

1 Problematic Situations in Educational Institutions and Teachers' Managerial Skills: Developing Countries Perspective

3 Tariq Mahmood¹

4 ¹ University of Education

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7 **Abstract**

8 The main focus of the study was classroom activities. The second main and important aspect
9 is that how teachers solve class room problems by using management skills. This study is also
10 a need assessment about the different teaching techniques which are applied and should be
11 applied in the classroom situation at secondary level. To make the sample representative of
12 the population, Province Punjab was divided into three regions and then from each two
13 districts were selected randomly. On the other side, all sections of population were covered in
14 the sample i.e. male, female and urban, rural. For data collection, five point rating scale
15 developed for teachers. Data was collected by personal visits of the researcher, fellows and
16 post. The collected data was analyzed through SPSS Software to test the designed
17 hypotheses. Main results of the study revealed that majority of the teachers faced the problem
18 of overcrowded classes. Almost all the teachers agreed that during the teaching learning
19 process the class should be quiet.

21 *Index terms—*

22 **1 Introduction**

23 Education is infrastructure for the future development and prosperity of the country. Teacher is the central and
24 basic source to transfer knowledge from one generation to another. All students face difficulties at one time
25 or another with spoken or written language, memory, attention, concentration, organizational skills, physical
26 coordination and social behavior (Siddiqui, 2005). Teachers have to manage their classes for different purposes
27 in different styles. The way teachers conduct the classroom matters has a deep influence upon their own teaching
28 and learning of the students, because classroom is a place where the closest interaction between the students
29 and the teachers takes place (Muhammad and Ismail, 2001) Classroom management refers to broad range of
30 techniques used to facilitate instructions, maximize learning time, maintain a pleasant atmosphere, prevent
31 disruptive behavior, and handling discipline problems. Martin and Sugarman (1993) are of the view that positive
32 classroom environment for effective teaching learning process is the main core of classroom management. The
33 term classroom management refers to all those decisions that teachers take to facilitate the learning process and
34 to provide the students maximum opportunity for learning (Krause, Bochner, and Duchesne, 2003). It also refers
35 to teachers' actions which lead to the creation of a learning environment where positive interpersonal interaction
36 is promoted and effective learning is facilitated. It aims to enhance the cognitive, personal and social growth
37 of students, developing in particular their self-motivation, selfunderstanding, self-control and self-evaluation and
38 selfmanagement (Mig-Tak, & Wai-Shing, 2008).

39 From a teacher perspective, effective classroom management involves preventive discipline and interesting
40 instruction (Lang & Hebert, 1995). Classroom management and effective teaching learning are very much related
41 with each other. If the classroom is managed properly then the learning process will occur accurately otherwise
42 not (Ralph, 1994). It is the teacher who can achieve the required level of management and then get the designed
43 objectives. Burden (2006) also explains that only through reward and punishment effective discipline cannot

1 INTRODUCTION

44 be achieved, while on the other side, self-control of students can enhance discipline among students. Classroom
45 management and management of students overall conduct are skills that the teachers acquire and hone over
46 time. These skills almost never come together until after a minimum of two or three years of teaching experience.
47 Effective teaching requires considerable skills in managing myriad tasks and situations that occur in the classroom
48 each day (Yisreal, 2012). Classroom management skills have several strategies.

49 Classroom management strategies include communication and management skills, and instructional tactics.
50 According to Rauf (1976), effective classroom management entails planning classroom activities, setting ground
51 rules, and knowing how to enforce these rules while treating the students with respect (Yisreal, 2012). If you
52 spend most of your time handling discipline problems, you are cutting short your teaching time. The study of
53 classroom management tactics teaches you the techniques of classroom dynamics and tells you how to use them
54 to have advantage. You learn to maintain a supportive environment, provide opportunities for success, and to
55 enforce appropriate behavior. Effective teachers create conditions of cooperation, discipline and responsibility
56 both for themselves and for their students (Riaz, 2009).

57 These techniques help students to behave in ways that facilitate you in task of teaching. Most behavior
58 problems are minor disruptive such as one student getting up, walking around or talking in a way that disturb
59 others. Student's common problems are inattention and failure to obey class rules.

60 When one or a few students are misbehaving, focus the rest of the class on their task and find time to talk
61 to the disruptive students quietly and away from the students focused on their task (Evertson, & Worsham,
62 2000; Nayak, 1994).

63 Inattention and classroom problems can be controlled by using multiple techniques within the classroom. One
64 of the best ways is an active involvement of students in the lesson by using A.V. Aids for teaching. This process
65 may requires an efficient and effective preparation of teaching and learning materials in the form of lesson plans
66 and A.V. Aids, decoration of the classroom, creation of expectation and establishment and enforcement of rules
67 and routines in the classroom (Tan, Parsons, Hinson & Sardo-Brown, 2003). Because most of the learning the
68 senses, AV aids can help ensure effective learning, breaking the monotony of the classroom scene (Mohan, 2007).

69 To perform all these activities the competence of teacher plays a vital role because different teachers have
70 different ways of managing the classroom environment and patterns of setting up classroom that best fits their
71 purpose (Aly, 2007). While discussing the classroom management Ostrosky, Jung, Hemmeter and Thomas (2008)
72 are of the opinion that this is the teacher who plays a highly important role for the development of classroom
73 environment effective for learning. For this purpose competence of teacher is highly important to manage the
74 things properly in the right direction. Teacher should be a good psychologist to understand the student's mental
75 level and personal preferences. Teachers should also be very much aware of the individual differences and care
76 for each student as a learner (Haider, Z. et all. (2012)).

77 Many factors have been identified within the school and classroom through action research. Problematic
78 behavior is one of the main reasons for classroom disturbance (Mayer, 1995). Problem behavior is broad term
79 that may include any number of behaviors that do not conform to the established rules of the classroom and
80 school ??Robinson, & Ricode).

81 These factors can be controlled by establishing the school's discipline policy, the school's norms and standards
82 for proper behavior, and proper authority of the teachers, and mutual staff support.

83 There are also other many problems such as damage of lighting, stealing and show disrespect. That result in
84 behavior changes is also a potential problem in today's schools. In effective classroom management the emphasis
85 is on prevention rather than on palliative measures such as punishment. To manage all the academic, physical
86 and behavioural problems classroom management techniques are the very much effective. Rauf (1976) narrates
87 that management covers multiple aspects of teaching learning process particularly organization and presentation
88 of lesson in such a way that all pupils are actively engaged in learning. This requires an ability to analyze the
89 different elements and phases of a lesson and deliver appropriate material.

90 As with so many aspects of education, effective classroom management depends on the quality of support and
91 guidance with the school as well as the talent of individual teacher. Effective management in the classroom is
92 discussed as a co-operative enterprise linked to classroom and school process and development of good relationship.

93 Motivation towards studies is one of the very effective techniques to manage the class room problems. If a
94 student will be motivated for studies his/her attention will be diverted from mischief towards hard working.
95 Motivation is a process that influences the direction, persistence, and vigor of goal-directed behavior (Passer &
96 Smith, 2001). Motivation with individuals refers to knowledge of how to provide the counseling and guidance,
97 which some people require. Motivation is not something that just happen in the classroom. It requires
98 considerable thought and efforts and teachers play an important role in establinshing a motivating learning
99 climate (Savage, & Savage, 2010).

100 Monitoring of school discipline considers how schools evaluate the effectiveness of policies on discipline and how
101 senior teachers can help colleagues to cope with stress and other problems. Problem-based learning is very helpful
102 to handle and cope with classroom problems and student's problems. According to Arends (2005), the essence
103 of problem-based learning consists of presenting students with authentic and meaningful problem situations that
104 can serve as springboards for investigations and inquiry. Rather than organizing lessons around a particular
105 academic principles or skills, problem-based learning organizes instructions around questions and problems that
106 are both socially important and personally meaningful to students.

107 After the above discussion we can say that the classroom management problems and strategies are part and
108 parcel of every education system for better learning. Effectiveness of teaching increases by the use of different
109 techniques to draw attention towards lesson.

110 If the lesson will not be interested the students will involve in other disruptive activities. Use of professional
111 and management skills by the teachers may increase the learning level of students. This was the main reason for
112 which the researchers was interested to know about what were the major problems of classrooms at secondary
113 level, and what were the solutions of that problems under the guidance of different experts. Following were
114 the major objectives of the study: to identify the problems which were faced by teachers and students in their
115 classrooms, to determine the types and causes of the classroom problems, to identify how teachers apply classroom
116 management strategies in their classes, to explore the views and understanding of teachers about the use different
117 classroom management strategies, and then finally to recommend some effective classroom management strategies
118 at secondary level.

119 Problems faced by teachers in classrooms were mainly of three types i.e. teaching problems, physical problems,
120 and discipline problems faced by teacher in their classrooms at secondary level.

121 **2 II.**

122 **3 Research Methodology**

123 Instruments were got validated by taking opinion different experts. Data was collected by researchers themselves
124 and with help of other fellows. The response rate of teachers remained 90.33% while the response rate of students
125 remained 93.5%. The collected data was analyzed by using SPSS Software to test the designed research questions.
126 Following results were found after analysis.

127 **4 Awarness of students attitude**

128 Teaching according to individual differences

129 **5 Response to students questions happily**

130 Teaching problems and their strategies used by teache rs

131 In many subjects particularly science and mathematics focus on every students is necessary therefore small
132 group instruction may be more suitable for effective learning. As Pakistan is a developing country, therefore, in
133 spite of lack of resources teachers of Pakistani institutions use and also like small group instructions. Figure # 1
134 shows that the percentage values of respondents (teachers) about teaching problem. 68.8% of the respondents are
135 in favor of small group instruction. They said that small group instruction is very effective teaching methodology.
136 18.8% of the teachers are against the small group instruction.

137 82.5% of the teachers ratted that there are students of different mental level in all classrooms and teacher teach
138 them according to their mental level. 9.8% of the respondents responded that teacher teaches all the students at
139 the same mental level.

140 75.1% of the teachers have the view that teacher should aware of the attitudes and interests of the students.
141 This is clear that if a teacher is unaware about the attitudes and interests of the students, he can teach in a good
142 way. 14.0% of the teachers said that awareness of attitudes and interests of students made no effect on teaching.
143 67.7% of the respondents said that teachers give instructions and guidance to students according to their
144 individual differences. All the individuals have their own personality traits. Teacher should aware about the
145 personality of all students for the proper modification in their behavior. 19.6% of the respondents were not in
146 the favor of this statement.

147 In fact, questioning is for the child a natural and enjoyable means of intellectual and social growth ??Shahid,
148 2002). 84.9% of the respondents said that teacher should answer to the questions of students happily. This
149 technique inspires students to ask questions freely about the topic and can understand topic clearly. 10.3% of the
150 teachers were against this opinion. 51.7% of the teachers said that lecture method is good teaching method for
151 better comprehension of the topic. In the recent period it became clear that discussion method is the best method
152 of teaching. 39.7% of the respondents were against this statement that lecture method is the good method.

153 82.7% of the teachers said assessment of student's performance is a problem in our classrooms, and teachers
154 assess the performance of students at regular intervals. This proper performance assessment gives feedback to
155 students and teachers. 11.6% of the teachers said that regular intervals for assessment were not necessary.

156 76.4% of the respondents said that teachers provided the opportunity to students for classroom participation.
157 Active participation of the students causes more effective comprehension. 18.6% of the respondents ratted that
158 student's participation is not necessary in teaching learning process. They think autocratic style of teaching is
159 good. But the majority of the teachers manage their classes as democratic style of teaching.

160 87.3% of the teachers said that teachers motivate students for better achievement and further studies.
161 Motivation to students is very good tactic to handle and manage the students in classrooms for complete
162 understanding of the topic. 9.6% of the teachers said motivation made no effect on teacher's management
163 of the classroom. Figure # III indicates the physical problems faced by teachers in their classrooms and
164 teacher's management role in handling those problems. 74.9% of the teachers claimed that their classrooms

7 III. CONCLUSIONS AND RECOMMENDATIONS

165 were overcrowded. This problem causes so many other disciplinary and teaching problems in classrooms. 21.4%
166 of the teachers said that classrooms were not overcrowded.

167 88.2% of the teachers were in the favor of statement that students should quite in classroom, while rest of the
168 respondents (7.0) said that students should not quite in their classes. This high percentage show that teachers
169 force students to remain quite in their classes. But this is not good technique, because active participation of
170 students in learning process increases effectiveness of the lesson.

171 64.4% of the respondents said that seating arrangement of students should be according to their roll numbers.
172 In this way students do not quarrel with one another for their seats. 29.5% of the teachers were not in favor
173 of the seating arrangement according to roll numbers. They might say students should sit according to their
174 performance.

175 71.0% of the teachers were in the favor of co curricular activities. They ratted that teachers arrange co
176 curricular activities for students to release tension of studies. 20.5% of the teachers were not in the favor of co
177 curricular activities.

178 52.8% of teachers said that use of A.V. aids was necessary for teaching learning process and teachers were
179 using these A.V. aids in their lesson. 36.2% of the respondents ratted that teacher were not using A.V. aids
180 appropriately. Visual style of teaching is very much effective for long term memory. When teachers use visual
181 things during their lesson, the lesson became more effective.

182 83.8% of the teacher ratted that classroom climate have an effect on teaching process of any lesson and teachers
183 provide a supportive classroom environment for students to learn. 10.7% of the teachers said teachers did not
184 provide supportive environment for students to learn better. 75.3% of the teaches said that teachers controlled
185 noise in their classrooms very politely. 18.5% were not in this favor.

186 71.8% teachers accepted excuse from late comer students, while 21.6% did not accept any excuse. This 21.6%
187 teachers seemed very hard teachers.

188 79.9% of the teachers said students wear uniform regularly, and this is a very plus point of the discipline of a
189 classroom. 16.6% of the teachers sad students did not wear uniform regularly.

190 61.8% of the teachers gave corporal punishment to students when they did not come to school without taking
191 any leave. 31.2% of the respondents were against it, they did not punishment to their students. 69.7% of the
192 respondents said that students obey all the rules and regulations very strictly. 23.1% teachers said there was no
193 any strictness in rules and regulations in their classrooms.

194 6 Overall Comparison of Problems faced by Teachers and 195 Students

196 7 III. Conclusions and Recommendations

197 On the basis of analysis of data, following conclusions are given below.

198 1. Majority of teachers are in favor of independent small group instruction because in small instructions may
199 be given more effectively.

200 2. Majority of the teachers have opinion that their classroom conditions during learning must be quiet. 4.
201 School should be situated on a very peaceful place, so students can concentrate on their studies and distraction
of attention can be avoided. ¹



Figure 1: ProblematicFigure # 2 :

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	Type of Problem	Agree	Disagree	Neutral
1	Teaching problems	75.23%	16.89%	6.47%
2	Physical problems	72.52%	20.83%	5.43%
3	Discipline problems	71.52%	22.2%	5.66%

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Figure 2: Table 1 :

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Figure 3: Table # 7

7 III. CONCLUSIONS AND RECOMMENDATIONS

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