Enhancing Learning Outcomes through Proper Management of Teaching Learning Situation

By

Muhammad Abdul Malik¹ & Shakeel Ahmad Ghazi²

Abstract

Teachers are prime movers in the implementation of curriculum and managing classroom situation during teaching learning process. The study aimed to evaluate the role of teachers in managing teaching learning situation. Problems involved in managing conducive teaching learning environment were also assessed in this study. Sample of the study consisted of 180 students and 24 teachers taken conveniently. A questionnaire on five points Likert scale was used as a research tool for the collection of data and instrument reliability was .86 (Chronbach’s Alpha). The study revealed that though teachers were using various techniques for appropriate management of classroom for the achievement of optimum learning outcomes, yet some insufficiencies were found in the process of managing proper classroom environment. Maximum use of AV aids and application of discussion method may be ensured during teaching learning process.

Key words: Proper management, Managing techniques, Conducive Environment, Enhancing Learning Outcomes

Introduction

It is universally recognized that teacher is a backbone of any educational system because knowledge is transferred from the teachers to the taught. Every country is giving prime importance to the quality of teachers and national policies have been influenced by the growing realization that teachers have a key role to play in determining the quality of output of educational institutions (Govt. of Pakistan, 2004). Secret of quality education lies in the quality of teachers. Chochran (2006, p. XIIIV) artistically described the same idea, “It is a universal fact that quality of students depends upon the quality of teachers either highly qualified or have high professional development”.

Teacher ensures that teaching progress is running smoothly and efficiently. Once a class period starts and students and teacher enter the room; teacher’s can exercise control of the events of the classroom by assuming the role of a manager. Effective management is especially important in the early sessions. Ramsey (1999, p.15) says, “The role of an effective

¹ The writer is a PhD scholar, Faculty of Education, Preston University, Islamabad.
² The writer is a PhD Scholar, Faculty of Education, Preston University Islamabad.
manager is to create a climate that welcomes, supports, and rewards innovative thinking and problem solving”.

Teachers are concerned about whether teaching emphasis is placed primarily on course context, interpersonal relationship, or on classroom discipline and control. They take into consideration the kind of learning being promoted, i.e. whether the emphasis, is on the acquisition of skill, facts or understanding. They look at the pattern of communication in the classroom. Student communication, teacher’s keep on eye on the way in which educational tasks are organized i.e. whether students are working on the same task, to see all students at all times. Teaching materials and supplies are readily available. Students should be able to see instructional presentations.

Management

Bukhari (2008, p.236) defines management as: [It is a social process, which is designed to ensure cooperation, participation, intervention and involvement of others in the effective achievement of given or predetermined objectives. Similarly educational management is also a process of validating purposes and allocating resources to achieve the maximum attainment of purposes with the minimum allocation of resources.]

Classroom management

Classroom management is effective and efficient use of time, space and resources to achieve some educational objectives. According to Butt, Ahmad, & Ghazala (2010, p.155), “Classroom management is the process of working with and through students effectively and efficiently to achieve educational objectives”. There is a difference between the amount of time that is allocated to a class and the amount of time students are actually engaged in learning. Both time allocation and management of engaged time are key issues for teacher. Establishing clear classroom rules and pacing a class effectively are important.

Time Allocation

When students are actively engaged with learning they are said to be on task. To encourage on-task behaviors, effective teachers minimize time spent on recurring activities by ensuring smooth and efficient handling of routine procedures. (Butt, Ahmad, & Ghazala, 2010).

Engaged Time

If time is well allocated, then student’s on-task time is more likely to be well spent. Effective teachers try to maintain momentum and smoothness of instruction by setting up a meaningful sequence of instructions ideas. Managing transitions from one topic to the next helps keeps students engaged and focused. Maintaining an entire class’s focus is also an important task. Letting students know that the teacher is aware of the activities of the class kept students on task. Instructors who can juggle many tasks at one time and can work well with both individuals and small groups ensure effective on-task instruction (Charles, 1985).

Classroom Rules

When instructors start the year with a clear set of guidance for students, in which students are systematically introduced to the procedures and teacher’s expectations, on-task and engaged students’ behaviour are more likely to occur. When rules are limited in number and clear, they are far more likely to be easily forced. In addition, when students are asked to help establish
ground rules, such as not talking without raising one’s hand, offenders know that they are breaking their own rules, not arbitrary punishment fit the crime and that students themselves may be the best judges of appropriate punishments. (Panda, 1997)

**Pacing**
The tempo of a class is like that tempo of a symphony. A conductor does not want the musicians to play too quickly or with too much enthusiasm; engaging concerts like good class use silences effectively. Phrases and ideas are not repeated too often and the voice of the teacher needs to change often to keep attention. The pace needs to be varied-short segments are more likely to hold attention than long ones. Pacing is determined by nature of the students, the material to be covered, and the instructor’s own personal style. But combined with classroom rules and effective allocation of time to ensure on-task behaviour, pacing is an important element of effective instruction. Each of these four elements - time allocation, engaged time, classroom rules and pacing helps establish effective instruction. There are other important tactics, too, of course, summarizing, using feedback, encouraging students’ interaction, and even planning seating arrangements. (Butt et al, 2010)

According to Honeyford (1982) a major limited factor in classroom is the teacher only to his/her character, personality and competency play a large part in determining the atmosphere of the learning, the short of relationships which exist, the style of communication and the rules and regulations surrounding the formalities, but the teacher also performs a key role in influencing the pupil’s view of himself and the sort of progress he/she makes. Successful teaching learning situation has been defined as producing a high rate of work involvement with a low rate of in academic settings.

**Teacher’s Managerial Function in the Classroom**
The teacher plays multiple roles in the school. The role of teacher is assessed in terms of his/her attendance in the class, completion of the course and interpersonal relation in the school. The critical managerial functions of a teacher in elementary education are similar to those in other sectors. These functions are:

**Administration**
Administration refers to the direction, control, management and organization of human and material resources for educational growth and development. (Butt et. al, 2010)

**Personnel Management**
Planning and managing human resources is called personnel management. It includes recruitment, transfer and redeployment; promotional opportunities and performance appraisal systems, grievance redressed mechanisms and professional development issues.

**Planning**
Planning is a systematic exercise of determining a future course of action in accordance with identified objectives, needs, priorities and existing/likely capacities, within a given time frame, reflecting cost-effective choices.

**Financial Management**
Financial management refers to mobilization, deployment and efficient use of financial resources as per stated objectives and strategies.
Supervision, Monitoring and Support
Monitoring and facilitating of teaching learning process and other school development
activities, for enhancing their quality through suitable tools, methods and mechanisms. The
focus is on school, because this is the unit where primary learning takes place, and any effort
to improve the quality should ultimately be reflected here.

Information management and communication
Management of information as an institutional resource is “Information Management”. It
includes aspects of collection, processing, dissemination and use of information.
“Communication” refers to the process of exchange of information and feedback. (Ranjan &
Rahman, 2010)

Main purpose of the study
Main purpose of the study was to evaluate the role of teachers in managing teaching learning
situation. Problems and issues pertaining to the managing conducive teaching learning
environment were also assessed in this study.

Delimitations of the study
Due to resource constraints, the study was delimited to:
Government Girls High Schools in Gujrat City.
Students of Classes X studying science subjects and their teachers in the respective schools.

Research Methodology
Population and Sampling
The study was descriptive in nature therefore, survey approach was considered appropriate for
the collection of data. It was conducted in the public sector Girls High/Higher Schools of
Gujrat District. Population of the study consisted of following schools:
- Government Muslim Parda Girls High School Gujrat.
- Government Kamli Wala Girls High School Gujrat.

From this population, Government Muslim Parda Girls High School Gujrat,
Government Sultan Bux Girls High School Gujrat and Government Kamli Wala Girls
High School Gujrat were taken as sample of the study conveniently. From these
schools 100% (24) science teachers and 20% of 901 students (180) students studying
science subjects were taken as a sample.

Instruments and their Development
After an intensive review of the literature, a questionnaire was developed for the collection of
data. It was piloted on 30 students and 10 teachers. Observations given by the students and
teachers were incorporated under the guidance of supervisor.
Data Collection and Analysis
Questionnaires were administered personally and 24 out of 24 (100%) from teachers and 160 out of 180 (89%) from students were returned back. The data collected through questionnaires were cleaned, coded and analyzed by using percentage and mean formulas through SPSS XIV.

Table 1: Teaching Learning Process

<table>
<thead>
<tr>
<th>S. No</th>
<th>Item</th>
<th>Respondents</th>
<th>SA</th>
<th>A</th>
<th>UNC</th>
<th>DA</th>
<th>SDA</th>
<th>%</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers take periods in time.</td>
<td>Teachers</td>
<td>04</td>
<td>15</td>
<td>03</td>
<td>01</td>
<td>01</td>
<td>79</td>
<td>3.83</td>
<td>.917</td>
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<tr>
<td></td>
<td></td>
<td>Students</td>
<td>45</td>
<td>70</td>
<td>16</td>
<td>17</td>
<td>12</td>
<td>72</td>
<td>3.74</td>
<td>1.19</td>
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<tr>
<td>2</td>
<td>Start of lectures in an exciting way</td>
<td>Teachers</td>
<td>03</td>
<td>14</td>
<td>03</td>
<td>02</td>
<td>02</td>
<td>71</td>
<td>3.58</td>
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<td></td>
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<td>Students</td>
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<td>75</td>
<td>17</td>
<td>16</td>
<td>11</td>
<td>73</td>
<td>3.74</td>
<td>1.15</td>
</tr>
<tr>
<td>3</td>
<td>Evaluation of previous knowledge</td>
<td>Teachers</td>
<td>02</td>
<td>12</td>
<td>07</td>
<td>02</td>
<td>01</td>
<td>58</td>
<td>3.50</td>
<td>.933</td>
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<td>26</td>
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<td>1.17</td>
</tr>
<tr>
<td>4</td>
<td>Provision of feedback</td>
<td>Teachers</td>
<td>03</td>
<td>11</td>
<td>06</td>
<td>02</td>
<td>02</td>
<td>59</td>
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<td></td>
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<td>Students</td>
<td>47</td>
<td>78</td>
<td>11</td>
<td>15</td>
<td>09</td>
<td>78</td>
<td>3.87</td>
<td>1.11</td>
</tr>
<tr>
<td>5</td>
<td>Clear &amp; standard language</td>
<td>Teachers</td>
<td>05</td>
<td>15</td>
<td>02</td>
<td>01</td>
<td>01</td>
<td>83</td>
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<td>12</td>
<td>13</td>
<td>08</td>
<td>79</td>
<td>3.95</td>
<td>1.11</td>
</tr>
</tbody>
</table>

Scale value: SA(Strongly agreed)=5, A(Agreed)=4, UNC(Uncertain)=3, DA(Disagreed)=2 and SDA (Strongly Disagreed)=1

It is evident from table 1 that dominant majority of both teachers and students (more than 71% & mean score is also more than 3.73) were of the view that teachers take their periods well in time. Similarly, 71% teachers and 73% students agreed with the statement that teachers start their in an exciting way. Mean score for both the categories was 3.58 and 3.74 respectively. Regarding, evaluation of previous knowledge by teachers before the start of lesson, both teachers and students opined (58% and 65% respectively) positively. Likewise previous items, both type of respondents (59% teachers and 78% students) agreed with the statement that feedback is provided by the teachers (mean score 3.46 and 3.87). In the same way, majority of the respondents in both the categories opined (83% teachers and 79% students) that teachers use clear, simple and standard language during teaching learning process (mean score is 4.04 for teachers and 3.95 for students.

Table 2: Psychological Aspects

<table>
<thead>
<tr>
<th>S. No</th>
<th>Item</th>
<th>Respondents</th>
<th>SA</th>
<th>A</th>
<th>UNC</th>
<th>DA</th>
<th>SDA</th>
<th>%</th>
<th>Mean</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Observation of students</td>
<td>Teachers</td>
<td>04</td>
<td>12</td>
<td>05</td>
<td>02</td>
<td>01</td>
<td>66.7</td>
<td>3.67</td>
<td>1.007</td>
</tr>
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</table>
Students 40 65 26 16 13 65.6 3.64 1.19
Teachers 03 11 05 03 02 58.3 3.42 1.13
Students 37 69 24 19 11 85 3.64 1.16

Encouragement of students
Teachers 02 13 06 02 01 62.2 3.54 .932
Students 34 70 26 17 13 65 3.59 1.17

Provision of guidance
Teachers 03 10 09 01 01 53 3.42 .929
Students 47 77 12 15 09 77.5 3.86 1.11

Consultation with parents
Teachers 05 14 03 01 01 79.2 3.88 .947
Students 55 71 13 13 08 78.8 3.95 1.09

Scale value: SA(Strongly Agreed)=5, A(Agreed)=4, UNC(Uncertain)=3, DA(Disagreed)=2 and SDA (Strongly Disagreed)=1

Table 2 depicts that dominant majority of both teachers and students (more than 65% & mean score is also more than 3.63) were of the view that teachers keenly observe their students during teaching learning process. Similarly, 58.3% teachers and 85% students agreed with the statement that teachers motivate learners about their learning. Mean score for both the categories was 3.67 and 3.64 respectively. Regarding, students’ encouragement by teachers during teaching learning practice, both teachers and students opined (62% and 65% respectively) positively. Likewise previous items, both type of respondents (53% teachers and 77.5% students) agreed with the statement that teachers provide guidance to their students. (Mean score 3.42 and 3.86). In the same way, majority of the respondents in both the categories opined ( 79% teachers and 78.8% students) that for the solution of students’ problems and issues, teachers consult with students’ during teaching learning process (mean score is 3.88 for teachers and 3.95 for students.

Table 3: Teaching Methods and techniques

<table>
<thead>
<tr>
<th>S. No</th>
<th>Item</th>
<th>Respondents</th>
<th>SA</th>
<th>A</th>
<th>UNC</th>
<th>DA</th>
<th>SDA</th>
<th>%</th>
<th>Mean</th>
<th>sd</th>
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<tbody>
<tr>
<td>11</td>
<td>Lecture</td>
<td>Teachers</td>
<td>11</td>
<td>13</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>100</td>
<td>4.46</td>
<td>.509</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students</td>
<td>60</td>
<td>85</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>90.6</td>
<td>4.24</td>
<td>.748</td>
</tr>
<tr>
<td>12</td>
<td>Programmed Instructions</td>
<td>Teachers</td>
<td>4</td>
<td>11</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>62.5</td>
<td>3.58</td>
<td>1.06</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students</td>
<td>17</td>
<td>49</td>
<td>44</td>
<td>38</td>
<td>12</td>
<td>41.3</td>
<td>3.15</td>
<td>1.14</td>
</tr>
<tr>
<td>13</td>
<td>Simulated (Role Play)</td>
<td>Teachers</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>5</td>
<td>58.3</td>
<td>2.42</td>
<td>1.10</td>
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<td>13</td>
<td>17</td>
<td>26</td>
<td>70</td>
<td>34</td>
<td>65</td>
<td>2.41</td>
<td>1.17</td>
</tr>
</tbody>
</table>
It is clear from table 3 that all of the teachers (100%) use lecture method for teaching students of 10th class. More than 90% students were also agreed with statement that they were taught through lecture method. Mean score for both teachers and students was 4.46 and 4.24 respectively. Similarly, more than 62% teachers and 41% students agreed with the statement that teachers programmed instructions are practiced in their schools. Mean score for both the categories was 3.58 and 3.15 respectively. Regarding, simulated learning (role playing) and group discussion, both teachers and students opined (58% and 65% respectively in simulated learning and in group discussion 71% teachers and 81% students) that these teaching strategies were not practiced during teaching learning process in their schools.

### Table 4: Use of AV aids and ICTs

<table>
<thead>
<tr>
<th>S. No</th>
<th>Item</th>
<th>Respondent</th>
<th>SA</th>
<th>A</th>
<th>UNC</th>
<th>DA</th>
<th>SDA</th>
<th>%</th>
<th>Mean</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Black/White Board</td>
<td>Teachers</td>
<td>10</td>
<td>14</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>100</td>
<td>4.42</td>
<td>.504</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students</td>
<td>59</td>
<td>86</td>
<td>09</td>
<td>05</td>
<td>01</td>
<td>90.6</td>
<td>4.23</td>
<td>.746</td>
</tr>
<tr>
<td>22</td>
<td>Charts</td>
<td>Teachers</td>
<td>05</td>
<td>10</td>
<td>05</td>
<td>03</td>
<td>01</td>
<td>62.5</td>
<td>3.63</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Students</td>
<td>36</td>
<td>50</td>
<td>35</td>
<td>24</td>
<td>15</td>
<td>53.8</td>
<td>3.44</td>
<td>1.262</td>
</tr>
<tr>
<td>23</td>
<td>Maps</td>
<td>Teachers</td>
<td>05</td>
<td>09</td>
<td>05</td>
<td>03</td>
<td>02</td>
<td>58.3</td>
<td>3.50</td>
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<tr>
<td></td>
<td></td>
<td>Students</td>
<td>27</td>
<td>59</td>
<td>33</td>
<td>29</td>
<td>12</td>
<td>53.8</td>
<td>3.41</td>
<td>1.209</td>
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<tr>
<td>24</td>
<td>Models</td>
<td>Teachers</td>
<td>02</td>
<td>12</td>
<td>05</td>
<td>03</td>
<td>02</td>
<td>58.3</td>
<td>3.38</td>
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<td>53.8</td>
<td>3.41</td>
<td>1.215</td>
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<tr>
<td>25</td>
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<td>Teachers</td>
<td>01</td>
<td>03</td>
<td>05</td>
<td>10</td>
<td>05</td>
<td>58.3</td>
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<td>Students</td>
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<td>26</td>
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<td>2.42</td>
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<tr>
<td>26</td>
<td>Computer</td>
<td>Teachers</td>
<td>01</td>
<td>02</td>
<td>03</td>
<td>11</td>
<td>07</td>
<td>75</td>
<td>2.13</td>
<td>1.076</td>
</tr>
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</table>
Table: 4 shows that black/white board, charts, maps and models were commonly used AV aids by the teachers during teaching. Mean score in these four items is more the three (4.42, 3.63, 3.50 and 3.38 for teachers and 4.23, 3.44, 3.41 and 3.41 for students). While both teachers and students were infrequent user of computer and internet as mean score for teachers was 2.13 and 2.17. Similarly, 2.03 was the mean score for students in both the technologies.

**Conclusion**

Teacher’s role is becoming more challenging in this era of globalization and information technology (Omar et al, 2011) and for the optimum learning outcomes teachers must have ability of proper organization and management of students and classroom as well. Teachers were using various techniques of classroom management i.e. taking periods well in time, start of lesson in an exciting way, evaluation of previous knowledge, prompt and purposeful feedback, and use of clear and standard language.

Psychological aspects like provision of guidance and counseling, motivation for learning, encouragement of students, students’ keen observation and consultation with learners’ parents were considered for enriching the teaching learning process. Teaching through lecture method was frequent practice of teachers and they were also inclined towards programmed instructions method.

However, there was lack of simulation and group discussion methods. Classroom environment was enriched with the use of audio video aids like black/white board, charts, maps and models. Students were encouraged with praise, recognition, grades, symbols and material rewards. However, modern technologies like computer and internet were not used during teaching learning process. Hence, for the proper management of classroom environment application of group discussion method and frequent use of computer and internet technologies may be ensured during teaching learning process.

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