Essentials of Classroom management at Pre-Primary Level

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ABSTRACT

Class room management is a tool to set learning environment. Well managed class rooms make instruction easy and learning must occur. Study was designed to investigate the essentials of classroom management at pre- primary level by using stratified random sampling technique thirty teachers were selected as sample of the study. Results indicate classroom management is a complicated activity which needs a lot of effort it never happens by chance. Physical material need to be set in such a way that traffic in class room will not be effected. Conflicts and misbehavior should also address. Effective teaching strategies enable teacher to become learning facilitator at per-primary level.

Introduction

Classroom is a complicated place, every class room has its own environment and culture; it is strongly influenced by the culture of overall institution. Teacher maintains this environment with the help of students. In order to arrange classroom settings, a teacher requires specific learning material and the skill to use this material successfully. Classroom encourages or discourages the students. Most complicated process is classroom management in teaching profession. A teacher faces different challenges at a time. She not only delivers the knowledge, but takes quick and right decisions, motivates the students, manages physical resources of the classroom, leads the class towards achievement of the objectives, resolves the conflicts and manages disruptive behavior, selects the content and activities, assists students in problem situations. These all aspects are called classroom management. A teacher performs multidimensional tasks. She has to be alert and vigilant in the class. If single aspect of management is neglected by the teacher, learning environment can not be created which is essential for learning. Learning environment means type of environment in which each student remain satisfied and take interest in achievement of aims.

First step of class room management is **planning.** Planning involves different elements like time allocation, physical arrangement plan of the classroom, to select the content and choose teaching methodology, design activities for the interest of the students. In this way a teacher set the stage for learning. Planning is a very important and sensitive step. All educationists are agreed that careful planning leads a teacher towards successful teaching. Planning is not mere lesson plan but it is all about the elements mentioned above. Traditional planning involves three steps only. First step is formulation of objectives, second is to take practical steps for achievement of objectives (to deliver a lecture, to perform a role play, to demonstrate something, to do any activity), and outputs are results of this effort. This effort is cyclical .Planning is highly supported by research and common sense in teaching. Planning brings a difference in results. Smooth classroom learning environment can be created if teacher planned the day for the class.

There are three phases of planning. Planning before instruction, planning during instruction and planning after instruction. Content selection, selection of appropriate strategies, time allocation, motivational techniques, and activities are those aspects which can be planned before instruction. Some decisions are taken at the moment like to ask a question, to assist student where he/she is stuck, give some task for practice. Third important phase is post instructional phase. At this stage teacher feed back, praise or criticize the teaching and learning process, test the learning, grade and report the learning. In the light of third phase first phase for the next lesson is planned.

Another important discussion in planning is the time span. Researches indicates that a teacher plan for a day, a week, a month, a term or a year. All types of planning are important but different from each other. Short term planning like day, week or a month planning is different from a term or year planning. Four core components are kept in mind for any type of planning,

- To set the objectives.
- To decide resources of information.
- To plan practically.
- Set criteria for judgment for effectiveness of planning.

Second important element of classroom management is **class room as learning community.** Learning community means a place where expectations are high, relationships are based on care and productive inquiry is the tool for learning. To produce this type of environment teacher has to do something creative and logical which has not been done by the teachers commonly. In learning community teacher has to play two important roles, one is off instructional leader and second one is of participant. Teacher not only instructs the students but actively participate in the activities. In this way teacher becomes the partner of the students. Learning communities utilize physical resources for the maximum benefit of the students. These classes are the continuous debate in which discussion, motivation, gathering information, interpreting situations, analyzing, synthesizing, and application type pf activities go side by side and support learning by doing. Mere memorization of facts is discouraged by the teacher.

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These types of communities have another very important aspect that is group learning. Whole class is divided into logical groups of 4-5 members. They are assigned a specific task to accomplish, teacher guide them when they feel difficulty, self discipline and mutual understanding is the core vale of group learning.

These types of classrooms are not result of a chance. A careful planning and intelligent decision making are the sources of this type of communities.

Motivation works as fuel for vehicle of learning. Intrinsic motivation leads a person towards self satisfaction on the other hand extrinsic motivation leads a person towards external rewards. In both the cases role of the teacher is very important. Individual needs and social needs should be intermingled in such a way that both the needs should support each other. In this way teacher will be able to focus on the individual development and their adjustment in society. Classrooms are called mini societies. All aspects of society are given preference and students are prepared as a product for institutions of the society. Demand and supply concept is taken great care. Teacher needs in depth knowledge of the society and its needs so that they will be inculcated in the students in the classroom.

Classroom management and instruction are closely related to each other. Preventive management is considered important in this regard. Preventive management means that problems of the classroom can be solved by good planning interesting presentation of the content and attention capturing activities. A common debate regarding classroom management is that which approach should be used for classroom management. Some experts believe that teacher centered approach should be used but others are in favor of student centered approach, some put emphasis on the problem solving approach. Practically no single approach can serve the purpose. Combination of management approaches makes the process of management easy and more reliable.

Teacher who uses reinforcement theory for classroom management they give different type of rewards like praise, good grades, titles etc, and punishments like disapproval, bad grades, take titles back etc. In this way they manage the students in the classes. This type of approach is used for individual not for groups. Classroom control and group behavior can be addressed by classroom ecology and group processes. This approach focuses on group tasks with cooperation and mutual understanding. Misbehavior is the major hindrance in the way of learning. To avoid this problem teacher should formulate groups and monitor them personally.

Classroom management problems can be decreased by using student centered approach. Student engagement and student achievement are closely related. Students are enthusiastically engaged in an activity where there needs and interests are addressed. Discipline problems are also not created by them. They try to accomplish the assigned tasks not for the pleasure of the teacher but for the self satisfaction. Sense of self actualization compel them to remain busy in assigned tasks and do not pay attention to irrelevant things. Classroom management is a focused means of achievement of aims of education. Skilled classroom managers and right decision at right time are those ingredients which add more spice in the dish of teaching and learning.

Classroom management is generally defined as the procedures which are essential to design classroom environment which leads the students towards achievement of targets and provide peaceful and cooperative environment to establish positive relationships. Researches support the fact that organized classrooms and controlled behaviors of the students are the sources of persistence of new teachers in the profession. Moreover teachers do not feel exhausted and remain motivated. Teachers who are poor managers of disruptive behavior are also poor at instruction and often remain stressed and uneasy. Disruptive behavior is the major reason that teacher leave the profession. For teacher training programmers it is highly recommended that classroom management and human psychology should be core subjects and they must be taught as practical subjects, only theory is not sufficient for the teaching profession. But theory into practice approach is the demand of teaching. In absence of classroom management skills other skills of a teacher loss the importance and do no serve the purpose.

Classroom management can be more effective if students are engaged by effective instruction and chance is not given to them to think about other activities which may cause disruptive behavior. Some teachers put a lot of emphases on the plans to eradicate the negative behavior and do not plan for instruction carefully. In result student find time for the negative activities and all plans to eradicate negative behavior remain only plans.

Most important element of planning is to set the rules. According to Doyle it is important to set the rules but it is more important to act when rules are broken. Rules must be communicated to the students with an appropriate approach that if rules will be broken teacher is not going to bear it. Rules should be accepted by the students, they should not be for the sake of rules.

Statement of the Problem

To study the effects of classroom management on learning of the pre- primary level students in private sector, Peshawar road Rawalpindi.

Objectives of the study

Objectives of the study are:
- To find out the effects of classroom management on learning of the students.
- To determine the layout of the learning environment.
- To check the importance of physical resources in the classroom.
- To suggest best possible use of management techniques in classroom.

Research Questions

- Does Classroom management plays vital role in creating learning environment?
- Does class room management facilities teaching and learning?
- Does managed classroom environment enhance interest of the learners?
- Do cooperative learning techniques decrease the disruptive behavior?
- When students own the classrooms if rules.

Delimitations of the study

The study was delimited to:
- Private sector
- Schools at Peshawar Road Rawalpindi.
- Pre- primary level

Method and Procedure

The study aims at describing the classroom management and its importance for learning of the students.

Q1. It is important to keep the goals of the classroom in mind when organizing the classroom environment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	10.0	10.0	10.0
	2	1	3.3	3.3	13.3
	3	26	86.7	86.7	100.0
	Total	30	100.0	100.0	

Q2 Management of the classroom is easier when individualized learning and flexible schedules are used.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	36.7	36.7	36.7
	2	3	10.0	10.0	46.7
	3	16	53.3	53.3	100.0
	Total	30	100.0	100.0	

Q3 The classroom should be arranged so that the teacher or Para educator can monitor all students at all times.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6.7	6.7	6.7
	3	28	93.3	93.3	100.0
	Total	30	100.0	100.0	

Q4 The Para educator may assist in preparing and Maintaining classroom stations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	30.0	30.0	30.0
	2	8	26.7	26.7	56.7
	3	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

It is not necessary to post rules/procedures for learning activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	26.7	26.7	26.7
	2	7	23.3	23.3	50.0
	3	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

Q6 If you notice a student doing a problem incorrectly on a practice worksheet, do you help them correct the errors immediately?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6.7	6.7	6.7
	3	28	93.3	93.3	100.0
	Total	30	100.0	100.0	

Q7 Students benefit when regular routines are used to initiate and end classroom activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	36.7	36.7	36.7
	2	6	20.0	20.0	56.7
	3	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

Q8 Students need to be specifically taught routine classroom procedures.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	43.3	43.3	43.3
	2	1	3.3	3.3	46.7
	3	16	53.3	53.3	100.0
	Total	30	100.0	100.0	

Q9 Rules should be designed to help catch students being good.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	10.0	10.0	10.0
	2	2	6.7	6.7	16.7
	3	25	83.3	83.3	100.0
	Total	30	100.0	100.0	

Q10 The organization of the classroom contributes to the amount that students learn.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	10.0	10.0	10.0
	2	1	3.3	3.3	13.3
	3	26	86.7	86.7	100.0
	Total	30	100.0	100.0	

When the teacher is presenting a lesson to the entire group, group lesson plan contributes to efficient learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	21	70.0	70.0	70.0
	2	5	16.7	16.7	86.7
	3	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Q12 Students with learning difficulties need to maximize learning time; teachers need to Prioritize skills and adjust schedules.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6.7	6.7	6.7
	2	5	16.7	16.7	23.3
	3	23	76.7	76.7	100.0
	Total	30	100.0	100.0	

Q13 Classroom schedules should keep flexible.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	26.7	26.7	26.7
	2	2	6.7	6.7	33.3
	3	20	66.7	66.7	100.0
	Total	30	100.0	100.0	

Q14 Preparing materials right before instruction time allows for flexibility and creativity.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	6.7	6.7	6.7
	2	3	10.0	10.0	16.7
	3	25	83.3	83.3	100.0
	Total	30	100.0	100.0	

Q15 It is important to recognize and reward students who are using their time constructively.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	3	29	96.7	96.7	100.0
	Total	30	100.0	100.0	

Q16 Working in small groups is a waste of time for the Para educator

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	20	66.7	66.7	66.7
	2	7	23.3	23.3	90.0
	3	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Q17 One goal for the Para educator would be to encourage students to work together cooperatively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	33.3	33.3	33.3
	2	2	6.7	6.7	40.0
	3	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

Q18 Do you have any well-articulated rules or principles on how you expect students to behave while in class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	10.0	10.0	10.0
	2	5	16.7	16.7	26.7
	3	22	73.3	73.3	100.0
	Total	30	100.0	100.0	

Q19 Are students aware and knowledgeable about any equipment or materials they are expected to use in class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	26.7	26.7	26.7
	2	5	16.7	16.7	43.3
	3	17	56.7	56.7	100.0
	Total	30	100.0	100.0	

Q20 Are the students satisfied with seating plan in the class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	2	6	20.0	20.0	23.3
	3	23	76.7	76.7	100.0
	Total	30	100.0	100.0	

Q21 You move assertively and quickly to deal with any misbehavior in class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	2	3	10.0	10.0	13.3
	3	26	86.7	86.7	100.0
	Total	30	100.0	100.0	

Q22 Do you have different strategies to deal with different types of students that will address their individualized needs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	10.0	10.0	10.0
	3	27	90.0	90.0	100.0
	Total	30	100.0	100.0	

Do your students like to manage their shelves after performing activities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	13.3	13.3	13.3
	3	26	86.7	86.7	100.0
	Total	30	100.0	100.0	

Q24 Physical arrangement of your class does not block the traffic in the class room.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	46.7	46.7	46.7
	2	3	10.0	10.0	56.7
	3	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

Q25 Do you notice and carefully address boredom of the students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	30	100.0	100.0	100.0

S.No	Statements	Yes	Undecided	No
01	It is important to keep the goals of the classroom in mind when organizing the classroom environment.			
02	Management of the classroom is easier when individualized learning and flexible schedules are used.			
03	The classroom should be arranged so that the teacher or Para educator can monitor all students at all times.			
04	The Para educator may assist in preparing and Maintaining classroom stations.			
05	It is not necessary to post rules/procedures for learning activities			
06	If you notice a student doing a problem incorrectly on a practice worksheet, do you help them correct the errors immediately?			
07	Students benefit when regular routines are used to initiate and end classroom activities.			
08	Students need to be specifically taught routine classroom procedures.			
09	Rules should be designed to help catch students being good.			
10	The organization of the classroom contributes to the amount that students learn.			
11	When the teacher is presenting a lesson to the entire group, group lesson plan contributes to efficient learning.			
12	Students with learning difficulties need to maximize learning time; teachers need to Prioritize skills and adjust schedules.			
13	Classroom schedules should keep flexible.			
14	Preparing materials right before instruction time allows for flexibility and creativity.			
15	It is important to recognize and reward students who are using their time constructively.			
16	Working in small groups is a waste of time for the Para educator.			
17	One goal for the Para educator would be to encourage students to work together cooperatively.			
18	Do you have any well-articulated rules or principles on how you expect students to behave while in class?			
19	Are students aware and knowledgeable about any equipment or materials they are expected to use in class?			
20	Are the students satisfied with seating plan in the class?			
21	You move assertively and quickly to deal with any misbehavior in class?			
22	Do you have different strategies to deal with different types of students that will address their individualized needs?			
23	Do your students like to manage their shelves after performing activities?			
24	Physical arrangement of your class does not block the traffic in the class room.			
25	Do you notice and carefully address boredom of the students?			

This chapter includes the description of population, sample, instrument, data collection, data analysis, limitations and delimitations of the study.

Population

All teachers teaching at preprimary level in private sector schools at Peshawar road Rawalpindi were selected as population.

Sample

By using stratified random sampling technique thirty teachers were selected as sample of the study. Description of the sample is given in the following table.

Name of Schools from where Data Was Collected

S.No	Name of School	No of Teachers
01	Beacon house school system	05
02	The city school	05
03	The SLS school system	05
04	The progressive school	05
05	Pakistan National school System	05
06	Quaid- e -Azam School and Academy	05

Research instrument

The questionnaire was prepared by the researchers and it was validated by pilot testing.

Data Collection

Researchers visited the sample schools and distributed questionnaire personally. Response remains 100% as researchers received responses from all respondents.

Data Analysis

Received data was analyzed by using descriptive statistics. On the bases of analysis and interpretation results were drawn, and recommendations were made.

Analysis and Interpretation of Data

Responses of question one indicates that 10% respondents were against the statement, 3.3% remain neutral, 86.7% were in favor of the statement.

Responses of question no two indicates that 36.7% respondents were against the statement, 10% remain neutral, 53.3% were in favor of the statement.

Responses of question no three indicates that 6.7% respondents were against the statement, 93.3% were in favor of the statement.

Responses of question no four indicates that 30% respondents were against the statement, 26.7% remain neutral, 43.3% were in favor of the statement.

Responses of question no five indicates that 26.7% respondents were against the statement, 23.3% remain neutral, 50% were in favor of the statement.

Responses of question no six indicates that 6.7% respondents were against the statement, 93.3% in favor of the statement.

Responses of question no seven indicates that 36.7% respondents were against the statement, 20% remain neutral, 43.3% were in favor of the statement

Responses of question no eight indicates that 43.3% respondents were against the statement, 3.3% remain neutral, 53.3% were in favor of the statement.

Responses of question no nine indicates that 10% respondents were against the statement, 6.7% remain neutral, 83.3% were in favor of the statement.

Responses of question no ten indicates that 10% respondents were against the statement, 3.3% remain neutral, 86.7% were in favor of the statement.

Responses of question no eleven indicates that 70% respondents were against the statement, 16.7% remain neutral, 13.3% were in favor of the statement.

Responses of question no twelve indicates that 6.7% respondents were against the statement, 16.7% remain neutral, 76.7% were in favor of the statement.

Responses of question no thirteen indicates that 26.7% respondents were against the statement, 6.7% remain neutral, 66.7% were in favor of the statement.

Responses of question no fourteen indicates that 6.7% respondents were against the statement, 10% remain neutral, 83.3% were in favor of the statement.

Responses of question no fifteen indicates that 3.3% respondents were against the statement, 96.7% were in favor of the statement.

Responses of question no sixteen indicates that 66.7% respondents were against the statement, 23.3% remain neutral, 10% were in favor of the statement.

Responses of question seventeen indicate that 33.3% respondents were against the statement, 6.7% remain neutral, and 60% were in favor of the statement.

Responses of question no eighteen indicates that 10% respondents were against the statement, 16.7% remain neutral, 73.3% were in favor of the statement.

Responses of question no nineteen indicates that 26.7% respondents were against the statement, 16.7% remain neutral, 56.7% were in favor of the statement.

Responses of question twenty indicate that 3.3% respondents were against the statement, 20% remain neutral, and 76.7% were in favor of the statement.

Responses of question twenty one indicates that 3.3% respondents were against the statement, 10% remain neutral, 86.7% were in favor of the statement.

Responses of question twenty two indicates that 10% respondents were neutral, 90% were in favor of the statement.

Responses of question twenty three indicates that 13.3% remain neutral, 86.7% were in favor of the statement.

Responses of question twenty four indicates that 46.7% respondents were against the statement, 10% remain neutral, 43.3% were in favor of the statement.

100% respondents were in favor of this statement.

Discussion

The study was conducted to investigate the effects of classroom management on the learning of the students. Objectives of the study were as under:

● To find out the effects of classroom management on learning of the students.

● To determine the layout of the learning environment.

● To check the importance of physical resources in the classroom.

● To suggest best possible use of management techniques in classroom.

The researchers developed a questionnaire keeping in view all aspects of classroom management. Data was collected from different schools of private sector. Pre primary teachers were the desired sample for this study. Response of the teachers was positive. All responses were received so response rate remains 100%. Data analysis indicates that classroom management is a skill which has very deep effect on the learning and shaping of behavior of the students. Classrooms are learning centers if they are well organized and well managed. Role of the teacher is very important in use of motivational techniques and establishment of

student teacher relationship. Disruptive behavior is also controlled and minimized through carefully designed activities. According to the responses physical class room organization is also very important. Effective use of time and space is the source of creating supportive environment for the teacher and learner. Data indicates that class room management techniques give confidence to the teachers and they remain satisfied in the class, they fell less stress than those teachers who are not good managers of the class room. Individual differences are well addressed in managed classrooms.

Answer to Research Questions

● Yes classroom management plays vital role in creating learning environment.

● Yes class room management facilities teaching and learning.

● Managed classroom environment enhance interest of the young learners.

● Cooperative learning techniques decreases disruptive behavior.

● Students owned the classrooms if rules they are properly communicated.

Conclusion

The study concludes that learning is the purpose of educational institutions and a strong source for establishing learning environment is classroom management. Skilled teacher in this regard is an asset for the educational institutions. Effective use of physical resources in the class room makes the learning process economical. Rules and regulations for the classroom are essential to be developed but they must be communicated and if it is possible students should be involved in the decision making process. This study was at pre primary level students who are very small children. Their individual differences are very obvious and they have no control on their behavior. They are at the initial stage of learning this behavior. Modeling is the best technique to be used by the teacher. Appreciation as motivational techniques can serve the purpose.

Recommendations

On the bases of findings and conclusion of the study following recommendations are made:

● Objectives should be kept in mind while developing a policy of classroom management.

● Sitting arrangement of the class should be compatible with method of teaching.

● Individual differences should be taken care of by the teacher in order to decrease disruptive behavior.

● Observational techniques should be used for future planning.

Significance

The results of this study provide us the importance of classroom management. It describes the role of teacher in creation of learning environment. The study will be helpful to analyze the individual needs and group needs of the students and will determine a relationship between them. Study will bring forth a clear picture of motivational techniques and their use for the control of disruptive behavior at pre-primary level.

A questionnaire to investigate the effects of classroom organization and management on learning of the students at pre-primary level in private sector

There are two sections of this questionnaire, namely Section A and Section B. Section A requires you to provide certain biographic particulars (Respondent Information) while section B asks you to indicate your agreement or disagreement with a series of statements determining the management in your class. Please answer all the questions by circling the number that best reflects your opinion or by providing the particulars requested.

Section A: Respondent Information

(The information provided in this section will be used for research purpose only and will be kept highly confidential.)

1. Name: _____

2. 2. Gender: Male   Female

3. Qualification: Academic_____

4. Qualification Professional _____

5. Designation: _____

SECTION B: The following questions are aimed at finding out the classroom management and organization. Please indicate your opinion using the following point scale:

1. Yes

2. Un decided

3. No

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