed through mean and standard deviation.

13. RESULTS
Demographic Analysis
Age:

Table 1 Distribution of age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30	51	57	57	57
	31-35	37	41.2	41.2	100.0
	Total	88	100	100.0	
Total		88	100.0		

Table #1 show that 57% (51) participants belong to between 25-30 year of age, and 41.8% (37) out of participants belong to 30-35 year of age.

Gender:

Table 2
Distribution of gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	33	27.0	27.0	27.0
	Female	55	62.0	62.0	100.0
	Total	88	100.0	100.0	

Table# 2 show that 27% (n=33) of the respondents were male and 62% (n=55) of the respondents were female.

Qualification:
Table 3

Distribution of qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Post RN	54	43.6	43.6	44.3
	BSN	34	38	56.4	100.0
	Total	88	100	100.0	
Total		88	100.0		

Table#3 show that 44.3% (n=54) of the respondents were qualification up to Post RN and 38% (n=34) of the respondents were qualified up to BS Nursing.

Section. II

What practices applied by the teachers of Lahore School of Nursing in their management of the classroom in the two areas (administrative, and educational) from the point of view of students?

Table: 1 Averages of the rating students

NO	Area of Evaluation	Average	Percentage	Grade
1	Administrative	3.85	0.76	High
2	Educational	3.53	0.71	Medium
3	The questionnaire as a whole	3.67	0.73	Medium

The table shows differences between the ratings given by students in Lahore School of Lahore to judge the Effectiveness of classroom management practiced by the teachers, the administrative area occupied a high level and a percentage of (76%), while the educational area occupied a mid-level with a percentage of (71%) and at the level of the whole questionnaire, it came in the mid- level with the percentage of (73%) which is the average of the level of the two areas.

Results of the study for the second question:

Are there statistically significant differences in the practices applied in the university classroom management at the level of $(0.05 = \alpha)$ from the viewpoint of students attributed to the variables of gender, and the level of interaction between them? The two-way analysis of variance with statistical significance level of 0.05 using the statistical program SPSS, and the result showed no statistically significant effect for the gender and the level and the interaction between them at the level of $(0.05 = \alpha)$ for all areas of the questionnaire, and for the whole questionnaire, where the probability value was (P -Value> 0.05). Perhaps the reason for the lack of effect is that both genders are exposed to the same conditions, educational and administrative programs, and they have similar advantages, and the two levels (Diploma or Bachelor) are handled with the same administrative strategies or educational programs, even they may sit in the same classroom to learn some common educational programs.

DISCUSSION

Administrative area came at a high level for two reasons; first: teaching staff commitment to achieve security for students as the number of students is low, and the desire to achieve mutual respect between the two parties, and the second: The interest of teachers reflects their eagerness to build social intellectual system that helps to exchange the roles, considering that higher education is an important stage in the life of individuals, in particular that all the elements of the educational climate are available ; buildings, furniture and equipment, all of which are in favor of the educational process. This reflects the keenness of teachers to maintain a high level of classroom interaction management, it is the foundation to attract attention and increase the number of students.

        This agreed with the study of To'eima and Albandari, (2014) , the educational area came in mid-level (71%) , which is

acceptable but lower than the administrative area. The researcher believes that this may be due to the following reasons: Firstly, the presence of a high percentage of teachers without educational qualifications and this causes a decline in education according to the educational vision. Secondly, student's interest to apply education outputs in the right manner has declined because of the decline of education system in the community as a whole.

Thirdly, perhaps the teaching methods applied are still the same: memorization and lecturing and do not focus on the mental construction, inquiry, and critical thinking. However, the total result came in the mid-level, and this may be attributed to the fact that the educational process in the college was not up to the ambitions of planners as is the case of education in the Arab world, because of the absence of educational programs and research on the part of teachers, for lack of financial support, not to mention overlooked feedback programs through which the educational plans are reviewed from time to time. It agreed with Abu Qedees study (2017) which stressed the inefficiency of teachers in the fields of education and management of university classroom.

The result showed no statistically significant effect for the gender and the level and the interaction between them at the level of (0.05 = α) for all areas of the questionnaire, and for the whole questionnaire, where the probability value was (P - Value> 0.05). Perhaps the reason for the lack of effect is that both genders are exposed to the same conditions, educational and administrative programs, and they have similar advantages, and the two levels (Diploma or Bachelor) are handled with the same administrative strategies or educational programs, even they may sit in the same classroom to learn some common educational programs. In the term of gender, it has disagreed with the study of (Crombie, 2013)

CONCLUSION

The study came to investigate the level of teachers of Lahore School of Nursing in classroom management from the perspective of students, and after analyzing the responses to (32) items covered two areas: administrative, and educational. The total level of the questionnaire came in the mid-level affected by the educational area, which came in the mid –level, unlike the administrative area which occupied a high level. The study also confirmed the absence of the effect of gender or level and it does not constitute a disparity among the population of the study sample.

RECOMMENDATIONS

The study recommended the following:

1. Offer more training programs to develop the capacity of teachers in the field of educational sciences.

2. Brief the teaching staff on the results of the study, and compare them with the results of students in other university colleges.

3. Identify the items which came in the mid-level of the two areas, and analyze the common reasons.

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