

ROLE OF TEACHER AS CLASSROOM MANAGER

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ABSTRACT

Proper classroom management and discipline ensure the success of learning process. Classroom management is the linchpin that makes teaching and learning achievable in the teaching learning process. It is the teacher who plays the main role in planning, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring students' progress, anticipating potential problems. In order to maintain the effective management in the classroom, teacher has to be precise and clear in directions to the students, as well he communicates well. The purpose of this study was to investigate the competencies of secondary school teachers in classroom management and find strength and weaknesses in the competencies of secondary school teachers in classroom management. Thirteen aspects of classroom management were taken and one statement was asked on each aspect and it was found that secondary school teachers are mostly good in ten aspects and not good in three aspects only.

Keywords: Classroom, Management, Discipline, Test, Examination, Psychology.

INTRODUCTION

It is universally recognized that the teacher is the key person in an education system. He/She enjoys the high esteem and prestigious status sometimes denied to kings and emperors and he/she plays pivotal role. Around him, whole system of education revolves because the ultimate aim of the process is the overall development of individual's personality so that he may also contribute to the nation's development. The development of a nation along with a conscious and productive citizenry depends upon the standards of education and teachers are the right person for this task (taneja, 2004). It all depends on their qualification, training, their attitude towards this profession, their skills to manage teaching and students' activities inside the class room, their interest in the profession and the particular environment in which they are performing their duties that how much they are interested for the well being of the learner and the modification of their behaviour by adopting particular management strategies? (Sapieha, 2007).

According to McBer (2000) teacher as a manager can create environments, which provide opportunities to learn and change in behaviour, in which pupils are well

managed and motivated for learning. According to Lemlech (1988) classroom management is the linchpin that makes teaching and learning achievable. The author further defines the classroom management using the key components that affect success in the classroom.

Control of students by the teachers in classroom tends to be regarded as the goal of classroom management. This emphasizes the control is so pervasive that it is seen by other educators as more important than the learning that goes on the classroom. Many students do not know to manage their behaviour in classroom. It is a common theme for parents and teachers to be frustrated by teenagers' lack of ability to manage their own behaviour. At this point, along with managing teaching in classroom, teacher as a manager, is more responsible to adopt suitable practice of management in classrooms (Wingo, 2003).

Successful classroom management involves not only responding effectively when problems occur, but preventing the frequent occurrence of the problems. The most effective decisions in classroom are based on a clear concept of the goals and intended outcomes that a teacher wishes to accomplish (Shukla, 2004). Finally we

can say classroom management is the orchestration of classroom life: planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, and anticipating potential problems.

It is more important for a good manager to keep the correct and exact record of his/her disciple so that he/she might provide effective treatment to the disciple in classroom. Whilst recognizing the importance of subject knowledge in establishing an exciting and stimulating classroom environment, a purposeful learning environment in which a variety of management strategies are adopted, the value of managing the diverse nature of the classroom is essential in enabling children to learn and manage their own activities (Mcqeen, 1992).

1. Classroom Management

According to Honeyford (1982) a major limiting factor in any classroom is the teacher not only do his character, personality and competence play a large part in determining the atmosphere of the lesson, the sort of relationships which exist, the styles of communication and the rules and regulations governing the formalities, but the teacher also performs a key role in influencing the pupils' view of himself and the sort of progress he/she makes.

Successful classroom management has been defined as producing a high rate of work involvement with a low rate of deviancy in academic settings (Laslett and Smith, 1984).

To some considerable degree teachers control their instructional effectiveness in the classroom. The passive teacher simply relies on the same old teaching techniques day after day. However, the active teacher who varies his/her day planning different teaching strategic and techniques tends to achieve more success in teaching. Not only does this practice of different teaching techniques provide change for the teacher, it also serves as a motivation for students (Dhand, 1990).

2. Time Management Skill

Academic learning time in the classroom has emerged as an important variable. Studies have shown that the amount of on-task behaviour can vary as much as 40

percent from one classroom to the next.

Even how quickly a teacher calls the class to order can vary all the way from one to ten minutes. Thus, how efficiently you have your lessons, how long you take to get started, how you handle digressions, off-task behaviour, discipline and how you handle transitions will have an effect on student learning (Walberg, 1988).

Students soon learn the importance of putting on a good face in order to protect their privacy. As a result of these and other factors, time is an important necessary condition but far from the whole story. In measurement terms the efficient use of instructional time has been an impact equal to 38 percent of one standard deviation. Basically, academic achievement was moderately affected by the efficient use of time (Sprinthall et al., 1994).

Student who spends more time pursuing academic content learn more and receive higher achievement scores. Although it is obviously important to allocate adequate time to academic content, making time on the schedules is not enough. How this allocated time is used in the classroom is the real key to student achievement. In order to the study use of classroom times, researchers have developed the following terms to allocated time, engaged time, and academic learning time.

Allocated time is the amount of time a teacher scheduled for a subject for example, 30 minutes a day for mathematics. The more time allocated for a subject, the higher student achievement in that subject is likely to be.

Engaged time is that part of allocated time in which students are actively involved with academic subject matter (really listening to a lecture, participating in the class discussion, writing a composition, and working on mathematics problems).

Academic learning time is the engaged time with a high success rate. Many researchers suggest that students should get 70 to 80 percent of the answers right when working with a teacher. New studies are demonstrating that a high success rate is positively related to student achievement. How effectively teachers provide for and manage academic learning time in their classrooms in

the key in determining student achievement.

Effective classroom managers are nearly always good planners. They do not enter a room late, after noise and disruption have had a chance to build. They are waiting at the door when the children come in, starting from the very first day of school, they teach the rules about appropriate student behaviour. They do this actively and directly, sometimes they actually model the procedures for getting assistance, leaving the room, going to the pencil sharpener, and the like, the more important rules of classroom behaviour are written down, as are the penalties for not following them (Sadker and Sadker, 1997).

3. Seating Arrangement

Activity structures vary in the extent to which they elicit and sustain co-operation. Similarly, arrangements of space and furniture in ways that bunch students together or obstruct the teacher's view make it more difficult for a teacher to detect behaviour task initiations early (Duke and Rehage, 1979).

Seating arrangement must depend on type of lesson to be taught, and the type of classroom furniture. Whether using traditional series ranks or desks or less formal group tables, each teacher needs to establish who sits where. Not only does this avoid an undignified scramble to sit nearest to or further from a particular child, the possession of a seating plan helps the teacher to learn names more rapidly (Laslett and Smith, 1984).

Proper arrangement of furniture also contributes to the functionality of classrooms. Furniture is arranged so that students are oriented to the primary source or sources of information (e.g., the teacher, audio-visual materials), while at the same time having access to other sources are activities (e.g., work areas, computers) without disturbing in the classroom (Nitsaisook and Anderson, 1989).

According to Anderson (1991) desks, chairs and tables can be arranged in a variety of ways; light and temperature can be increased or decreased. Paint wall coverings, artwork and plants can be used to enhance or detract from the attractiveness of the physical classroom environment.

4. Discipline in the Classroom

Callahan (1996) explains that the best classroom environment is one that results in efficient learning. Discipline involves employing guidance and teaching techniques to encourage students to become self directive and thus to create an atmosphere conducive to learning.

Effective planning for classroom control begins with an analysis of the individual students that compose the group to be taught. At the level of thought not at all level of action, the teacher must examine the causes of behaviour in the unemotional light of reason. Then he can plan intelligently how to forestall disciplinary infractions before they occur. When infractions do happen, as they inevitably will, appropriate steps can be taken so that as little injury as possible is done to the learning process.

A teacher establishes classroom rules either with his or her students or before the school year begins. There is no research that one approach is better than the other. Rules are best if they are few in number, simple and easy to understand, and fair. Also rules should be posted in the classroom for all to see, and the teacher should go over the rules on the first day of school.

According to Arif (2003) in order to create a classroom environment with maximum productive time utilization, the teachers must establish and maintain it through following teaching and managing practices so that instances of student disruptive behaviour are reduced. They remain mostly involved in learning oriented actions and activities.

(i) Keep students motivated - By keeping the students motivated in learning, teachers set the stage for creating positive class environment. Motivating students is the first step toward preventing discipline problems in classrooms because a student involved in learning is not usually involved in clash with others at the same time. Meet basic needs. Teachers must try to meet students' basic as well as age related needs. Make students feel physically comfortable, safe, welcome, socially accepted and valued. Otherwise, they are more likely to face learning difficulties and be disruptive.

(ii) Exercise moderate degree of control - The degree of class control must be moderate. Student learning is great in classroom where teachers exercise neither too much nor too less control. Too much control may be effective on memory tasks but it is harmful for learning involving critical and creative thinking.

(iii) Empower the students - Make them responsible for their own learning through group and individual learning activities so that they ultimately become independent learners. This is one of the purposes of good classroom management.

(iv) Keep instruction at the student level - Keep instruction at the students' development level so that they neither experience discouragement nor boredom. Otherwise, they might behave disruptively.

(v) Develop sound-relationship - Develop healthy and professionally sound relationship with all the students by being friendly with them. Learn their names and some positive information about each to greet them.

(vi) Communicate interest in all the students - Show concern for each of them. The interest and concern is communicated through brief eye contact with all and through supporting gestures and facial expressions while teaching. While instructing, ensure physical closeness with all the students by roaming around the class.

(vii) Avoid labeling the students with negative adjectives - It is likely to lower their self-esteem. Labeling influences teachers' quality of interaction with the students, which further influences students' expectations and actions negatively.

(viii) Describe the behaviour of misbehaving student, not characterize the student - Instead of saying, "you are rude" say "your comment was rude". By criticizing the personality of the students, he is less likely to change his behaviour.

(ix) Increase the "engaged time" - Keeping the students involved in the learning tasks through, wittiness, overlapping, smooth transitions and group focus.

(x) Teach role and routines - Teach role and routines to the younger students in academic fashion with a lot of explanation, examples and practices during initial

classes.

A set of few general classroom rules applicable to variety of situations can be developed. These rules should be displayed in the class.

(i) Be assertive, rather than passive or aggressive, in enforcing discipline. Apply the rule forcefully fairly, consistently and calmly.

(ii) Create business like climate in the classroom, where students understand that they and the teacher have a commonly shared goal of accomplishing such activities that promote learning.

In order to handle misbehaving student, the following suggestions may prove helpful:

(i) Deal with the present, current problem immediately, not with the past instances of the student misbehaviour.

(ii) Talk to the student directly, instead of talking about him with others.

(iii) Don't be harsh and provoked. Stay calm and address firmly. Anger, empty threats and physical handling must be avoided.

(iv) If the student is hostile, defuse and diffuse his hostility by responding with concern in calm, soothing tone. The feeling of the students must be acknowledged in order to calm him down.

(v) If the student's misbehaviour is blocking the teacher in teaching, "I- statements" be used by explaining to the student why you are upset by his behaviour.

Objectives of the Study

The objectives of the study were:

- To investigate the competencies of secondary school teachers in classroom management.
- To indicate the strength and weakness in the competencies of secondary school teachers in classroom management.
- To suggest measures.

Research Methodology

Population and Sampling

The population of the study consisted of 4,459 heads of secondary schools, 20,479 teachers at secondary level

and 27,96,824 students at secondary level in public sector in the province of Punjab. 800 Head teachers, 4000 secondary school teachers and 4000 secondary level students were considered as the sample of the study.

Research Tool Development and Data Collection

Since the study was descriptive in nature, survey approach was considered appropriate to collect the data. For the purpose, a thirteen item questionnaire on five-point (Likert) scale was developed.

Administration of Research Tool

The questionnaires were administered to Head teacher, secondary school teachers and secondary level students and responses were received.

Data Analysis

The data collected through questionnaire were coded and analyzed through Ms- Excel in terms of frequency, percentage and mean scores. Scale values assigned to each of the five responses were as :

Scale Values

Level of Agreement	Scale Value
Highest [Hi]	5
High [H]	4
Moderate [M]	3
Low [Lo]	2
Lowest [L]	1

$$\text{Mean Score} = \frac{(F_{Hi} \times 5 + F_H \times 4 + F_M \times 3 + F_{Lo} \times 2 + F_L \times 1)}{N}$$

Where,

- F_{Hi} = Frequency of Highest Responses.
- F_H = Frequency of High Responses. .
- F_M = Frequency of Moderate Responses.
- F_{Lo} = Frequency of Lower Responses.
- F_L = Frequency of Lowest Responses.

Findings

Data collected through the questionnaire was analyzed in terms of percentage and mean score. The findings drawn out from the data analysis are given below.

Table 1 reveals that 75% respondents had responded for

highest, high and moderate, while 25% respondents responded for low and lowest, while mean score is 3.31, which shows that mostly teachers come and leave the class in time.

Table 2 reveals that 86% respondents responded for highest, high and moderate, while 14% responded for low and lowest, the mean score is 3.72, which shows that mostly teachers come to class well prepared.

Table 3 reveals that 83% respondents responded for highest, high and moderate, while 17% responded for low and lowest, mean is also 3.8, which supports the statement. Hence the statement "Teachers take care of class cleanliness" is accepted and it is concluded that mostly teachers take care of cleanliness in classroom.

Table 4 reveals that 81% respondents responded for highest, high and moderate, while 19% responded for low and lowest, and the mean is also 3.7, which supports the

Category	Highest	High	Moderate	Low	Lowest	Total	Mean Score
Heads	186	135	284	116	79	800	
Teachers	778	1145	1385	647	45	4000	
Students	779	475	1443	1177	126	4000	3.31
Total	1743	1755	3112	1940	250	8800	
Percentage	19.80%	19.94%	35.36%	22.0%	2.8%		

Table No 1. Teachers come and leave the classroom in time

Category	Highest	High	Moderate	Low	Lowest	Total	Mean Score
Heads	138	179	165	302	16	800	
Teachers	1135	1070	1135	647	13	4000	
Students	1271	1419	1029	233	48	4000	3.72
Total	2544	2668	2329	1182	77	8800	
Percentage	28.90%	30.32%	26.47%	13.43%	0.88%		

Table No 2. Teachers come to class well prepared.

Category	Highest	High	Moderate	Low	Lowest	Total	Mean Score
Heads	131	399	107	133	30	800	
Teachers	1315	1485	613	559	28	4000	
Students	1327	1243	658	719	53	4000	3.80
Total	2773	3127	1378	1411	111	8800	
Percentage	31.51%	35.53%	15.66%	16.03%	1.26%		

Table No 3. Teachers take care of class cleanliness.

Category	Highest	High	Moderate	Low	Lowest	Total	Mean Score
Heads	155	285	137	188	35	800	
Teachers	1261	1079	957	559	144	4000	
Students	1278	1382	611	639	90	4000	3.70
Total	2694	2746	1705	1386	269	8800	
Percentage	30.61%	31.20%	19.38%	15.75%	3.06%		

Table No 4. Teachers take care of students seating arrangement.

statement. Hence the statement "Teachers take care of students seating arrangement" is accepted and it is concluded that mostly teachers take care of seating arrangement in classroom.

Table 5 reveals that 85.5% respondents responded for highest, high and moderate, while 14.5% responded for low and lowest, and the mean is also 3.72, which supports the statement. Hence the statement "Teachers maintain the discipline in the class" is accepted and it is concluded that mostly teachers maintain the discipline in the class.

Table 6 reveals that 42% respondents responded for highest, high and moderate, while 58% responded for low and lowest, and the mean is also 2.49, which does not support the statement. Hence the statement "Teachers apply Educational Psychology in the classroom" is rejected and it is concluded that teachers did not apply Educational Psychology in the classroom.

Table 7 reveals that 57% respondents responded for highest, high and moderate, while 43% responded for low and lowest, and the mean is also 2.88, which supports the statement. Hence the statement "Teachers improve attitude, work habits and skills of the pupils." is rejected and it is

Category	Highest	High	Moderate	Low	Lowest	Total	Mean Score
Heads	109	311	205	123	52	800	
Teachers	1012	1458	1036	428	66	4000	
Students	1221	1389	783	575	32	4000	3.72
Total	2342	3158	2024	1126	150	8800	
Percentage	26.61%	35.89%	23.00%	12.80%	1.70%		

Table No 5. Teachers maintain the discipline in the class.

Category	Highest	High	Moderate	Low	Lowest	Total	Mean Score
Heads	121	168	81	265	165	800	
Teachers	118	797	965	1062	1058	4000	
Students	262	948	221	1518	1051	4000	2.49
Total	501	1913	1267	2845	2274	8800	
Percentage	5.69%	21.73%	14.40%	32.33%	25.84%		

Table 6. Teachers apply educational psychology in the classroom

Category	Highest	High	Moderate	Low	Lowest	Total	Mean Score
Heads	37	133	155	228	247	800	
Teachers	631	564	1115	1165	525	4000	
Students	712	333	1363	1312	280	4000	2.88
Total	1380	1030	2633	2705	1052	8800	
Percentage	15.68%	11.70%	29.92%	30.74%	11.95%		

Table 7. Teachers improve attitude, work habits and skills of the pupils

concluded that mostly teachers do not improve attitude habits and skills of the pupils.

Table 8 reveals that 73% respondents responded for highest, high and moderate, while 27% responded for low and lowest, and the mean is also 3.48, which supports the statement. Hence the statement "Teachers give individual attention to students" is accepted and it is concluded that mostly teachers give individual attention to students.

Table 9 reveals that 86% respondents responded for highest, high and moderate, while 14% responded for low and lowest, and the mean is also 3.75, which supports the statement. Hence the statement "Teachers have developed self-confidence" is accepted and it is concluded that mostly teachers have developed self confidence.

Table 10 reveals that 62% respondents responded for highest, high and moderate, while 38% responded for low and lowest, and the mean is also 3.14, which supports the statement. Hence the statement "Teachers use variety of methods during teaching" is accepted and it is concluded that mostly teachers use variety of methods during teaching.

Category	Highest	High	Moderate	Low	Lowest	Total	Mean Score
Heads	119	201	207	253	20	800	
Teachers	1035	1055	973	748	189	4000	
Students	1068	1362	387	1003	180	4000	3.48
Total	2222	2618	1567	2004	389	8800	
Percentage	25.25%	29.75%	17.80%	22.77%	4.42%		

Table 8. Teachers give individual attention to students.

Category	Highest	High	Moderate	Low	Lowest	Total	Mean Score
Heads	193	222	241	133	11	800	
Teachers	1289	1208	1042	357	104	4000	
Students	1206	1328	714	732	20	4000	3.75
Total	2688	2758	1997	1222	135	8800	
Percentage	30.55%	31.34%	22.69%	13.89%	1.53%		

Table 9. Teachers have developed self-confidence

Category	Highest	High	Moderate	Low	Lowest	Total	Mean Score
Heads	158	117	203	212	110	800	
Teachers	829	605	1097	1443	26	4000	
Students	979	403	1085	1205	328	4000	3.14
Total	1966	1125	2385	2860	464	8800	
Percentage	22.34%	12.78%	27.10%	32.50%	5.27%		

Table 10. Teachers use variety of methods during teaching.

Table 11 reveals that 66% respondents responded for highest, high and moderate, while 34% responded for low and lowest, and the mean is also 3.20, which supports the statement. Hence the statement "Variation in pitch of voice of the teachers is focused on teaching points" is accepted and it is concluded that mostly variation in pitch of voice of the teachers is focused on teaching points.

Table 12 reveals that 36% respondents responded for highest, high and moderate, while 64% responded for low and lowest, and the mean is also 2.38, which does not support the statement. Hence the statement "Test developed by teachers is reliable" is rejected and it is concluded that tests developed by teachers are not reliable.

Table 13 reveals that 75% respondents responded for highest, high and moderate, while 25% responded for low and lowest, and the mean is also 3.51, which supports the statement. Hence the statement "During examination the teachers perform well" is accepted and it is concluded that mostly teachers performed well during examination.

Category	Highest	High	Moderate	Low	Lowest	Total	Mean Score
Heads	127	219	135	295	24	800	
Teachers	740	771	1015	1365	109	4000	
Students	942	401	1488	1018	151	4000	3.20
Total	1809	1391	2638	2678	284	8800	
Percentage	20.56%	15.81%	29.98%	30.43%	3.22%		

Table 11. Variation in pitch of voice of the teachers is focused on teaching points.

Category	Highest	High	Moderate	Low	Lowest	Total	Mean Score
Heads	55	188	107	301	149	800	
Teachers	172	950	158	1295	1425	4000	
Students	167	1059	352	1153	1269	4000	2.38
Total	394	2197	617	2749	2843	8800	
Percentage	4.48%	24.97%	7.01%	31.24%	32.30%		

Table 12. Test developed by teachers is reliable.

Category	Highest	High	Moderate	Low	Lowest	Total	Mean Score
Heads	178	195	212	202	13	800	
Teachers	966	1012	981	989	52	4000	
Students	1157	1061	882	760	140	4000	3.51
Total	178	195	212	202	13	8800	
Percentage	26.15%	25.77%	23.58%	22.17%	2.33%		

Table 13. During examination the teachers perform well.

Discussion

More than seventy percent head teachers, teachers and students responded in favor of the statement: Teachers come and leave the classroom in time and mean score is 3.31, which is also towards moderate and high. This shows that almost teachers come and leave the class in time (Table 1).

A great percentage of the respondents are of the view that teachers come to class well prepared. Only a small number of the respondents are against this statement. The mean score is 3.72, which is also towards high. This shows that teachers come to class well prepared (Table 2). Head teachers, teachers and students are strongly in favor of the statement; the teachers take care of classroom's cleanliness, and the mean score is 3.80, which is also towards high, this shows that almost all the teachers take care of classroom's cleanliness (Table 3). Mean score against the statement: the teachers take care of students seating arrangement is 3.70, which is also towards high. Head teachers, teachers and students are in favor of this statement. Only small numbers of the respondents are against this statement. This indicates that teachers are careful regarding students seating arrangements (Table 4). About the statement: Teachers maintain discipline in classroom, a great number of the respondents are in favor of it. Only small numbers of the respondents are not in favor. The mean score is 3.72 which is also towards high, which indicates that teachers are able to maintain discipline in their class rooms (Table 5). As far application of educational psychology in class room is concerned, more than fifty percent of the respondents are of the view that sometimes teachers use educational psychology in their class rooms and the mean score is 2.49, which is towards low and moderate, which shows that only a small number of the teachers are applying the principles of educational psychology in their class rooms (Table 6). Teachers improve attitude, work habits and skills of the students, regarding this statement most of the head teachers, teachers and the students are not strongly in favor of it and the mean score is 2.88, which is towards low and moderate. This proves that most of the teachers do not try to improve attitude, work habits and skills of the

students. (Table 7). A great percentage of head teachers, teachers and students are ranking teachers higher regarding: teachers pay individual attention to the students, and the mean score is 3.48, which is towards high. This indicates that most of the teachers are capable to pay individual attention to the students (Table 8). Mean score against the statement: teachers are well confident is 3.75, which is towards high, and a great number of the respondents are strongly in favor of the statement. Only a small number of the respondents are ranking teachers lower regarding confidence. This shows that mostly the teachers are confident (Table 9). Regarding the statement: teachers use variety of methods during teaching, the mean score is 3.14, which is towards high but more than fifty percent of the respondents are of the view that teachers use variety of methods during teaching so it can be said that mostly teachers are using variety of methods during their teaching (Table 10). Mean score on: variation in pitch of voice of the teachers is focused on teaching points, is 3.20, which is towards high and the views of the respondents are almost in favor of teachers which means that teachers have control on their pitch of voice on teaching points (Table 11). Mean score on teacher ability to develop a reliable test is 2.38, which is toward low and most of the respondents are ranking teacher lower. This means that most of the teachers have not the competency to develop a reliable test (Table 12). Regarding teachers' performance during examinations, the mean score is 3.51, which is towards high and a great percentage of the respondents are in favor of that statement it can be said that teachers perform well during exams (Table 13).

The results of the study indicate that all the respondents were of the view that the secondary school teachers were aware of national goals and objectives and they properly manage the classrooms, efficiency in management skills is very important for secondary school teachers. Management skills not only maintain the discipline in the classroom but also make the teaching an interesting activity. So majority of the respondents reported that secondary teachers were found to be fully equipped with management skills and they are playing their role as

classroom managers. Effective teachers must be highly competent in planning and organizing instruction as well as in managing in classroom environment, if their students are to be academically successful (Dilworth, 1991). It was reported that teachers did not apply educational psychology in the classrooms. It was also reported that secondary school teachers were found very weak in test construction and they also failed to improve the attitude the work habits and skills of the pupils. The reason is very obvious that they were not properly trained in the area of measurement and evaluation; therefore, their competency in test development was reported to be very weak. The course on measurement and evaluation be enriched and made compulsory in all teacher training programmes (especially in B.Ed).

Conclusion

Following conclusions were drawn on the basis of findings and discussion.

- i. Secondary school teachers are found to be better in areas like punctuality, preparedness for class, class cleanliness, seating arrangement of the classroom, discipline in the class, improvement of attitude of students towards study, individual attention to the students, self confidence of the teachers, usage of variety of teaching methods, variation in pitch of voice on teaching points and performance during examination.
- ii. In application of educational psychology in classroom, preparation of reliable test and to improve attitude, work habits and skills of the pupils, teachers are not found to be so good.

Recommendations

Following are the recommendations based on findings and conclusion:

- i. Teachers should be trained to apply the principles of educational psychology in their classrooms.
- ii. Teachers should be provided an opportunity to prepare different tests at different levels to be able to develop reliable tests for their students.
- iii. Peer evaluation techniques can be a source for the teachers to improve their classroom practices.

- iv. Students should be involved in practice activities during teaching to improve their skills and work habits.

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