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Strategies for classroom management at graduation level

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ABSTRACT

The study aimed at exploring the strategies used for classroom management at graduation level in National University of Modern Languages, Islamabad. Classroom management is a skill every teacher needs to possess to bring about a positive change in students behavior to learn effectively. The sample of the study was 30 teachers of different departments of National University of Modern languages, whose grades ranges from 18BPS to 19 BPS and professional experiences ranges from 1 to 25 years. A questionnaire was used to collect the data which included 17 closes ended and 3 open ended questions. The study revealed that teachers are using multiple management strategies in the classroom; it also concludes that teachers are aware of the significance of classroom management strategies.

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Introduction

If civilization is to survive, we must cultivate the science of human relationships, the ability of all peoples, of all kinds, to live together, in the same world at peace. Students and teachers used to spend roughly half of their working hours in social argument, called a classroom. Classroom group may be thought of as a developing system with its structure, organization and norms. Classes may look alike from a distance or on a paper, but actually each class is unique as a finger print. Each class develops its own internal procedures and patterns of interactions and its own limits. It is as if imaginary lines where guidelines and controlling behavior within the group. In spite of day to day variations there is certain constancy in each class which emerges from individual history.

Almost all surveys of teacher effectiveness report that management skills are of primary importance in determining teaching success, management skills are crucial and fundamental. A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much. Emmer (1997) was of the opinion that "The concept of classroom management is broader than the notion of student discipline. It includes all the things teachers must do to foster student involvement and cooperation in classroom activities and to establish a productive working environment."

Classroom discipline receives the greatest attention of parents, teachers and even students in the whole education system. It causes much concern because it has a direct linkage with students' satisfaction and their learning. If the teachers could not make right kind of discipline in the class, it's a stumbling block to successful teaching career. Generally management has to be presented in an intellectual framework to understand classroom routines instead of simply collecting the specific reactions to certain behaviors. Teachers choose the norms and procedures to build the classroom for academic and social learning. A classroom characterized by Arends (1996):

- An overall environment where students feel positive about themselves, their peers and the classroom as a group.
- Structures and processes where students need are satisfied and where students persist with academic tasks.

- A setting where students have acquired the necessary group and interpersonal skills to accomplish academic demands of classroom.

Educational institutions are the basic places where learning takes place, where the education process is executed in a very systematic and organized way. The core purpose school, colleges and universities serve is to provide services to students so that they will have the desired change in their behaviors and knowledge. To make the effective classroom which is also conducive for learning is needed and teachers put efforts to do that in normal circumstances. Providing an effective classroom to student is a paramount responsibility of the teachers. However the basic question is how to deliver instruction in a classroom so that the management will be intact and effective. There might be much diversified learners in one class with diversified needs and academic level. There is a huge amount of human, financial and material resources are involved in the schools to maintain classrooms and develop a healthy academic environment. Researches have done in this field but unfortunately the instructional and management effectiveness in a nutshell. "Even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching.

Cangelosi 1988 noted that teacher's classroom efforts will totally be futile if the learner's attitude is antagonistic towards classroom learning. There is another argument given by them is that "management of the classroom learning forms a necessary condition for learning and if the teacher cannot solve problems in this sphere we can give the rest of teaching away."

Classroom Management Strategies

There is no single definition of classroom management, it has diversified meaning. Many scholars have defined this term according to their own perspective and understanding. There are different approaches as well through which classroom management could be defined and explained. There could be operational definition and philosophical approach to it as well. Then there is authoritarian approach deals with it like, it's a process to control students behavior. In this kind of approach teachers are in the full command. They have to maintain order and establish norms in the class. They say classroom management and discipline are the synonymous terms for each

other. There are as many classroom management strategies are available as there could be. They are countless. Lehman in 1998 has described these strategies as, behavioral, reality oriented and humanistic.

- Organizing the learning environment
- Students seating arrangement
- Time management
- Giving learners a sense of belonging
- Establishing the rules and Norms in the class
- Readiness of students
- Transitions and proceedings
- Motivation
- Discipline
- Pacing
- Openness in communication
- Sense of community
- Mutual, respect, sharing and growth

Classroom strategies for managing students at graduate level are crucial and important in many ways. Omrod (2004) explained “progress in the students’ classroom learning cannot be brought about with the absence of effectively managed classroom because; an effectively managed classroom serves to prevent student’s inattention, boredom and misbehavior.

Teachers can get success very easily by establishing comfortable, supportive and relaxed learning environment in the classrooms. They just need to learn the management strategies and implement them into the actual settings. Study was designed to measure teachers’ perception and awareness regarding various classroom management strategies best for graduate students.

Methodology

Statement of the problem

The problem to be investigated was to unravel various strategies for classroom management at graduation level in NUML.

Objectives

The objectives of the study were to:

- Identify the strategies used at graduation level for classroom management at graduation level.
- Analyze the perception of university teachers regarding management strategies.
- Suggest suitable measures to adopt effective strategies for classroom management.

Research Question

What strategies teachers are using for classroom management at graduation level in National University of Modern Languages?

Population

The study was conducted in National University of Modern Languages Islamabad; the participants of the study were selected randomly from the different social sciences departments. So the population of the study was NUML, Islamabad.

Sample

The sample of the study consisted of 30 teachers of social sciences departments. They are selected randomly. The sample comprised of male and female faculty members of NUML, Islamabad. Their grades range from 29 to 50, and their experience ranges from 1 to 25 years, other specifications of sample included department and qualifications.

Procedure

The study is a descriptive in design. A sample of randomly selected thirty teachers was drawn. A questionnaire was developed and administered on the above mentioned sample.

The questionnaire has both closed and open ended questions. The data was collected and analysis was made using SPSS, then the discussion and conclusions followed.

Instrument

A questionnaire was used in this study as a tool to collect data. The questionnaire consisted on structured and non-structured questions. It was based and constructed in light of related materials and theoretical perspectives prevailing on the statement of the problem.

Reliability

Reliability was established by split-half method. It is seen that the reliability of the first half with 3 items is .72. The second half had 2 items with reliability of 0.75. The overall Guttman Split-Half Coefficient for the questionnaire various teaching methodologies is .636

Results and Discussion

In the study for Teacher observing student needs and their understanding to students expectance to handle group work and assignments highest results by qualification were 31.9% strongly agreeing, to by experience were 26.8% strongly agreeing, and by grade were 28.2% strongly agreeing. Teacher observing student needs and their understanding to the sitting positions of the students acceptability highest results by qualification were 36.2% agreeing, by experience were 32.5% agreeing, and by grade were 39.3% agreeing. For students individualized need highest results by qualification were 39.1% agreeing, to by experience were 41.2% agreeing, and by grade were 39.5% agreeing. For have classroom management strategies or styles highest results by qualification were 47.8% strongly agreeing, to by experience were 50% strongly agreeing, and by grade were 48.9% strongly agreeing.

Material available to the teachers for better management to have any well articulated rules or principles highest results by qualification were 27.5% neutral, to by experience were 24.7% Disagree, and by grade were 30% neutral. For have guidelines to handle transition or interruptions highest results by qualification were 39.1% Disagree, to by experience were 43.8% Disagree, and by grade were 39.5% Disagree. For student awareness and equipment availability highest results by qualification were 30.4% agree, to by experience were 33% strongly agreeing, and by grade were 32.5% strongly agreeing. For having any disciplinary strategies highest results by qualification were 44.95% strongly agreeing, to by experience were 46.9% strongly agreeing, and by grade were 44.3% strongly agreeing

Teachers General Behavior and assessments for trying to encourage students confidence highest results by qualification were 53.6% agreeing, to by experience were 53.1% agreeing, and by grade were 49.1% agreeing. For taking consideration wishes and general behavior highest results by qualification were 65.2% strongly agreeing, to by experience were 57.7% strongly agreeing, and by grade were 63% strongly agreeing. For technique to be aware of any potential problems highest results by qualification were 29 % agreeing, to by experience were 26.8% strongly agreeing, and by grade were 28% agreeing. And for maintaining balance in assertiveness and friendliness highest results by qualification were 31.9% neutral, to by experience were 30.4% strongly agreeing, and by grade were 32.2% neutral.

Increasing class participation and activity for making extra effort highest results by qualification were 46.4% agreeing, to by experience were 49.5% agreeing, and by grade were 46.9% agreeing. For dividing attention among all the students highest results by qualification were 53.6% agreeing, to by experience

were 52.6% agreeing, and by grade were 49.4% agreeing. For making students actively involved highest results by qualification were 37.7% agreeing, to by experience were 33% agreeing, and by grade were 37.3% agreeing. For class participation methods highest results by qualification were 33.3% agreeing, to by experience were 34% agreeing, and by grade were 35% agreeing.

Assertive behavior towards students highest results by qualification were 49.3% disagreeing, to by experience were 52.1% disagreeing, and by grade were 51.1% disagreeing.

The three open ended questions were included in the questionnaire to see the responses of the teachers regarding their own classrooms, the activities they do in the classrooms and to know how they can manage the disturbing behaviors in the classrooms. Only five teachers gave their responses. They were of the opinion that they are in a good position to deal with any disruptive behavior in the class and well equipped classrooms and well organized materials always contribute to students learning.

Conclusion

The study was conducted on the strategies of classroom management at graduation in NUML, Islamabad. Social sciences departments were the populations of the study, sample were drawn randomly from female and male teachers of selected departments. Total number of sample was thirty teachers. It was a descriptive type of study. A questionnaire was used to collect data; questionnaire was developed and administered personally, data was tabulated and analyzed. The results shown that teachers use many strategies for their classroom management. Majority of teachers think that students know what is expected from them in the class. Seating positions in the classroom counts a lot to impart learning among the students; the majority of the teachers were agreeing that the seating positions of the students are acceptable. When teachers were asked if they use different techniques to deal with diverse population in the class, majority

of the teachers agree that they have kept their mind the individual differences of the students while dealing with them. Teachers were strongly agreed that they use variety of management strategies in the class. When teachers were asked they have set and defined rules for the classroom, most of the teachers were of the opinion that they do not know about having set rules or not. Teachers were not been able to have guidelines how to deal with disruptive behaviors in the classroom. Teachers expressed that students are aware of the materials they are using for learning. Teachers have disciplinary strategies to curb the unexpected behaviors and promote good attitude in the classroom.

Recommendation

- Teachers should be given rules and guidelines in black and white form so that they use them with confidence in the class.
- At graduate level teachers should use adult learning theories for managing their classrooms well.
- Teachers should be assertive and clear in following the rules for the class.
- Students should be included when designing the procedures for the class because at graduate level, they are capable enough to contribute equally.
- Teachers should set expectations at the beginning of the school year so that students will not deviate from them.
- The behavior patterns should be told to students and certain motivational strategies should be used appropriately in the class.
- Individual differences should be catered by the teachers more effectively.
- Teachers have to have the idea how to manage the materials for the class and how to organize students work.
- It is very important to maintain student's integrity and respect at graduate level, because they are in the age where they may feel vulnerable to disrespect or rash wordings.

Table 1:

	Gender		Qualification				Experience				Grade			
	Female	Male	Mean	SD	Table Sum %	Mean	SD	Table Sum %	Mean	SD	Table Sum %	Mean	SD	Table Sum %
	Count	Count												
Q3. Strongly Disagree	3	0	2	1	7.2%	4	1	5.7%	18	0	6.8%			
Disagree	5	3	2	0	20.3%	4	1	17.5%	18	1	18.6%			
Neutral	5	6	1	1	21.7%	5	2	25.8%	18	1	25.4%			
Agree	4	5	1	1	18.8%	5	2	24.2%	18	1	20.9%			
Strongly Agree	6	6	2	0	31.9%	4	2	26.8%	19	0	28.2%			
Q5. Strongly Disagree	1	2	2	1	7.2%	5	0	7.7%	19	1	7.1%			
Disagree	2	1	2	1	7.2%	4	2	6.2%	19	1	7.1%			
Neutral	7	5	2	0	31.9%	5	2	31.4%	18	1	28.0%			
Agree	10	7	1	1	36.2%	4	2	32.5%	18	0	39.3%			
Strongly Agree	3	5	2	1	17.4%	5	2	22.2%	18	1	18.6%			
Q10. Strongly Disagree	1	1	1	0	2.9%	3	3	3.1%	18	0	4.5%			
Disagree	2	1	2	1	7.2%	5	3	8.2%	19	1	7.1%			
Neutral	4	6	2	0	26.1%	4	1	22.7%	19	1	23.4%			
Agree	11	6	2	1	39.1%	5	2	41.2%	18	1	39.5%			
Strongly Agree	5	6	2	1	24.6%	4	2	24.7%	18	1	25.4%			
Q15. Strongly Disagree	4	1	2	0	13.0%	5	2	12.4%	18	1	11.6%			
Disagree	2	1	2	1	7.2%	5	0	7.7%	18	0	6.8%			
Neutral	3	1	2	1	8.7%	3	1	6.7%	18	1	9.3%			
Agree	7	3	2	1	23.7%	4	1	23.7%	18	1	23.7%			
Strongly Agree	7	14	2	1	47.8%	5	2	50.0%	18	1	48.9%			

Table 2:												
		Gender		Qualification			Experience			Grade		
		Female	Male	Mean	SD	Table Sum %	Mean	SD	Table Sum %	Mean	SD	Table Sum %
		Count	Count									
Q1	Strongly Disagree	6	2	2	0	20.3%	4	1	16.5%	18	1	18.6%
	Disagree	3	6	2	0	21.7%	5	2	24.7%	19	0	21.2%
	Neutral	2	11	1	1	27.5%	3	2	23.2%	18	0	30.0%
	Agree	7	0	2	1	15.9%	5	1	18.6%	18	0	16.1%
	Strongly Agree	5	1	2	1	14.5%	6	2	17.0%	19	1	14.1%
Q2	Strongly Disagree	1	7	2	0	20.3%	5	2	19.1%	19	0	18.9%
	Disagree	12	5	2	1	39.1%	5	2	43.8%	18	1	39.5%
	Neutral	7	3	2	0	26.1%	4	1	22.2%	19	1	23.4%
	Agree	2	2	1	0	5.8%	3	2	6.7%	18	0	9.1%
	Strongly Agree	1	3	2	1	8.7%	4	1	8.2%	18	0	9.1%
Q4	Strongly Disagree	3	1	2	1	8.7%	6	2	11.9%	18	1	9.3%
	Disagree	2	3	2	0	13.0%	5	3	13.9%	19	0	11.8%
	Neutral	5	2	2	0	18.8%	4	1	16.0%	19	1	16.4%
	Agree	6	7	2	1	30.4%	4	2	25.3%	18	0	30.0%
	Strongly Agree	7	7	1	1	29.0%	5	2	33.0%	18	1	32.5%
Q6	Strongly Disagree	1	0	1	.	1.4%	3	.	1.5%	18	.	2.3%
	Disagree	5	0	2	0	13.0%	5	2	11.9%	19	0	11.8%
	Neutral	0	4	2	1	8.7%	6	2	12.4%	18	1	9.3%
	Agree	7	7	2	1	31.9%	4	2	27.3%	18	0	32.2%
	Strongly Agree	10	9	2	0	44.9%	5	1	46.9%	19	1	44.3%

Table 3:												
		Gender		Qualification			Experience			Grade		
		Female	Male	Mean	SD	Table Sum %	Mean	SD	Table Sum %	Mean	SD	Table Sum %
		Count	Count									
Q8.	Strongly Disagree	0	0	.	.	.0%	.	.	.0%	.	.	.0%
	Disagree	0	0	.	.	.0%	.	.	.0%	.	.	.0%
	Neutral	1	0	1	.	1.4%	5	.	2.6%	18	.	2.3%
	Agree	16	5	2	0	53.6%	5	2	53.1%	19	1	49.1%
	Strongly Agree	6	15	1	1	44.9%	4	1	44.3%	18	0	48.6%
Q9.	Strongly Disagree	0	0	.	.	.0%	.	.	.0%	.	.	.0%
	Disagree	0	0	.	.	.0%	.	.	.0%	.	.	.0%
	Neutral	0	0	.	.	.0%	.	.	.0%	.	.	.0%
	Agree	8	8	2	1	34.8%	5	2	42.3%	18	1	37.0%
	Strongly Agree	15	12	2	0	65.2%	4	2	57.7%	19	1	63.0%
Q11.	Strongly Disagree	1	2	2	1	7.2%	7	2	10.3%	19	1	7.1%
	Disagree	4	4	2	1	17.4%	5	2	21.1%	18	1	18.6%
	Neutral	5	4	1	1	18.8%	4	1	17.0%	18	1	20.9%
	Agree	5	7	2	0	29.0%	4	1	24.7%	18	1	28.0%
	Strongly Agree	8	3	2	0	27.5%	5	2	26.8%	18	1	25.4%
Q17.	Strongly Disagree	0	0	.	.	.0%	.	.	.0%	.	.	.0%
	Disagree	3	6	2	0	21.7%	4	1	20.6%	19	0	21.2%
	Neutral	5	9	2	1	31.9%	4	2	30.4%	18	0	32.2%
	Agree	9	0	1	1	18.8%	4	2	18.6%	18	0	20.7%
	Strongly Agree	6	5	2	0	27.5%	5	2	30.4%	19	0	25.9%

Table 4:

		Gender		Qualification			Experience			Grade		
		Female	Male									
		Count	Count	Mean	SD	Table Sum %	Mean	SD	Table Sum %	Mean	SD	Table Sum %
Q12.	Strongly Disagree	2	0	2	0	5.8%	4	0	4.1%	18	0	4.5%
	Disagree	0	0	.	.	.0%	.	.	.0%	.	.	.0%
	Neutral	0	4	2	0	11.6%	4	1	8.2%	19	0	9.6%
	Agree	13	7	2	1	46.4%	5	2	49.5%	19	1	46.9%
	Strongly Agree	8	9	1	1	36.2%	4	2	38.1%	18	0	39.0%
Q13.	Strongly Disagree	0	0	.	.	.0%	.	.	.0%	.	.	.0%
	Disagree	1	2	2	1	7.2%	6	3	9.8%	19	1	7.1%
	Neutral	1	2	1	0	4.3%	3	1	4.6%	18	0	6.8%
	Agree	13	8	2	0	53.6%	5	2	52.6%	19	0	49.4%
	Strongly Agree	8	8	1	1	34.8%	4	1	33.0%	18	0	36.8%
Q14.	Strongly Disagree	0	0	.	.	.0%	.	.	.0%	.	.	.0%
	Disagree	4	4	2	0	20.3%	5	1	19.6%	18	0	18.4%
	Neutral	5	6	2	0	27.5%	5	2	27.8%	19	0	25.9%
	Agree	10	6	2	0	37.7%	4	2	33.0%	18	1	37.3%
	Strongly Agree	4	4	1	0	14.5%	5	2	19.6%	18	0	18.4%
Q16.	Strongly Disagree	0	0	.	.	.0%	.	.	.0%	.	.	.0%
	Disagree	2	1	2	1	7.2%	4	2	6.2%	18	0	6.8%
	Neutral	7	4	2	0	30.4%	6	2	32.0%	19	0	25.9%
	Agree	6	9	2	1	33.3%	4	2	34.0%	19	1	35.0%
	Strongly Agree	8	6	1	1	29.0%	4	1	27.8%	18	0	32.2%

Table 5:

		Gender		Qualification			Experience			Grade		
		Female	Male									
		Count	Count	Mean	SD	Table Sum %	Mean	SD	Table Sum %	Mean	SD	Table Sum %
Q7.	Strongly Disagree	3	1	1	0	5.8%	3	1	6.2%	18	0	9.1%
	Disagree	8	14	2	1	49.3%	5	2	52.1%	18	1	51.1%
	Neutral	5	0	2	0	13.0%	4	2	9.8%	18	1	11.6%
	Agree	2	3	2	0	13.0%	4	1	10.8%	18	1	11.6%
	Strongly Agree	5	2	2	0	18.8%	6	1	21.1%	19	0	16.6%

Significance

The present study would be significant in many respects. It is important not only to determine the management strategies but also make teachers aware of the fact that they could be helpful in their professional life for their growth and stable work environment. In education system Learning is the focus of every educational institution. Educational institutions like NUML which has a diverse population of students coming from all over Pakistan and even abroad, it is pivotal for teachers to know and see where they stand in terms of using the updated management strategies for their classrooms.

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