

CLASS ROOM MANAGEMENT ON PART OF A TEACHER AND STUDENTS ACADEMICS PERFORMANCE

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Abstract

This research study was an effort to investigate the impact of teacher managerial skills on student's academic performance. For the purpose to collect the worthwhile responses of the concerned respondents, professional attitude scale (PAS) developed by the researcher under the supervision of the field experts. The target populations were the students of sports sciences and physical education studying in different universities of Pakistan. Data were collected personally by the researcher by visiting each and every respondent. Discussion forum were also provided to the respondents for the clarifying their concept regarding the different aspects of the problem highlighted in the developed scale. The collected data then coded and feed in SPSS version 20. Regression as a Statistical tool

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was used for the analysis of collected data. After analysis, the researcher arrived at the conclusion that teacher managerial skills having no effect on the academic performance of the students at university level.

Key terms: Academics, Knowledge, Teacher, Students, University

1. Introduction

During the last few decades the professional life of teachers has significantly changed. Educational development and technological changes brought a lot of positive modifications in the educational environment of the schools, colleges and universities. Professional development is also among these positive modifications of educational institutions mentioned above (Kirk, 1998). Borko (2004) also mentioned in his study that Improvement or modification of education totally depends upon the professional development of the teachers. No doubt, to say that teachers have key role in bringing changes in the educational system. Professional attitude of teachers needs to be changed for bringing positive modifications in educational system (Villegas-Reimers, 2003).

For the purpose to contribute to the knowledge base of educators, policy makers, teacher educators, and administrators who are engaged in the process of teacher education and development, numerous studies have been conducted i.e. (Kirk, 1998; Alsaïd , 2001; Hart & Lee, 2003), on the professional development of teachers.

Teacher with positive attitude always shows good performance in teaching learning process. Students also respect the teacher who has positive attitude with students (Iqbal et al., 2013). Teacher is one, who has direct interaction with students, parents and also with society. They do not feel shame while asking from other about new things. They feel happiness while sharing ideas or views with their colleagues and friends. Due to this reason teachers are considered the most genius and respectable part of the society. Positive thinking, belief in services, self-regulations, dedication, self-sufficiency and guidance of other are some basic tips for the well-being and for the good professional attitudes of the teachers (Borko, H. 2004).

2. Justification of the study

Management of classes on part of teacher professional attitude is considered key to academics success of the students. How much the management of

classes on part of teacher professional attitude effect the students' academics? For the purpose to discover the fact the researcher intend to conduct a research study under the title "Class Room Management on Part of Teacher and Students Academics"

3. Literature Review

Managerial skills mean the skills adopted by the teachers while teaching to the students. For a good teacher it is necessary to have good managerial skills for controlling all academics aspects of the students. The teacher, having improper or lack of good managerial skills, leads to different kinds of problems in class. Besides these, students are also unsatisfied with the teaching of all those teachers who possess improper or poor managerial skills. For the maintenance of class management it is needed by the teacher to set an effective class routine. Lack of proper or effective routine may cause mismanagement of class (Darciborden, 2013).

Classroom management is the top listed problem for the teachers, particularly for fresh or new teachers. Teachers get respect from students if they teach them comprehensively from all perspectives. A lot of teachers leave their profession because of improper or ineffective classroom management (Durmuscelebi, 2004 cited in Borden, 2013).

It is an authentic fact that the main cause of ineffective teaching for the fresh appointed teachers is mismanagement of class. Students easily learn from the teacher when he properly manages the class (McCann, 2004).

Students adopt the different styles of class management from their teachers. Because each teacher has its own style of controlling the students, maintaining the discipline and so on (Desiderio, 2005).

Management is a basic thing for both students and teachers. Effective management not only makes the teaching process effective for teachers but also makes the learning process easy and interested for students (Marzano, 2003).

Making him/her self as a good and effective teacher is complicated and difficult task. Because a good teacher not only has a deep context knowledge, but also organizational and communication skills. It is also necessary for a teacher to create a warm classroom climate for making the teaching and learning process interested (Chelo et al., 2009).

The effective teacher is one who has clear objectives and goal of teaching. Teachers must clarify each and every thing for students for achieving the desired targets and goals of teaching (Killen, 2006).

4. Methods and Materials

The following procedures were adopted by the researcher for the purpose to achieve the desired objective of the study.

4.1 Participants of the Study

The population of this particular research study was comprised of all the students enrolled in the discipline of Sports Sciences and Physical Education at University Level of Pakistan.

4.2 Sample and Sample Size

Four hundred and forty students (1440) were enrolled in the sessions of 2011to 2013 and 2013-2015 in thirteen (13 both Private and Public sectors) those universities offering physical education programs. A sample of (418) students (30% from each university) were taken as sample through convenient sample technique.

4.3 Data Collection Tool

(PAS) professional attitude scale comprised of relevant questions; attempted to cover all the aspects of the study developed by the researcher for the collection of data. Before using the developed scale for the collection of data the developed scale were made valid and reliable by using the experts' opinions (20 experts of the concerned field) and by using the pilot studies previously conducted in the field.

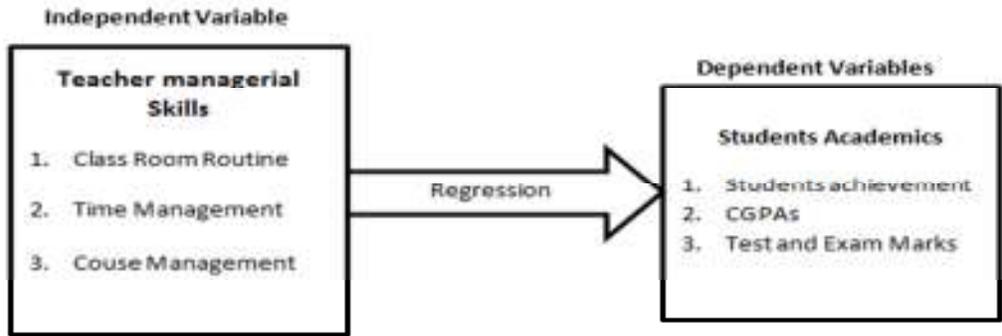
4.4 Mode for Data Collection

Professional attitude scale (PAS) containing of different questions related to the different aspects of the relevant research area was used by the researcher for the collection of data. Before using it for collection of data from the respondents, formal consents were taken from the respondents and similarly the researcher personally visited the whole population and distributed the whole questionnaire among the respondents and collected back after getting it filled by the respondents

4.5 Analysis of Data

The collected data were faded in SPSS Version 20 and then regression as statistical tool were employed to test the hypothesis and draw the findings and conclusion of the study.

Conceptual Framework



Statistical Analysis of Data

Impact of managerial skills of teachers on student’s academic performance

Model Summary					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.034 ^a	.001	-.003		.80780
a. Predictors: (Constant), Managerial					

Coefficients ^a					
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Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.080	.114		27.037	.000
	Managerial	.013	.026	.034	.514	.608
a. Dependent Variable: Achievement						

The above shows the impact of teacher’s managerial skills on students’ academic performance. The R square is .001 which means 0% effect of teacher’s managerial skills is there on students’ academic performance. The B is .013 (p=0.608) which mean total 1 unit increase in teacher’s managerial skills will cause .013 unit overall increase. Therefore the hypothesis of the study is accepted

Result and Discussion

It is concluded by researcher that majority of the respondents were in the views that good knowledge and managerial skills are necessary part of teacher professional attitude. But at university level there is no impact of teacher managerial skills on students’ academics. The main reason was that at university level students are mature, their teacher manage or not manage the classes they can manage the classes well in time. They learn more from those teachers who has good knowledge and managerial skills. They also respect and favor all the teachers who have good knowledge level and adopt good managerial skills during the class. The arguments were also supported by the research study conducted by Abid H, (2006) he indicate that good knowledge, guidance, good management etc all the basics factors effecting the students study attitude and motivation toward their academics targets and goals. Further the study conducted by Marzano, (2003) concluded that class management is the prime responsibility of teacher. Lack of proper class management may create hurdle in

way of academics achievement of students. Similarly this it is also inline of the present research study.

To conclude, to be an effective teacher is not an easy task. In fact, it is a complex process. It is not only concerned with success in short-term, but also with appropriate values and success of long term achievement. Effective teachers need to have good professional and personal skills. Content knowledge, together with good planning, clear goals and communication, good classroom management and organization, and consistently high and realistic expectations with the students are essential factors to be effective teachers. Besides, they need to feel responsible for the students learning process, regardless the students' aptitude to learn. The teachers, as well as having effective personal and professional skills, serve as example of lifelong learners, and are investors of their own education.

Moreover, the effective teacher will combine professionalism with care, understanding, fairness, and kindness. They also have to be passionate, enthusiastic, motivated about teaching and learning. They have to create a warm classroom environment where students feel comfortable, and have a sense of belonging, as the environment is conducive to learn. Effective teachers are innovative, invite students to approach and interactions, and also values diversity. To finalise, it can be said that those who have the capacity to inspire students to reach their fullest potential on learning through their qualities and professional and personal skills are effective teach

Conclusion

In terms of data obtained from the present research study the researcher arrived at conclusion that managerial skills of teacher having no effects on the academics. As the present study was conducted at university level similarly the result reviled that there is no need of teacher managerial skills during the class because at this level the students are mature, teacher manage the classes or not manage the classes the students can manage the classes well in time.

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