

Al-Aijaz Research Journal of Islamic Studies & Humanities

(Bi-Annual) Trilingual: Urdu, Arabic and English
ISSN: 2707-1200 (Print) 2707-1219 (Electronic)

Home Page: <http://www.arjish.com>

Approved by HEC in "Y" Category

Indexed with: IRI (AIU), Australian Islamic Library, ARI, ISI, SIS, Euro pub.

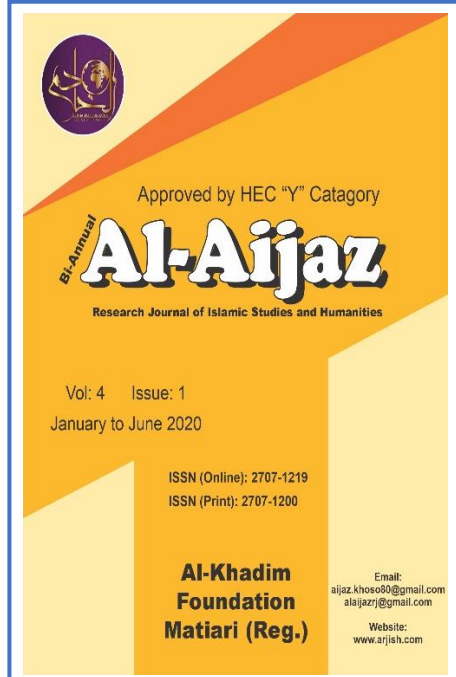
Published by the Al-Khadim Foundation which is a registered organization under the Societies Registration ACT.XXI of 1860 of Pakistan

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TOPIC:

Classroom Management in the Perspective of Teacher's Preparedness

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How to cite:

Laghari, M. A., Siddiqui, A. ., & Khowaja, Z. K. (2020). E-16 Classroom Management in the Perspective of Teacher's Preparedness. Al-Aijaz Research Journal of Islamic Studies & Humanities, 4(1), 171-181.

<https://doi.org/10.53575/E16.v4.01.171-181>

URL: <http://www.arjish.com/index.php/arjish/article/view/194>

Vol: 4, No. 1 | January to June 2020 | Page: 171-181

Published online: 2020-06-30

QR Code



Classroom Management in the Perspective of Teacher's Preparedness

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Abstract

The student's unbearable behaviors can abrupt classroom environment and can avert Instruction of taking place. In an elementary school, instructors are of lack of content knowledge and classroom management skills, so, that they could be able to deal with the erupting individuals in the surrounding of the institution. The classroom management deemed to be managed with adequate skills, if the teachers' perspective of managing class is with Islamic ADAB and IKHLAQ, it may result in better outcomes. The reason to which this research study was conducted was to explore teachers' perceptions about their classroom management preparation and to investigate professional development opportunities, that had a great influence in strengthening their skills in classroom management. For conduction of this research study qualitative case study was put into the favour to explore perceptions of six instructors. The research questions inattentively count on teachers' perceptions and experiences with effective classroom management practices, their perceptions of administrators' classroom management expectations that may increase teachers' classroom management skills. Findings from the data were gathered with semi-structured interviews, online journals, and document analysis. Three evolving themes were recognized from the data from beginning to end open coding; it had implicated classroom management strategies, a clear prospect. The results were validated throughout triangulation and member checking. (Powell, 2014)

It was observed that consequential project comprised of a 3 days specialized development program, planned to boost teachers' awareness of proactive classroom management approaches. the effectual conduct to organize classrooms. The project had a great contribution to have positive social differencing by provision that teacher's with these strategically planed motive to advance classroom management skills. enhanced classroom management skills that would lead to classroom circumstances that allow all learners to learn without abruption.

1. INTRODUCTION

1.1. INTRODUCTION OF THE STUDY

Classroom management seems to be a crucial part of teaching and learning process and deemed to be managed with adequate skills, either its child or an adult it is difficult to sustain the discipline, if it is only based on punishment or emphasized as school rule. However if it is interlinked with the relation of Islamic perspective and depends deeply upon Almighty Allah, than it will be easy to motivate the learner and stretch his/her behaviour towards the lesson of ISLAM which emphasizes on ADAB and IKHLAQ than it becomes easier to abide by it. (Umima Baig 2006)

The classroom where discipline and other management attributes are characterized as safe and sound circumstances, in which the interactive learning takes place without any abruption freely (.Dibapile, 2012.). valuable skills of classroom management training is

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handed in to beginning teachers, where they are ready to cross the threshold the different areas of education, and instructors strive to receive professional development by in-service workshops, so that they may improve this skill. Most rare training for behaviour management is a big query for the policy makers to what tactics teachers manipulate and where those long term plantings persist or instigate (Roache & Lewis, 2011)

Unbearable attitude from the learner disrupt all the activities of the classroom and avert teaching from taking place at a lower secondary school. A middle school head master indicated that there are many teachers having lack the talent to deal with a prominent increase rude behaviour of unwilling student's activities that hinder with the abilities of instructors to teach learners (Glasser & Axioms.)

The reluctant attribute to behave badly and abrupt or even create obstacle in the instructing process in their classrooms is a main reason that the institution are lacking of transferring education. Teacher's lack of affective planning to employ students, and the learners often tackle undesirable attitude in unwilling ways that abrupt the ongoing process of instructing and learning. In this piece of study it is explored that what the teacher's perception about classroom management is of what level and on what extent the teachers have preparedness about their classroom. (Prouty & Nabi, 2014)

1.2. STATEMENT OF THE PROBLEM.

The purpose of conducting this research study is to explore that what the teacher's perception about classroom management is of what level and on what extent the teachers have preparedness about their classroom. The ways used to create the discipline in the classroom and the management skills of the instructor are considered and measured. The proper classroom management requires the restriction in the interruptive behaviour of the learners which creates hurdles in the smooth ongoing process of teaching and learning.

A dire need for classroom management is extra sustainability of the instructor to obtain classroom management skills, so, that he/she may build the confidence to successful implementation.

The adverse student's behaviour reduction planning and initiatives are still lacking behind, lack of strategies to deal with unwanted student behaviours can instantly impact learners accomplishment in different schools or even in different stages of educating. There are so many instructors who feel that the classroom management is one of the challenging task of the schooling system (Ellis, 2018)

According to kola and Jacob (2015) the main factor that results in valuable classroom management by educator would provide a circumstance where affective teaching and instructing may take place. The process of effective continuity of classroom management in perspective of the activities that instructor consider to develop a situation which helps and supports equally educational and social emotional educating (Kola, 2015)

Hasbay, Demet Altindag, Erkut(2018) classroom management as a teachers' preparedness to set up and maintain consequences, to slot in learner with motivating teaching long term planning, that helps to encourage student's collaboration in accordance with helping to create this environment, almost instructor has to manipulate and implement engaging lessons which are commonly used to a variety of planning to sustain student's attention which encourages to inspire learners for participation in the lesson. In totting up,

instructors should continue to apply, and observe classroom potential to enhance positive classroom behaviour and to dispirit unsuitable behaviours (Hasbay & Altindag, 2018)

The purpose of conducting this research study is to explore the teacher's perception about classroom management and the teacher's preparedness about their classroom.

1.3. OBJECTIVES OF THE STUDY

1. to explore teacher's perception about their classroom management preparation

1.4. RESEARCH, QUESTIONS OF THE STUDY.

Adverse behaviour of the students, interrupts the classroom management, the whole of the classroom activities are disturbed. The teachers having lack of skills to manage classroom activities face multiple issues during ongoing process of teaching and learning. The teacher's worth in all aspects of instructing is a significant concepts which is to be calculated since they in a straight line pressure the effectual operation of classrooms.

RQ: 1) On what extent is the teacher's preparedness of classroom management?

RQ: 2) what are the perceptions of the teacher about the classroom management?

RQ: 3) What are the professional skills that are used for the classroom management?

1.5. RATIONALE OF THE STUDY.

Many research studies have been conducted in this regard, this study tried to describes the classroom management beginning teachers' perception and preparedness at district Badin As per the opinion of Akhter (2017) it was inexperienced that instructors had allowed behaviour problems to effect classroom learning and learners' achievement, if it is failed to manage their classrooms. Every teacher should be well equipped about the classroom management, it is an essential contribution of every teachers' job specification (Akhter, 2017). The suitable management skills must be used to run the smooth teaching and learning process that describes their job description (Edeger .2013). The official from school education and literacy department suggested that unproductive classroom management tactics in the schools had a reluctant influence on the schools and classroom environment (SINDH, 2019). It is observed through different researches carried out previously that these classroom interruptions had reluctantly exaggerated teachers' capabilities to instruct, along this their emotions and enthusiasm about teaching looses away.

The main reason behind conducting this research was to explore beginning teacher's perception about the classroom management preparedness.

1.5. SIGNIFICANCE OF THE STUDY

Student behaviour issue at the school level in classroom management is one of the major factor that affects on the main cause of running institutions is a bone of content in teaching and learning. During that reluctant situations the teacher's willingness and his/her preparedness is also adversely affected. This adverse interruption in ongoing process of instructing and learning destroys the teacher's ability to teach.

To investigate about teacher's perception of preparedness of classroom management could direct in changing in how educators are equipped with skills to deal with learners attitude

problems. The excessive classroom management expert progress training could enhance teacher's capabilities to run classrooms affectively, reduce learner's behaviour issues, and develop teaching skills and academic progress. simultaneously, instructor's pressure to prevent regulation referrals and educator and management suggestions to suspend, recover educator's efficiency, and decrease teacher's contemplation about varying professions untimely in their careers. superior classroom management could boost managers to consider less on regulation and more on educational management.

1.6. DEFINITIONS OF KEY TERMS OF THE STUDY

Classroom management: classroom management deals with the steps taken by the instructor in the classroom to create discipline and avoid interruption during teaching and learning process.

Teacher's preparedness: It refers to the preparedness of the teacher for classroom management.

2. LITERATURE REVIEW

According to the (Glasser,1998), as per the choice theory, a person's basic action is his/her behaviour, it is often observed that the people behaviour changes by time and situation he/she faces. The individuals are obsessed through their desire of living life, with love, affection and fascination. Glessar 1998. Glessar stated the the individuals behaviour is found as per his/her company and assets of belongingness(Glasser & Axioms.).

According to Saeeda Shah (2006) when the students are intermingled to practice such a task during the first week of the school year, they are helping to build their awareness of Almighty Allah in their everyday lives. They will begin to realize and reflect on, from a young age, what it means to be an 'abd of Almighty Allah. They will definitely become more conscientious of Him. These practices can only be exercised, if the teachers' perspective about preparedness of classroom management is according to the ISLAM. Being Muslim educators, this is what we ultimately want for ourselves and our students – to strive to live up to the honor of being an 'abd.(Shah, 2006)

Glessars' five primary desires were associated in each individual, that fulfils the desires in a process of building a bridge of faith between persons wish and desire which either they avail. This type of connection is found so strong and interconnected with whatever they practice (Glasser, william)..

Glessar's, (1998.) Choice theory is considered to be a way or path wherte the individual can move to achieve the desired goal. It was practiced that individual's behaviour is a sign of the unvarying clash to find their desired needs. (Wubbolding.2015) opined in perspective of Glessars' five rules that supported choice theory as an comprehensive rationalization of individual's inspiration, accomplishment, and perception. According to the opinion of the (Glessar.1998) individual's abilities are aboutb their own inspiration rather than deeds after the soul.

In the view of (Blance, 2004.). That the Glessar's choice theory describes the actual part of the enfluence, having an outlines to guide educators develop a circumstance which assures the learner's desire based on their desires. It is noted that whenever the educator tries to implement the seven compassionate habits in perspective to a regular asset of their

specialized behaviour, (William Glasser Institute US. 2010). It was opined that the learners, willing to be aware of the circumstances of the classroom management skills are interrupted with unwilling behaviour of the learners, and developing relationships instructors were not of sure that they could sustain classroom environment which relies on interruptive behaviour. This shows that the adverse behaviour of the learners creates conflict to run the classroom activities smoothly. Different instructors had different opinion about the plans and strategies that could be helpful to overcome the gaps of reluctant behaviour could that barred them of instructing the learners effectively. As per the conclusion, it was observed that the benefits of such enquiry could result into the developing the skills of the instructors to deal with those individuals who bear such adverse characteristics. In the last not the least, teacher's professional skills are of dire need of time to deal such matter otherwise such reluctant activities would never let the learning and instructing process flourish any more(Glasser, william).

The choice theory of Classroom Management; William Glasser.(1998) stated that the choice theory of classroom management lets the instructors know that how the classroom is managed and what are the steps which can be useful to reduce the reluctant behaviour of the learners. This choice theory also interprets that the adverse behaviour of the learner is dealt with the skills availed through experience and trainings. The choice theory states that the trained and experienced teachers could deal with the situations like that easily by applying different tactics which would not result into the dropout as well. choice theory depicts explanation insight on what educators could practice to actively reduced adverse student's behaviour. The mentioned theory detects out the quality relationships provides quality of instruction with definite institutions. (Glasser & Axioms.)

Classroom Management and Teacher Self-Efficacy

Francis and Oluwatoyin (2019) Explained that the classroom management skills are of dire need of time. The classroom management skills can develop the instructors self-confidence and in the results of such confidence, behaviour of the teacher gets well developed, the teaching and learning practice can groom teacher's capacity to hendle a classroom. The self-efficacy of the instructor could also be utilized in ongoing process of instructing and learning. The classroom activities could be well organized that promote learners' achievements(Francis & Oluwatoyin, 2019).

3. METHODOLOGY

3.1. DESIGN OF THE RESEARCH STUDY

In This research study, the case study was used in qualitative approach. The qualitative research study is carried out to summarize and organize the data in descriptive manner. In this type of research study the researcher aims to manipulate and apply all the capabilities to explain all the aspects of the data. This research study was depending upon, the perceptions of different teachers, on the classroom management and their perspective of preparedness (Symon, 2015).

3.2. POPULATION OF THE STUDY

The group of interest of the researcher is known as the population of the study. To carry out a result oriented research study the population of the study is selected to know its characteristics (Sargeant2012). In this case study the Government Boys Lower Secondary School Ali Muhammad Khoso at District Badin was selected consisting of ten teachers.

According to (Sargeant2012) it is mandatory to select the population of the study which is needed as per the requirement of the research situation.

The selection of the group of interest depends upon the researcher's area of the study which represents well to all the situation needed to be studied.(Lodico et al. 2010),

3.3. SAMPLING OF THE STUDY

The selection of the representative (sample), from the group of interest of the researcher, for conducting a research study is a conscious matter for a researcher. As this study is carried out in qualitative approach having a case study In this regard the purposive sampling technique was used to select the representatives from the group of interest of the researcher.

According to Luparello (2014) the purposive sampling is used to select the sample according to the need of the researcher that best represents the whole of the population.

The six representatives from the group of interest of the researcher were selected using purposive sampling technique. The selection of the sample was based on the teachers who had their broader experience consisting on five years that best represented the situation(Luparello, 2014).

3.4. RESEARCH TOOLS

For the collection of data three different data collection tools were used consisting upon.

➤ **Interviews. (Primary source)**

For conducting an interview the questionnaire was used consisting of five questions, that best describe the problem of the study. The interview questions had a perception of classroom management and the preparedness of the teachers.

➤ **Online journals. (Secondary source)**

As a secondary source the online journal was used to engage the researcher to collect the data of study in Islamic perspective on some extent.

➤ **Document reviews. (Secondary source)**

The document review and analysis was the stage in this research study where the material needed to support the research study was collected and illustrated as per need of the situation. Document review is a matter of qualitative data collecting tool that best represents the research study.

4. DATA ANALYSIS AND INTERPRETATION

According to Saldana, 2008 the data analysis is a method applied on the data collected from the respondents to generalize on overall group of the interest of the researcher.

It was described by (Yin,2011) that the analysis of the data can be represented in following forms: 1). compiling, 2). disassembling, 3). reassembling, 4). interpreting, and 5). Concluding. This research study was carried out keeping all of these five phases in mind.

The data was summarized and organized from the interviews, online journals and document analysis.

Initially the data collected through interview was compiled keeping the entire interviewer in mind. The data collected through online journals was organized secondly. Finally the documents analysis was brought on the board to disassemble by coding entire data collected through different sources. After all of this process the coding helped in detecting the themes from the data. All the data was reassembled to show the relation of each theme with research question. The data was interpreted and finally the conclusion was drawn describing findings of the study.

Having consideration over all of the data , its patterns and themes, the final stage was to draw the conclusion with the help of analysis of the data and the experiences based on the research study Yin,, 2011

After all of the codal formalities, themes were summarized and organized that generated the answers of all the research questions presented in this research study.

Summary of the findings is shown below see Table 1.

Research, questions, of the study.	Subthemes, of the study.	Themes, of the study.
RQ: 1) On what extent is the teacher's preparedness of classroom management?	It is believed that the teacher's preparedness is not on that extent which can help them to reduce the eruptive behavior of the students. It is shown in this research study that teachers' self respect is deeply targeted with these adverse behaviours. Teacher's opinion about such situation is that they feel like helpless to deal with such matters in different situations.	Teachers` require, practical Classroom Management long term plannings.
RQ: 2) what are the perceptions of the teacher about the classroom management?	The perception of the teachers about classroom management is as reluctant as they cannot deal such eruptive behaviours from student during the classroom activities. It is believed by teachers that the teacher's trainings are not accorded as per need of the time. The student's behavior hurts their self-respect. The teacher's perception about the classroom management is that they are not authorized to punish those students who bear sub disruptive behavior. Such barriers are found in policies.	Teachers` desire, apparent instructions on School Classroom

RQ: 3) What are the professional skills that are used for the classroom management?	The skills that a teacher should have to deal with such eruptive behaviours of the students are lacking behind. The skilful trainings are not conducted which may help teachers to reduce such disruptive behaviours.	Teachers` demand, Classroom Management Organization.
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Theme 1): Teachers` require practical Classroom Management long term planning.

It is a dire need of time, that teachers should be trained to deal such eruptive situations during the teaching and learning process. The strategies which can be planned to reduce teacher, student's conflict, be solved on priority basis, so that the teaching and instructing process in the classroom could run smoothly. During whole of the process of the interview all the participants were of the view that adverse behaviour of the learners creates obstacles in smooth delivery of the instructions. Almost all of the representatives complained about reluctant behaviour of the learners that interrupted the classroom activities.

Theme 2): Teachers` desire apparent instructions on School Classroom

It is desired by teachers to be provided a clear path about different techniques to be used to reduce eruptive behaviour from the students during the classroom activities. In this regard schools education and literacy department in SESP 2018 shared a clear plan for classroom management in which the teachers will be trained as per need of the classroom management skills. The trainings to develop skills in teachers could promote teaching and learning process and the achievement of result oriented outcomes could be possible. Teachers were of opinion that the trainings can promote the skills of the teachers to manage the classroom effectively especially at middle school level..(Prouty & Nabi, 2014).

Theme 3): Teachers` demand Classroom Management Organization.

Classroom management organization is an active part of constituting discipline and well mannered teaching and learning environment. Professional skills are obtained by trainings and experiences those who are experienced can deal the matter easily rather than untrained and inexperienced teachers. they need classroom management skill development trainings.

5. FINDINGS, CONCLUSION, RECOMMENDATIONS AND FUTURE RESEARCH

5.1. FINDINGS

The categories which are considered during classroom management are in three numbers consisting of, 1.) the classrooms where it is normally well behaved, 2.) the classroom in which learners bear constant behavior, 3.) the classrooms having no any reluctant behavior. It is found in this research study that all the aspects of classroom management are badly hit. These areas in school education and literacy department are direly needed to be redressed constantly on high priority basis.

It is found in this research study that the disrupting learner`s attitude in a classroom can

bear different adverse affects on instructor and learner practical classroom management plantings that help in reduction of disturbing behavior. It leads to teacher-student and student-student conflict, that causes in loss of teaching and learning process.

However, it is also found in many research studies and observed from the literature review that rottenly teachers claim that they are not provided such environments where they could learn about heeling such situations which are raising day by day.

It is found in this research study that the instructors are ordered not to initiate any plan which may cause in drop-out. The retention is of the high priority neglecting learner's behavior which actually have a reluctant role in interrupting classroom management. for the reason that of this planning does not guide learners' desired behavior, in thirn regard the instructor needs to be more active and proficient enough to deal with such students who bear such eruptive behavior. They must be well equipped of such skills so that they may heel the situations in the classrooms.

It is also found from the document analysis that the classroom management is a obligatory factor of affective education and considered the below elements.

1. Considering to the substantial atmosphere that is included in planned managements of classroom furniture's and learner's positioning.
2. Proceedings and activities which are educated, experienced, and toughened awaiting it becomes a routine.
3. A criticism that moves towards instantaneous feedback that corrects performance and mistakes, neglecting rare interruption and utilizing definite admiration for the preferred behaviors that will facilitate learners' learning and accord with arranging definite behavior.
4. it also reflects the learners development under untrained instructors that mentors the learner and the learner adopts such trainings in his/her behavior and results into teaching and managing pacing

As per the document analysis teachers desire to have following components for the profesional development.

1. The desire of the instructors for the skilled training cannot be neglected. They need to be trained for interactive classroom activities.
2. For proper delivery of the contents to the learners, teachers need to be well equipped with professional skills.
3. micro trainings for the teachers can boost their capabilities of delivering content knowledge.
4. the trainings of the teachers are desired to be provided timely that may be implicated in interactive classroom activities.

It is also found in this research study that the occasions provided to the teachers for developing their professional skills are multifaceted. The required teacher's schedule to engage themselves in different activities in the classroom, result into the better outcomes incase the teachers are well skilled. (Darling, Hammond & Richardson, 2009, DuFour Eaker 2010).

It is also found that the teachers opine that the professional skills are only the solid reprisal that can encompass over the gap of teaching and learning.

This research study also reveals that during induction training the beginning teachers are not trained well about classroom management. This area of skill based learning is almost neglected in school education and literacy department.

This research study also finds out that the in service teachers also lack of classroom management skills which they confess and claim that no such skill based training is conducted by the higher authorities of school education and literacy department.

5.2. CONCLUSION.

The classroom management in the process of educating and learning plays a vital role simultaneously affective classroom management is being predicted to be the great source of success, in this case study bearing qualitative nature six participants were requested to engage themselves. It was requested to share their opinion about teacher's perception about the preparedness of the teacher for classroom management. In this regard the data was collected and interpreted after analysis. The data was collected using three different tools as per nature of the study.

Teachers Need Proactive Classroom Management Strategies were investigated and found that there was a lack of planning for bringing on the best outcomes of classroom management. The students behaviour was irritating and disruptive, which cause a huge loss in teaching and learning.

The beginning teachers were facing lots of unexpected problems during the teaching and learning process, the situations which were existing in the classrooms were totally disruptive and reluctant. The trainings in this regard in school education and literacy department were of just not a formal that couldn't burn a light of spark in the classroom management skills. The School Education Sector Plan 2014-18 had no use that could bring a positive change in classroom management skills that could deal with behavioural problems faced by teachers during their teaching process.

The perception of the teachers for Classroom management was arrogant as they state that they were found only in papers while the ground realities were totally different. The skills which teachers should have for running proper classroom activities were disrupted because of lack of classroom management skills.

5.3. RECOMMENDATION

- School education and literacy department is strongly recommended to plan for induction trainings for the beginning teachers especially on classroom management.
- School education and literacy department should provide facilities to conduct classroom management trainings in schools at root level.
- The policy makers should include classroom management trainings in the respective policies in school education and literacy department
- Teachers' training institutions should focus on the classroom management skills during teacher's trainings on high priority without classroom management all the activities practiced in the classroom are null and void.
- Beginning teachers should be well trained as per need of the time with classroom management skills.
- Heads of the schools should prominently make possible to focus on classroom management for strengthening the teaching and learning process.
- Teachers preparedness for classroom management should be noticed and monitored timely

- Teacher's perception, opinion and suggestions should be preferably noticed and incorporated, that will help in managing classroom and activity based learning.

5.4. FUTURE RESEARCH

Every research is always delimited for conducting future research regarding the same area of the study needs to find the gap where the previous research has left or where it has gaps. This research study tried to investigate about the teacher's perspective of classroom management and their preparedness about the proper implementation of the skills in managing classroom activities. The reluctant behavior of the students can be dealt effectively if the instructor is well experienced and trained to deal with adverse behavior of the learners. In this research study all the aspects of classroom management are measured, discussed, focused and interpreted. The teachers in this case study were encouraged to give their feedback about classroom management. The experience and skills of the instructors were measured and their suggestions regarding classroom management were accorded as per their demands. For the reduction of the reluctant behavior of the students the teacher engage themselves in different techniques. The students' co-operation in this regard is also appreciated by the instructors.

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