

APPROACHES OF PRIMARY SCHOOL TEACHERS FOR CLASSROOM MANAGEMENT IN DISTRICT SANGHAR OF SINDH PROVINCE.

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ABSTRACT

A survey was performed during 2013 to examine approaches related to classroom management adopted by the primary school teachers in Sanghar district of Sindh province. Certain classroom management approaches were developed which included student-centered and teacher-centered classroom management approaches. Six boys and four girls' primary schools were selected, using 23 male and 16 female school teachers. Classroom Management Inventory was based on some 27 items related to student-centered and teacher-centered classroom management approaches presented to respondents and they were asked to respond according to their belief and acts in their respective classrooms to explore the gender effect. Both descriptive and inferential statistics were utilized to analyze the data. One-way ANOVA (within and between genders) was employed to investigate the dominant classroom management approaches highly significant ($P < 0.01$) differences in responses of male and female primary school teachers were recorded for dominantly adopted classroom management approaches. The female primary school teachers were more positive and willing to adopt student-centered classroom management approaches as compared to the male primary school teachers. The male teachers fairly persisted on teacher-centered classroom

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management. It is suggested that the teacher education for primary school level teachers may be made more effective for their motivation and skill development for adoption of student-centered classroom management approaches.

INTRODUCTION

Teaching is a profession of sensibility and person engaged with this profession needs to be well equipped with great ideals and skills not only to teach the students, but also deal them psychologically to make the teaching and learning process effective and develop personalities of the students. Some educational aspects have created as much concern as management and organization of the classroom. These are the normally addressed aspects for in-service teachers and are at top of the list of elements concerning to administrators of the schools. In the modern age schooling, these aspects have attracted the attention of researchers and educators because these aspects are relevant to the ability of the teachers.

CLASSROOM MANAGEMENT

In regards to classroom management, the ability and skill of the teacher play a major role towards teaching effectiveness and in organization of the instructions which are the fundamental teaching components (Evertson *et al.*, 1983). The strategies related to classroom management should have potential to influence the student positively towards learning and achievement. These classroom management and organizational aspects are considered to be of significant concern for most of the teachers; specifically teachers and novices who initially contemplate new approaches for instructions (DeLong and Winter, 1998). It is obvious for the people who sense the significance of educational process that classroom management is most crucial factor that influence the learning process. Wang *et al.* (1993) considered classroom management as the top ranking factor in importance that influences the learning process in the schools. Marzano and Marzano (2003) assumed classroom management key factor in influencing the

school learning. Similarly, Ben (2006) identified that the teachers' delivery of instructions is mainly associated with the strategies for effective classroom management. These findings of the researchers describe the extent to which the classroom management is important. It is well established fact that the effective management of the classroom prepares the classroom towards efficient and effective delivery of instruction by the teacher which is no doubt crucial for the learning progress.

The educators define the term "classroom management" differently as assessed from the history. Generally, the classroom management is the action and strategy that is used by the teachers for maintaining of order (Doyle, 1986). The research of Martin *et al.* (1998) defines the term "classroom management" as a comprehensive and broader construct that may describe teacher's efforts to manage a large number of classroom activities including learning, student behaviours as well as social interactions. Person, instruction and discipline are the three broad dimensions that are constituted by classroom management (Martin and Baldwin, 1992). Traditional approaches of classroom management are mostly based on the behavioral principles and learning laws (Goffin, 1994). The children generally view as the recipient of information and knowledge and students are totally controlled by the teachers and subject matter. Generally, as a consequence of behavioral approach to instructions, the teacher prefers behavioral techniques of classroom management consisting their own way of instructions (Garrett, 2005). A teacher is a leader in the classroom and is responsible for every issues going on in the classroom, even which include the motivation of the students and misbehaviors.

In the past, reflections of the cognitive theories have been noted on curriculum and education; and in consequent the instructional process has been affected by the principles of constructive approaches world over (Brophy, 1999). Elen *et al.* (2007) concluded that with the arrival of constructivism, the educational settings have been augmented by student-centered learning. The concept of student-

centered learning is employed to illustrate instructional setting and curriculum where take place the learning activities of the students. The orientation of student-centered concept highlighted the individual student value and endeavored to help the student's development positively.

ORGANIZATION OF THE CLASSROOM

Organization of the classroom consolidates the interests, needs, experiences and personalization to Learning and the classroom activities are managed for the facilitation of self-expression so that the student is encouraged for consideration another's viewpoint, increase creativity, development of purposeful listening and to stimulate the student for development of critical thoughts and ideas. The environment developed under the student-centered learning may have varied forms which included hands-on learning and messing around or guided discovery, learning by solving the problem, the enquiry driven by curiosity, and theory related to improvement inquiry. Rogers and Freiberg (1994) suggested that the teacher needs to shift by adopting student-centered orientation rather than teacher-centered orientation for effective classroom management that textures shared relationship as well as community building. McCaslin and Good (1998) suggested that in most classroom arrangements, some basic or fundamental mismatches happen between management and instruction with a curriculum consists of constructivist principles of learning and a behavior control approach to management.

Although, there are many studies carried out to examine the efficiency and effectiveness of constructivist curriculum (Kalender, 2006; Ekinici, 2007) but to explore the changes in the strategies related to classroom management by the teachers, limited studies have been carried out. Hence, the main objective of this investigation was to examine approaches related to classroom management adopted by the primary school teachers in Sanghar district of Sindh province.

PURPOSE OF THE STUDY

The main objective of this investigation was to examine approaches related to classroom management adopted by the primary school teachers and whether there was a consistency between the approaches of classroom management of male and female primary school teachers and constructivist approaches employed or not is another question to be investigated in the present investigation.

Conceptual Framework

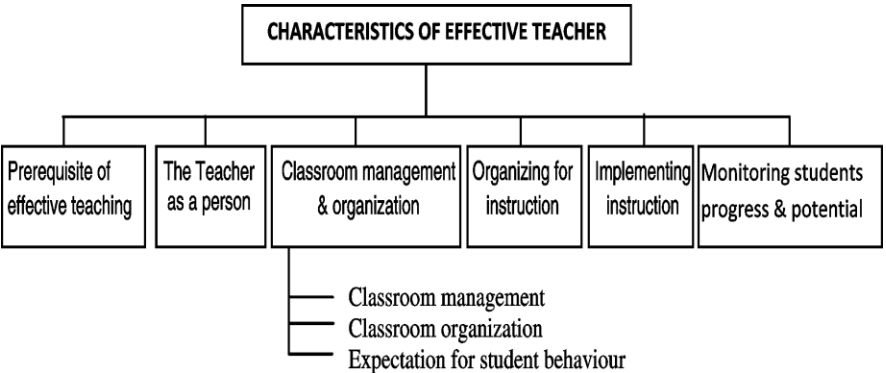


Fig-1. Conceptual Framework on Leadership Approach Impacts on Job Performance and Satisfaction of the Teacher

METHODOLOGY

This section of the paper presents the overall study design, questionnaire development, procedure for data collection and analysis of the data. Both the male as well as female primary school teachers were used in this study.

Overall Study Design

The main objective of this investigation was to examine approaches related to classroom management adopted by the primary school teachers, and whether exists a consistency between approaches of the teachers for classroom management and constructivist approaches.

Using a cross-sectional survey method, a questionnaire was developed and personally visited the primary school teachers of the study area to ask to answer questions related to classroom management. Questionnaire was developed on the basis of literature related to the title of study and some primary school teachers were interviewed. To get deeper insight into the research questions, descriptive and inferential analyses were carried out.

Data Analysis

One-way ANOVA was employed for two times to compare the mean percentages of male and female primary school teachers. The significance of within gender and between gender differences in adoption of classroom management approaches was assessed. The $P=0.05$ alpha level was accepted as a criterion of statistical significance for all the statistical procedures performed. The dominantly adopted classroom approaches were ranked on the basis of response percentage as rank-I ($>80\%$), rank-II ($70-79\%$), rank-III ($60-69\%$), rank-IV ($50-59\%$) and rank-V ($<50\%$).

RESULTS AND DISCUSSION

Demographic Information

Distribution of Respondents by Gender

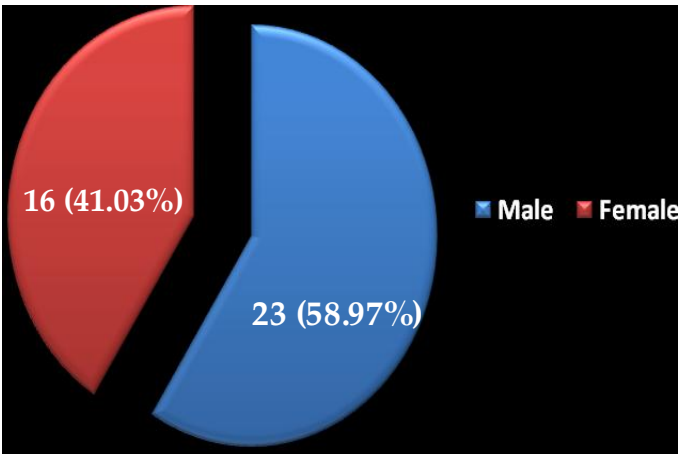


Fig-2 Respondents (Primary teachers) Distribution by Gender

Fig-2 A total of 39 primary school teachers of the government schools existed in Sanghar city were nominated as the respondents of this study which included 23 male teachers (58.97%) and 16 female teachers (41.03%).

Age of the Respondents

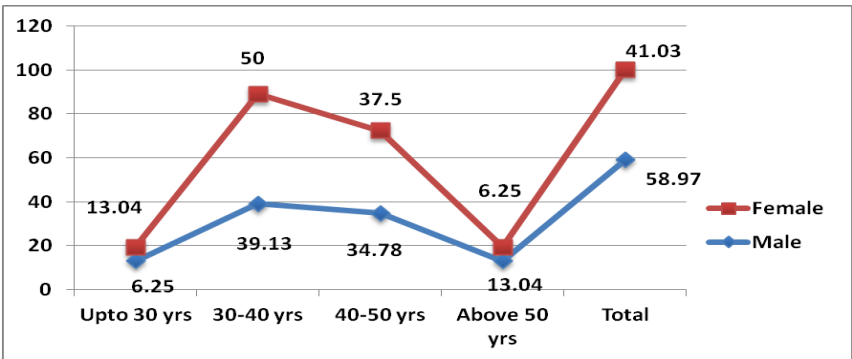


Fig-2 Age-wise Distribution of Male and Female Respondents (Primary Teachers)

Thirty nine primary teachers from the schools existed in Sanghar city were selected for this study which included 23 males and 16 female primary teachers. The respondents were age-wise distributed majority of the primary teachers in both sexes (39.13% male and 50% female) were in the age group of 30-40 years and probably these were appointed in the early 1990s; followed by 34.78 male primary teachers and 37.50% female teachers in the age group of 40-50 years. Equally, 13.04 and 6.25% male and female primary teachers were in the age groups of upto 30 years and above 50 years, respectively. Out of total 39 primary school teachers in the study area, majority (43.59%) belonged to age group of 30-40 years, 35.90% fallen in the age group of 40-50 years; while equally 10.26 percent of the primary school teachers of both sexes belonged to the age groups of upto 30 years and above 50 years, respectively (Fig-2).

Educational Level of Respondents

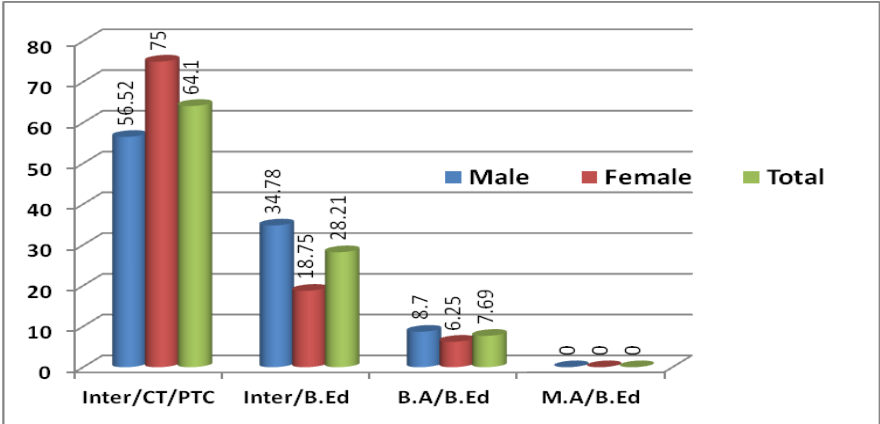


Fig-3 Education Level of Male and Female Respondents (Primary Teachers)

The primary teachers in the government schools in Sanghar city were distributed for their academic and professional qualification and the responses are illustrated in Fig-3. Among teachers, 56.52% possessed Intermediate and CT/PTC courses, 34.78% possessed Intermediate as academic qualification in addition to B.Ed as professional degree; while 8.70% had B.A. as academic qualification and B.Ed as professional education. Similarly, 75% female teachers possessed Intermediate + CT/PTC teacher training courses, 18.75% having Intermediate + B.Ed, while 6.25% possessed B.A. and B.Ed as their academic and professional qualifications, respectively. Out of total 39 primary school teachers examined, 64.10% possessed Intermediate as academic qualification and CT/PTC as professional qualification; 28.21% possessed Intermediate + B.Ed; while 7.69% having B.A/B.Ed. This indicated that most of the primary school teachers (Fig-3). It was noted that that male primary teachers struggled more than their female counterparts to gain higher education, and 2/3rd of the female primary teachers only possessed basic academic and professional qualification. Out of the total 39 respondents, majority only possessed Intermediate and basic primary teacher training.

Teaching Experience

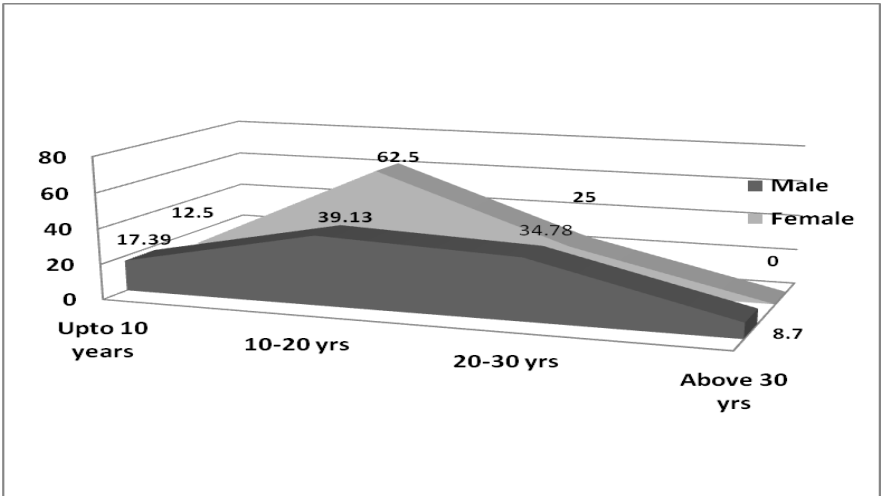


Fig-4 Teaching Experience of Male and Female Teachers

The trend regarding teaching experience of the government primary school teachers in Sanghar city varied significantly between males and their female counterparts. The Fig-4 illustrated that out of 23 male teachers interviewed, 39.13% and 34.78% had 10-20 and 20-30 years teaching experience, while 17.39% and 8.70% male teachers possessed below 10 years and above 30 years teaching experience, respectively. In case of 16 female primary teachers included the study, 62.50% respondents possessed 10-20 years experience, 25.00% had been teaching for 20-30 years; while 12.50% have upto 10 years teaching service. Overall, out of 39 primary school teachers, 48.72% and 30.77% had been teaching for 10-20 years and 20-30 years, respectively; while 15.38% respondents had upto 10 years teaching experience; whereas only 5.13% respondents had more than 30 years experience.

Approaches for Classroom Management

The primary school teachers in government primary schools of Sanghar district were asked to perceive on various items of the

questionnaire which included (1) students encouragement to solve their problems independently (2) encourage students to work in groups (3) develop confidence among the students to work as a team to develop social attitude among them (4) persuade students develop new classroom rules if the existing ones are not effective (5) promote sense of responsibility among the students so that they decide on and agree with the rules (6) reasons are investigated if the student is off-task (7) function like student and their companion in the classroom (8) self evaluation of students for the task given to them (9) students are asked to propose class rules during first week of the class (10) classroom discussions are not interfered so that such discussions are progressed by the students (11) students should given chances of pursuing their own interests (12) the teacher should not limit activity time and the students should manage the activity times themselves (13) develop opportunities for students to solve their issues by themselves (14) no problem if students are wandering around when the teacher enters the classroom (15) the students should be evaluated by the teachers because students do not know what is necessary for them (16) students are immature not able to choose the learning topics according to their interests, so the teacher should do the same (17) in case the students cannot figure them out for an answer, the teacher should tell the correct answer immediately (18) the students should be directed by the teacher for transition from one activity to another (19) students may be assigned specific seats in the classroom during first week of the class (20) when the teacher enter the classroom and students still wandering around, this is a problem for the teacher (21) the students must obey the classroom rules and learn rather than to make their own decisions (22) controlled environment of the classroom is more effective than the friendlier atmosphere in the classroom (23) the time plan specified by the teacher for the activities beforehand cannot be exceeded (24) the students should be responsible for their own behavior (25) the rules are when ineffective, these need to be replaced with new ones based on the teacher's experience (26) students need help of their

teacher during transition of school activities (27) if students come classroom late, they should not be permitted to enter the classroom. The responses of the male and female primary school teachers are presented in Table 1.

Table 1: Male and Female Teachers’ Classroom Management Approaches and Ranking

Sr#	Respondents	Ranking of Classroom Management Approaches					Average response
		I	II	III	IV	V	
1.	Male primary school teachers	1-7	8-12	13-22	23-26	27	68.60 b
2.	Female primary school teachers	1-14	15-20	21-27	-	-	78.47 a
3.	All	1-7	8-14	15-25	26-27	-	72.65

Scale: Rank-I=>80%, Rank-II=70-80%, Rank-III=60-70%, Rank-IV=50-60%, Rank-V=Below 50%

Table 2: ANOVA between Genders for Teachers’ Classroom Management Approaches

Source	Df	SS	MS	Observed F	Probability
Gender	1	1315.92	1315.92	14.3	0.0004
Error	52	4774.62	91.82		
Total	53	6090.54			

S.E±= 2.6080 LSD 0.05= 5.2333 CV= 13.03

Table 3: ANOVA within Genders for Teachers’ Classroom Management Approaches

Source	Df	SS	MS	Observed F	Probability
Gender	26	4461.69	171.604	2.84	0.0044
Error	27	1628.85	60.328		
Total	53	6090.54			

S.E±= 7.7671 LSD 0.05= 15.937 CV= 10.56

The analysis of variance (one-way ANOVA) was performed classroom management approaches. One within factor and one between factors design ANOVA was carried out to examine what classroom management approach was dominantly adopted by the male and female primary school teachers, and explored the gender effect on approaches for classroom management approach. A highly significant ($P < 0.01$) difference in classroom management approaches dominantly practiced by male and female primary school teachers were recorded. The female primary school teachers were more positive and willing to adopt student-centered classroom management approaches as compared to the male primary school teachers in the study area.

Gender effect on Classroom Management Approaches

With the aim of exploring if teachers' classroom management approaches differ with respect to their gender, the data (Table-1) stated that the male primary school teacher assumed 1-7 approaches of teacher for classroom management as the rank-I (>80%) and male teachers commonly adopted these approaches, approaches # 8-12 ranked-II (70-79%), approaches # 13-22 ranked-III (60-69%), approaches #23-26 ranked-IV (50-59%) and approach # 27 ranked-V (<50%).

In case of female primary school teachers, the approaches for classroom management # 1-14 ranked-I (>80%), and these approaches were dominantly taken into consideration by the female primary school teachers, approaches # 15-20 ranked-II (70-79%) and approaches # 21-27 ranked-III (60-69%). This clearly suggested that female primary school teachers were more positive to adopt student-centered classroom management approaches as compared to their male counterparts.

It was further observed from the results that female teachers showed consistency on student-centered classroom management approaches; while male primary school teachers were fairly showed consistency on adoption of teacher-centered classroom

management approaches. This indicated that the teacher education needs to be implemented more effectively particularly on part of the male primary school teachers.

CONCLUSIONS

Highly significant ($P < 0.01$) difference in responses of male and female primary school teachers were recorded for commonly adopted classroom management approaches. The female primary school teachers were more positive and willing to adopt student-centered classroom management approaches as compared to the male primary school teachers in the study area.

SUGGESTIONS

The teacher education for primary school level teachers may be made more effective for their motivation and skill development for adoption of student-centered classroom management approaches.

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