

Enhancing Learning Outcomes through Proper Management of Teaching Learning Situation

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 (Cronbach'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 Honey ford (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 sort 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 Sultan Bux Girls High School Gujrat.
- Government Kamli Wala Girls High School Gujrat.
- Government Model Higher Secondary School Gujrat.
- Government Dabeeristan Fatima-tuz-Zahra Girls High School Gujrat.
- Government Javid 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

S. No	Item	Respondents	SA	A	UNC	DA	SDA	%	Mean	Sd
1	Teachers take periods in time.	Teachers	04	15	03	01	01	79	3.83	.917
		Students	45	70	16	17	12	72	3.74	1.19
2	Start of lectures in an exciting way	Teachers	03	14	03	02	02	71	3.58	1.1
		Students	41	75	17	16	11	73	3.74	1.15
3	Evaluation of pervious knowledge	Teachers	02	12	07	02	01	58	3.50	.933
		Students	35	69	26	17	13	65	3.60	1.17
4	Provision of feedback	Teachers	03	11	06	02	02	59	3.46	1.1
		Students	47	78	11	15	09	78	3.87	1.11
5	Clear & standard language	Teachers	05	15	02	01	01	83	4.04	.99
		Students	55	72	12	13	08	79	3.95	1.11

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

S. No	Item	Respondents	SA	A	UNC	DA	SDA	%	Mean	sd
6	Observation of students	Teachers	04	12	05	02	01	66.7	3.67	1.007

		Students	40	65	26	16	13	65.6	3.64	1.194
7	Motivation for learning	Teachers	03	11	05	03	02	58.3	3.42	1.139
		Students	37	69	24	19	11	85	3.64	1.163
8	Encouragement of students	Teachers	02	13	06	02	01	62.2	3.54	.932
		Students	34	70	26	17	13	65	3.59	1.173
9	Provision of guidance	Teachers	03	10	09	01	01	53	3.42	.929
		Students	47	77	12	15	09	77.5	3.86	1.113
10	Consultation with parents	Teachers	05	14	03	01	01	79.2	3.88	.947
		Students	55	71	13	13	08	78.8	3.95	1.098

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

S. No	Item	Respondents	SA	A	UNC	DA	SDA	%	Mean	sd
11	Lecture	Teachers	11	13	---	---	---	100	4.46	.509
		Students	60	85	9	5	1	90.6	4.24	.748
12	Programmed Instructions	Teachers	4	11	5	3	1	62.5	3.58	1.06
		Students	17	49	44	38	12	41.3	3.15	1.14
13	Simulated (Role Play)	Teachers	1	3	6	9	5	58.3	2.42	1.10
		Students	13	17	26	70	34	65	2.41	1.17

14	Group Discussion	Teachers	1	2	4	11	6	70.8	2.21	1.06
		Students	05	09	17	85	44	80.6	2.04	.944
15	Project	Teachers	2	3	8	9	2	45.8	2.15	1.07
		Students	27	59	34	29	11	53.8	3.39	1.16

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

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

S. No	Item	Respondents	SA	A	UNC	DA	SDA	%	Mean	sd
21	Black/White Board	Teachers	10	14	---	---	---	100	4.42	.504
		Students	59	86	09	05	01	90.6	4.23	.746
22	Charts	Teachers	05	10	05	03	01	62.5	3.63	1.096
		Students	36	50	35	24	15	53.8	3.44	1.262
23	Maps	Teachers	05	09	05	03	02	58.3	3.50	1.216
		Students	27	59	33	29	12	53.8	3.41	1.209
24	Models	Teachers	02	12	05	03	02	58.3	3.38	1.096
		Students	37	49	34	27	13	53.8	3.41	1.215
25	Projector	Teachers	01	03	05	10	05	58.3	2.38	1.096
		Students	13	17	26	69	35	65	2.42	1.210
26	Computer	Teachers	01	02	03	11	07	75	2.13	1.076

		Students	05	09	17	84	45	80. 6	2.03	.948
27	Internet	Teachers	01	02	04	10	07	70. 8	2.17	1.09 0
		Students	05	09	16	86	44	81. 3	2.03	.941

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

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.

References

- Bukhari, M. A. (2008) Plan Implementation and Management: 3rd edn. Study Guide for M. A. (EPM), Islamabad: Allama Iqbal Open University.
- Butt, A. T., Ahmad, T. & Ghazala, R. (2010) School and Classroom management, Lahore: Majeed Book Depot, Urdu Bazar.
- Charles, K. (1985) Curriculum and instruction; An introduction to methods of teaching. London: Macmillon publishers Ltd.

- Chochran, S.M. (2006) *Policy, Practice and Politics in teacher Education*. Editorial from the Journal of Teacher Education. California: A joint publication of Crown Press, Sage Publication Company and Serving Leader Thousand Oaks, p.XIIV.
- Dunkin M.J. (1987). *The International Encyclopedia of teaching and teacher Education*, New York: Progonon Press.
- Emmor, E.T. Evertson, M.C. Clements, S.B. & Worshon. E.M (1997) *classroom management for secondary teachers* (4th edition) U.S.A: Vircom Company.
- Government of Pakistan (2004) *Situation Analysis of Teacher Education in Pakistan; Towards a Strategic Framework for Teacher Education and Professional Development*, Islamabad: Ministry of Education.
- Honeyford, R (1982) *Starting Teaching*, London, U.K: Croon Helm Ltd.
- Iqbal, P. (2010) *General Methods of Teaching*, Lahore: Majeed Book Depot.
- Omar, A. K., Khuan, W. B., Jusoff, K., Awang, M. and Younas, J. N. (2011) *Teacher capacity Building in Teaching and Learning: the Changing Role of School Leadership*. *Axacademic Leadership, The Online Journal*.
- Panda. S. (1997) *Staff Development in Higher and Distance Education*. New Delhi: Aravali Books International.
- Ramsey R.D. (1999) *Lead, Follow or Get out of the way*, California: Crowing Press Inc. thousand OYKs
- Ranjan, N. and Rahman, N. (2010) *Role of Teacher in Enhancing Learning Achievements of Child & Emphasis on Teacher Skill Development, Knowledge Building and ICT*. Downloaded from http://www.dhsekerala.gov.in/downloads/role_tech.pdf on December 28 2010