

## **Teacher's Use of Classroom Management Strategies for Enhancing Student Learning at the Secondary School Level in District Kohat**

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### **Abstract**

It is an acknowledged fact that behavioural problems are constant threat to student-learning and the classroom environment. Researchers have identified empirically validated classroom management strategies to support teachers to manage or deal with behavioural problems of students. As a result, it is very significant to arrange and systematize classroom so that it'd be helpful for student-learning. The aim of this research-study is to conduct a survey regarding teachers' perceptions about the use of classroom management strategies in order to ameliorate students-learning by providing them an eloquent learning environment in the classroom to overcome behavioural problems. A number of 80 secondary school teachers were taken as random sample to identify that what kind of strategies they use for classroom-management. Questionnaire was used as research tool containing two sections which gathered information regarding teachers' characteristics, classroom rules, culture of the classroom, teachers' behavior, teaching style, sharing of responsibilities, shared decision making, using reinforcement techniques, students' contribution to the class. Main findings were, that most school teachers used a wide school-discipline plan, lack of physical resources, maximum teachers developed their own classroom rules with inputs from students, teachers used reinforcement techniques to maximize students learning in the classroom, they use multi-lingual approach for better understanding of the apprentices, and kept students on task to prevent most classrooms' problems. It was recommended that opportunities may be provided to teachers for participation in workshops and seminars, to learn manage their classrooms for effective teaching-learning process.

*Keywords.* Classroom management strategies; Teaching-learning process; Student-learning

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## **Introduction**

Many studies have pointed out that in the process of education, classroom management is extremely important to both, students and teachers and it, therefore, requires due concentration, mainly by less skilled teachers (Yost & Mosca, 2002). Thus, classroom management plays a leading part in the use of time and services to achieve successful learning product. Classroom management is equally an art and a science (Gado, 2008). The active teachers always create a unique environment in their class which can support and positively facilitate learning (Shanti & Oda, 2012). Resultantly, better classroom management with good motives seeks to maintain and sustain a suitable and flexible environment wherein students can be engaged to achieve their educational goals. It should also aim to add to the growth of students both, socially and morally. Literature identifies many factors and variables that has a huge impact on classroom management both, positively and negatively. They are the scholars of ultimate water strived to crystalize learning circumstances, relationship between teacher and students, management, the use of curriculum, attachment of society and the sanctions which are being imposed. Society and our believe-systems encompasses religious doctrines and more importantly our language as a tool shaping one's ideology. Good education is directly proportional to the qualitative teaching inside a classroom. The teacher is considered to be the important element in bringing reforms in the field of education at the budding point. Classroom management can be defined and explained as using various means and methods to form and sustain a better classroom atmosphere where students can gain a successful learning outcomes. It is obvious that there are numerous learning strategies which are being used to control a class but what is more important for the students to feel that they are in a good environment to achieve the best. (Evertson, & Weinstein, 2006). Classroom management describes the processes used to keep a classroom organized and smooth wherein students can be wholly engaged. Discipline is no doubt, very crucial in good classroom management but coordination between teacher and students bestows better results (McCreary, 2012).

Classroom management always needs a number of activities and practices to cause an effective learning environment. A classroom can only be effective if it is well-managed. Classroom management causes and maintains discipline within a class. Classroom management takes arrangements for students within the class in order to get a sound learning. Teachers possessed with dexterous classroom management skills and methods always bear fruits. When a classroom is well-managed, students are miraculously and automatically bound to gain the lesson of self-discipline. (McCreary, 2006). Maintaining and sustaining classroom management is one of the major role which a teacher needs to play. A teacher

should bring into practice such activities and environment where students are able to learn freely and safely. To gain success in their studies, effective use of classroom management is needed. (Fiore, 2009). Classroom management is the way organized for room setting, teaching methods and application of good discipline. (Hollowel, 2010 ). A successful teacher has the ability to transform the behavior of his students positively and sagaciously. He can judge students' performance by using various techniques which he applies through his assessment. Classroom management also means to keep students in organized in the class for a better learning process. Hence, a teacher can effectively improve teaching and learning activities. Whereas, discipline can be taken differently which a teacher follows variously different ways and measurement that bring changes in student's misbehavior. Classroom management is the most significant element which can improve the learning process. A number of three researchers went on to review 50 years long research on the learning process, making numerous findings on the subject. They identified 28 genuine factors in the learning process and among them the first was classroom management. (Cini, 2009).

### **Objectives of the Study**

1. To Investigate the perceptions of teachers at secondary level concerning the use of classroom management strategies that increase students learning by providing them a conducive environment in the classroom.
2. To find out classroom management strategies to support teachers to manage or deal with behavioral problems.
3. To suggest some remedial measures for using effective class room management strategies for better learning.

### **Research Questions**

1. What classroom management strategies do secondary school teachers use for ensuring the maximum learning of the student?
2. What types of strategies can help the teachers to deal with the behavioral problems?
3. What type of remedial measures can be suggested for effective class room management strategies?

### **Literature Review**

Learning process will not be effective due to non-supportive and low environment (Leithwood, Day, Sammons, Harris & Hopkins, 2006). It is very

significant to place and systematize the classroom so that it is helpful for student learning. A favourite classroom atmosphere should encourage emotional attachment with learning and social development. All students should be able to attain rationally, collectively, and emotionally (Freiberg, 1996). Effective teachers have faith that their students can do better. They also hope that their students have a sheer urge to learn. They set up a management system so that class periods are most professionally used with minimum of missing time. In this way, successful teachers systematically plan how a classroom should be scheduled and procedures for managing the classroom before they meet students for the first time. To this end, students must feel that the teacher and the classroom environment is congenial to their hard work and that they would be friendly adjusted in that environment. Thus, classroom conditions, classroom supervision, and administrative approach will often settle on whether the classroom is caring and students learn or not (Jubala, Bishop, & Falvey, 1995).

Some experts suggest that by sharing management, one can solve many classroom problems and other concerned issues. If students are given the option to select or reject in the class, then they can perform well without any task-anxiety. This will give them a chance to express freely regarding their curriculum. (Moore, 2003). Through this, they can decide and make their own choices. The process, make them powerful and responsible. Therefore, classrooms should be enjoyable, optimistic and helpful. New teachers should generate a classroom in which the exchange of views is confident, esteem is promoted, and the intellectualism of society is recognized.

Classroom leadership should be controlling, independent, or laissez-faire. Productive learning and students interest for learning can only be achieved through democratic attitudes on the part of a teacher. A teacher can handle better inside the class when he or she adopts a democratic approach. Classroom liberty means liberty with restrictions. Learner should be given an opportunity to say in the class (Kohn, 1996). A room full of each facility is suitable to learning. It should be equipped with all the facilities of teaching and measures of discipline. (Wraga, 1998).

There are few models, which are required for teachers for conducive classroom management ability. The assertive discipline model recommends that instructor should be assertive (Canter & Canter, 1976). He should coordinate with students and fulfil their learning needs but he should not go against their shared interests. Non-coercive discipline model advocate assisting the learner to make them accountable. (Glasser, 1977). Their instructor should direct the person towards functional approach and true satisfaction in this world.

The model of behavior modification says that behavior is changed by bringing change in the outcome that follows. Students performing better are given rewards.(Glasser, 1977).The model of teacher effectiveness training stresses to guide teachers regarding optimistic dealings with students. Unenthusiastic behaviors can often be reduced by helpful interactions.

The productive and creative classroom discipline model proposed that majority of the difficulties and complications in the classroom come from time wasting and the key to stop most troubles is to keep learners active on task. This can be achieved through classroom arrangements, limit setting through the use of body language, incentive, inspiration systems, and proficient help (Walker, & Shea, 1980). The cooperative discipline model highlighted that teachers need a kind of plan of management for cooperation and coordination with the parents and community. The instructor's aim is to help out the learners in their wish to belong(Gordon, 1974).

The model which maintains a constructive discipline in the classroom intended to generate a fraternal pedagogical arena full of cheerful enthusiasm (Jones, 1987). This can be achieved by conducting learner with respect and by teaching those social capabilities and mannerism. The discipline with self-respect-model offers instructor with effective tactics in order to improve students behavior by planting in them the sense of hope and dignity. A practical management plan must consist of a deterrence, action and resolution dimension. (Albert, 1980).

## **Methodology**

The population consisted of all the Government Highschools teachers of District Kohat. A number of 80 secondary school teachers were randomly selected to be participants of the study. A questionnaire was used as a research instrument. The questionnaire consisted of seven parts. Part one consisted of seven demographic variables (gender, age, instructing experience, educational qualification, proficient qualification, location of school and nature of selection). Part two was designed to explore different strategies used by the secondary school teachers related to lesson planning, teaching methodology and professional skills, communication skills, physical resources, students' behaviour and time management. It consisted of 46 items, a five point scale ranges from Excellent (5) to poor (1) was used. Mean and Standard Deviation were used to analyze the data. Mean scores were interpreted using statistical formula of continuous distribution:

Very Poor	$\leq 1.5$
1.6 < Poor	$\leq 2.5$
2.6 < Average	$\leq 3.5$
3.6 < Good	$\leq 4.5$
4.6 < Excellent	$\leq 5$

### **Construction, Validity and Reliability of the Questionnaire**

For data collection purpose a semi structure questionnaire was developed and designed to determine demographic variables and teacher's use of classroom management strategies for enhancing student learning at the secondary school consisting 72 items. At first the questionnaire was validated with review of literature and secondly it was reviewed through a group of education experts. The professionals were asked to review and comment, and put forward suggested changes in the questionnaire. Their precious views were incorporated and the questionnaire was finalized.

Subsequent to pre-testing, the modified and refined questionnaire was further pilot tested on five school teachers for further clarity and the response was found satisfactory. Seven statements fall under category regarding lesson-planning for instruction. Examples of statements include 'clearly states and the lesson objectives' and 'select appropriate teaching aids for effective instruction'. Twelve fall under category regarding teaching methodology. Examples of items include 'relate ideas to the prior knowledge' and 'motivate the students towards practical use of concepts'. Nine fall under category regarding communication process. Examples of statements include 'speak audibly and clearly' and 'recognize the achievement of the students'. Six statements fall under category regarding physical resources in the classroom. Examples of statements include 'seating arrangement is appropriate in the classroom' and 'a good and visible writing board is available in the classroom'. Seven fall under category regarding managing students' behaviour. Examples of items include 'encourage mutual respect among students' and 'classroom rules are displayed on the wall'. Five statements fall under category regarding time management. Examples of items include 'provide adequate time to different aspects of lesson' and 'try to avoid procrastination during teaching-learning processes. Participants were asked to respond on Five-Points Rating scale ranging from exemplary, good, average, poor and very poor having values of 5, 4, 3, 2, and 1 respectively. The value of Cronbach's alpha of .86 for the 80 questionnaires was alike to the pilot (.83) test which identified that the tool was valid one. Cronbach's alpha calculated for questionnaire regarding sub-categories of teachers use classroom management strategies referring to lesson planning, teaching methodology, communication process, physical resources, managing students' behaviour and time management

in school for the secondary school teachers were (.891, .843, .889, .867, .847 and .851) respectively. The reliability values for different aspects of teachers' use of classroom management questionnaire were found more than 0.70 thresholds, which show satisfactory level of statistical testing for social sciences (Kohn, 1996; Tesfaw, 2014).

**Table 1: Strategies Related to Lesson Planning**

S.#	Items	Ex.	G	Av.	P	VP	M	SD
1	Make sure the availability of quality lesson planning.	9	15	25	21	10	2.90	1.19
2	Clearly states the lesson objectives.	6	13	29	23	9	2.80	1.08
3	Begin class in an orderly, organized fashion.	11	19	28	17	5	3.18	1.11
4	Sequence the main components of introduction, development and conclusion of lesson.	12	17	31	12	8	3.16	1.16
5	Select constructivist types teaching methods for the content.	10	22	32	12	4	3.28	1.03
6	Select multimedia and interactive type teaching aids for effective instruction.	7	21	27	19	6	3.05	1.08
7	Ensure students/teacher doing tasks during instruction.	16	23	28	11	2	3.50	1.04
<b>Total Mean &amp; Standard Deviation Scores</b>							<b>3.12</b>	<b>1.06</b>

The above table shows that the teachers prepared lesson plans for the class as a strategic tool to enhance learning of the students. The quality of their lesson planning, objectives of the lesson, beginning classes in an organized way, sequential organization of lesson, selection of appropriate teaching methodology and instructional aids for instruction is average, whereas ensuring activities done by teacher and students during instruction is good. The highest mean score is estimated here as 3.50 for students/teacher doing task and lowest score for statement of lesson objectives. The total score of mean and standard deviation estimated for lesson planning is 3.12 and 1.06 respectively.

**Table 2: Strategies Related to Teaching Methodology and Professional Teaching Skills**

S.#	Items	Ex	G	Av.	P	VP	M	SD
1	Relate ideas to the prior knowledge.	12	15	35	13	5	3.20	1.08
2	Share example from everyday life.	7	18	24	20	11	2.88	1.17
3	Use different strategies in teaching learning-process.	4	12	29	24	11	2.68	1.05
4	Restate questions and answers when necessary.	7	9	31	23	10	2.75	1.10
5	Encourage students to ask questions.	11	21	37	7	4	3.35	0.99
6	Conclude by summing up main ideas.	20	27	26	5	2	3.72	0.99
7	Share information apart from text books.	4	9	21	34	12	2.49	1.04
8	Incorporate students' responses.	7	12	31	23	7	2.86	1.06
9	Integrate other curriculum subjects into the lesson.	3	13	27	31	6	2.70	0.96
10	Use chalkboard effectively.	11	18	31	15	5	3.19	1.09
11	Motivate the students towards practical use of concepts.	10	16	27	19	8	3.04	1.15
12	Move purposefully in the classroom.	16	20	28	11	5	3.39	1.14
<b>Total Mean &amp; Standard Deviation Scores</b>							<b>3.04</b>	<b>1.01</b>

The above Table shows teachers using different teaching skills and techniques for maximizing students' learning and capturing students' attention in the classroom. They recapitulate the previously learnt material of the students normally, share common life related example, eclectic teaching methodology, repeat questions and answers, encourage students to pose questions, add something in students' responses, integrated curriculum approach, use board as an effective teaching tool, focus on application of the learnt material and move purposefully in the classroom is an average strategy by the teachers where as summing up the whole lesson is a good strategy for the classroom management technique used by the secondary school teachers. The highest mean score in the table is 3.72 for summing up the lesson at the end of the instruction and the lowest score is 2.49 for sharing of information other than text-book. The total mean and standard deviation score for teaching and professional skills of the teachers are 3.04 and 1.01 respectively.



**Table No 3: Strategies Related to Communication.**

S.#	Items	Ex	G	Av	P	VP	M	SD
1	Speak audibly and clearly.	14	26	31	7	2	3.54	0.97
2	Use understandable languages during teaching- learning process.	16	22	30	9	3	3.49	1.06
3	Varies intonation patterns to keep students alert.	7	13	31	22	7	2.89	1.07
4	Establishes and maintain eye contact with students.	8	23	32	13	4	3.23	1.01
5	Offer enough time to respond to the questions.	7	20	33	15	5	3.11	1.02
6	Respond the wrong answers constructively.	9	22	35	10	6	3.26	1.02
7	Do not pass deprecatory remarks on students' ignorance or misunderstanding.	8	17	23	28	4	2.96	1.08
8	Recognize the achievement of the students.	10	16	34	17	3	3.17	1.02
9	Use effective body language.	12	18	37	9	4	3.31	1.03
<b>Total Mean &amp; Standard Deviation Scores</b>							<b>3.22</b>	<b>0.99</b>

For better understanding, it is necessary that the teacher should communicate his/her message to students in a way that is simply and comprehensively stated. In the above Table, teachers used pitch of the sound, used easy language for better understanding of the students in a good way. To keep the concentration of the students the respondents used variation in pitch of sound, focused on students and had eye contact. They gave little time to think when posed questions, corrected answers if wrong, did not pass comments on students, appreciated students' achievement and used non-verbal communication effectively. The mean score which has been determined in the Table is 3.54 for speaking audibly and clearly, and the lowest score is 2.89 for variations in the pitch of the sound. The total mean and standard deviation scores for communication skill of the teachers are 3.22 and 0.99 respectively.

**Table No 4: Strategies Related to Physical Resources**

S.#	Items	Ex	G	Av.	P	VP	M	SD
1	Seating arrangement is appropriate in the classroom.	14	21	33	9	3	3.42	1.03
2	The atmosphere of the classroom is conducive for teaching-learning process.	6	14	26	31	3	2.86	1.00
3	Display of students work in the classroom for educational environment is present.	7	17	29	19	8	2.95	1.10
4	Appropriate light is present in the classroom.	14	20	27	14	5	3.30	1.14
5	You focus on every student to be involved and interact through visible writing board.	20	25	26	7	2	3.68	1.02
6	Care for acoustic effects (noiseless environment).	8	21	29	19	3	3.15	1.02
<b>Total Mean &amp; Standard Deviation Scores</b>							<b>3.23</b>	<b>1.19</b>

Physical resources play a key role in the teaching -learning process. In the above Table teachers used an appropriate furniture arrangement according to the desires of the learner, tried to keep classroom's atmosphere pleasant, displayed students' work, and appropriated light and care for acoustic effect averagely. Moreover, the secondary school teachers considered the presence of good and visible black/white or green board for writing a good strategy, for keeping students busy and motivated. The highest mean score in the Table is 3.68 for using writing-board and the lowest score is 2.86 for keeping classroom's atmosphere favorable and encouraging for the teaching-learning process. The total mean and standard deviation scores for using physical resources as a teaching tool by the teachers are 3.76 and 1.19 respectively.

**Table No 5: Strategies Related to Managing Student' Behaviour**

S.#	Items	Ex	G	Av	P	VP	M	SD
1	Encourage mutual respect among students.	12	16	32	15	5	3.19	1.10
2	Calling students by their names during teaching-learning process.	13	19	37	8	3	3.39	1.00
3	Ask questions from the whole class.	14	21	34	9	2	3.45	0.99
4	Permit the learners to raise their hands when they desire to answer the questions.	16	16	22	21	5	3.21	1.22
5	Ask questions to enhance understanding of the core theme of lesson.	7	15	21	27	10	2.78	1.16
6	Encourage active involvement of students in discussion.	8	16	26	25	5	2.98	1.08
7	Classroom rules are displayed on the wall.	4	8	15	37	16	2.34	1.07
<b>Total Mean &amp; Standard Deviation Scores</b>							<b>3.04</b>	<b>1.05</b>

Student and teacher' behaviour are important components of classroom management. Teachers encouraged mutual respect among the students, knew their names and called them by their names, floated questions for all students, students would raise their hands when they knew the answer of the question, Moreover, all respondents would ask continuous questions for better students understanding, and encouraged students to participate actively in discussion, averagely whereas displaying of classroom rules on wall was poor. The highest mean score in the Table is 3.45 for floating questions for all students and lowest score is 2.34 for displaying classroom rules. The total mean and standard deviation scores for managing students' behaviour for keeping students busy and motivated during instruction by the teachers are 3.04 and 1.05 respectively.

**Table No 6: Strategies Related to Time Management**

S.#	Items	Ex.	G	Av.	P	VP	M	SD
1	Start class on time.	21	21	30	6	2	3.66	1.03
2	Provide sufficient time to different concepts of lesson.	9	22	35	9	5	2.98	1.07
3	Deliver lesson in allotted time effectively.	9	16	35	15	5	3.11	1.04
4	Constantly monitor use of time.	7	15	28	23	6	2.94	1.07
5	Try to avoid procrastination during teaching-learning process.	5	14	31	21	9	2.81	1.06
<b>Total Mean &amp; Standard Deviation Scores</b>							<b>3.10</b>	<b>1.02</b>

For better classroom management it is necessary that teachers should use instructional time constructively and efficiently. In the above Table, teachers begin class on time, not give much time to focus on different concepts, delivered lesson in allocated learning time, took care about use of time and tried to avoid any type of disturbance and distraction during instruction. The highest mean score in the Table is 3.66 for beginning class on time and lowest score is 2.34 for avoiding procrastination during the teaching-learning process. The total mean and standard deviation scores for managing students' behaviour for keeping students busy and motivated during instruction by the teachers are 3.10 and 1.02 respectively.

## **Discussion**

The main purpose of this study was to investigate teacher's use of classroom management strategies for enhancing student learning at the secondary school level in district Kohat. This study found that secondary school teachers use classroom management strategies up to average observance level. Study results showed that skills like lesson planning, instructing methodologies, interaction, learner participation, controlling students' attitudinal problems, managing physical resources and efficient time management are basics and essential elements for smooth academic process. Results showed a hierarchy of teachers' use classroom management strategies. Using of the physical resources in the classroom for enhancing students' learning were the most important strategies which the secondary school teacher use to manage the classroom for teaching-learning process followed by communication process in classroom, lesson planning, time management strategies, and use of appropriate teaching methods and managing students' behaviour in the classroom.

Preparing and implementing lesson planning in the classroom by secondary school teachers was found average level of observance. Lesson planning is one of the most important strategies to ensure the learning of a learner and give a proper direction to all the activities in the classroom. Teachers think that planning and organizing classroom activities, starting the class in time, making successful lesson planning, setting desired instructional objectives, selection of proper classroom tasks, having outstanding lecture planning are the basics of lesson planning category. Craig and Dickenson (2003) explained that outstanding preparation makes sure that lessons should be comprised, such periods where learner can be allowed to freely discuss in groups or in pairs. Systematic planning ensures good instruction during a session. According to Gurney (2007), fine planning should permit the learner to give the teacher their feedback in order to get improved individual information, practices and learning status.

Selection of appropriate teaching methodology to make teaching understandable for students is another important area of classroom management perceived by secondary school teachers. Selection of appropriate teaching methodology not only include teaching method but also some other skills which are necessary for ensuring students learning. This includes clarifying fundamental concepts, using diverse teaching approaches, closing and summarizing the key thoughts of lessons, making the lesson interactive, to improve student learning, repeat query and reply when needed, using the instructional aids effectively to the content, capability to produce the constructive and competitive environment in the classroom, offer chance to put questions, use technique and resource useful to the age and capabilities of the students and utilize teaching technique effectively to retain students' interest and motivation to increase the student learning process. Further more, competent teachers recognize that learners can learn best if their particular society, background, customs, and potential are recognized by the instructor and instructing methodology and technique can be adapted to the learner's needs (Zeichner, 1993).

Secondary school teachers ensure communication in the classroom as integral part of teaching learning process. Communication plays an essential role in our life. Our communication takes place in multiple ways to convey to others our sense of thoughts, feelings, knowledge, skills, and ideas. It is generally thought that communication is recognized with the expression of languages through sounds but communication is, in fact, the combination of both speaking and gestural activity. Instructor can use their body language i.e, eye contact, facial expressions; showing agreement or disagreement; frown, pitch of tone, and distance for improved understanding of the conception of students. As Evertson, Emmer and Celents (1997) guaranteed that teachers can, at least, decrease dominating the classroom communication by being good listeners, by encouraging students to consider alternate ways to their task and assignments, by employing numerous example and task variation. (Burke, 1992) and by becoming constructively assertive and emphatic respondent (Evertson, Emmer & Celents, 1997; McCormick & Pressely, 1997).

The use of physical resources to enhance students-learning in the classroom cannot be ignored. Secondary, school teachers thought that the role of using available physical resources during instruction cannot be denied. Different physical resources like appropriate amount of light, appropriate seating arrangement, visible writing board, proper ventilation system to avoid suffocation and free movements of children can proved to be effective strategies for students learning in the classroom. Moore (2003), concluded that physical resources play very significant function in managing classroom for instruction and ensuring maximum learning of the students.

Teachers perceived that managing students' behaviour in the classroom is necessary for smooth running of the classroom activities. To avoid students' behavioural problems, techniques like making eye contact, appreciating students achievement, giving reward, and do not passing negative comments are fruitful to manage classroom activities. Classroom management is not only controlling the learners and stopping misbehaviour during the teaching- learning process but to inculcate in them values of head and heart. Elliott and Stemler (2008) and Elliott and Place (2012) say that there are a few behaviors that may assist interested teachers to improved their expertise in managing behaviour through efficient class practice, for instance, the teacher may resort to eye contact, face expressions or body language, such means have strong communication expressing self-belief and professionalism.

Time management is the most important area perceived by secondary school teachers to manage classroom activities positively. The appropriate use of time is thought to be anecessary approach of classroom management. The management of classroom time is, however, a tough and tedious task for teachers; though on the surface it look to be a rather easy and straightforward material (Albert 1996). Smith (1988) considered time management as the heart of classroom management.

### **Conclusion and Recommendations**

It is concluded that teachers did not prepare lesson plans for the instruction. They just relied on single teaching methodology and used traditional approach in the classrooms. The respondents did not use modern instructional methodologies and emerging technologies for ensuring the maximum learning of the students. They did not use communication skill as an effective tool. Their pitch of voice, pauses in conversation, linkages in communication, reference to context, sense of humour and pronunciation were average due to which maximum learning of the students was not taking place. Teachers used the available physical resources sparingly. They only used writing board as an effective teaching aid and did not care for conducive learning environment in the classroom. Mental hygiene of the students was not given much importance. Teachers responses were average towards maintaining student's behaviour during teaching learning process. Their questioning skill was good as they involved all the students but did not care for the classroom rules to maintain students' behaviour. Time management of the teachers was not up to the mark. Instructional time was not properly managed and used by the teachers, as their lesson planning was poor. Moreover, they did not have the skills to avoid procrastination during instruction, due to which maximum learning of the students could not be ensured in the classrooms.

It is advise that instructor should prepare lesson- planning for each class, use modern teaching skills and techniques to make certain the academic learning of the scholasm. Teachers should adopt such communication during instruction which suits level of the students. They should try to avoid fatigue and boredom by having a good sense of humour. They should use multi lingual approach for the better understanding of the students. Teachers should properly utilize all the available physical resources in a proper way. To keep the environment of the classroom conducive and should take care of appropriate lighting, proper ventilation, safe environment, acoustic effects (noiseless environment), a good and visible black/white/green board, and classrooms seating arrangement according to the needs of the learner and insert audio-visual materials to generate instructive learning-environment in the classroom. To overcome problems and for better learning environment, there should be classroom rules. Classroom rule should be made with the consent of the students and in the light of school rules. Classroom rules should be displayed in the class and should also be shared with the parents. Teachers should plan their lesson for the whole class. There should be a time-frame for each task and activities during the class. It is possible only if they show dedication towards their profession and they are provided training in classroom management based strategies.

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