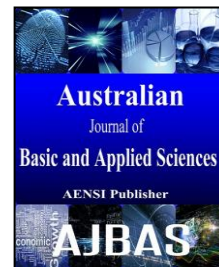




ISSN:1991-8178

Australian Journal of Basic and Applied Sciences

Journal home page: www.ajbasweb.com

The Perspective of Postgraduate Students' Training and Teaching on Classroom Management Strategies

¹Midya Yousefi, ²Abdul Ghani Kanesan Abdullah, ³Abdul Rashid Mohamad

¹Department of Education Leadership and Management, School of Education Studies, University Sains Malaysia.

³Department of Education Leadership and Management, School of Education Studies, University Sains Malaysia

³Department of Curriculum, School of Education Studies, University Sains Malaysia.

ARTICLE INFO

Article history:

Received 12 March 2015

Accepted 28 April 2015

Available online 24 May 2015

Keywords:

Classroom Management Strategies

Managing Behavior

Working With Parents

ABSTRACT

This study focused on three aspects of classroom management strategies, which were managing classroom behavior, specific teaching techniques and working with parents. This research was implemented to study how master education students view on strategies toward classroom management and discipline and handling these techniques during teaching _learning process. Moreover this study revealed, students perspectives based on their teaching experience and their gender meanwhile they studying as postgraduate students. These respondents were first year education students. The instrument used in this study is questionnaire which was collected from INCREDEBIL YEARS. This would help to promote sustain teachers community and dedication to their profession.

© 2015 AENSI Publisher All rights reserved.

To Cite This Article: Midya Yousefi, Abdul Ghani Kanesan Abdullah, Abdul Rashid Mohamad., The Perspective of Postgraduate Students' Training and Teaching on Classroom Management Strategies. *Aust. J. Basic & Appl. Sci.*, 9(18): 13-18, 2015

INTRODUCTION

Classroom management is an important part of effective instruction. Effective classroom management, begins efficient lesson planning preparation, helps teacher to teach and students to learn. Students thrive in a positive class climate and an environment in which they feel safe, cared for and involved. From a student point of view, positive classroom management provides students with opportunities to grow in socialize context while learning interesting content. From a teacher point of view, positive classroom management involves learning through discipline with interesting instruction.

Classroom management strategies are a crucial section of teachers' success in creating a safe and effective learning environment for students. The aim of education is to provide a calm and friendly environment in order for learner growth mentally in the best way. Therefore teachers should understand how to use and apply strategies that will learning process take place (www.static.kern.org; Zuckerman, 2007).

Today, teachers know more about teaching style than before as they have undergone more sufficient and better trainings. Teachers' role in their classroom have great impact on the achievements

of the students. This indicate that teachers must have adequate classroom management skills or techniques to implement effective learning environment in the classroom.

Effective classroom management has been able to prepare classroom environment that help students' foster learning and achievement. The effective teaching through positive classroom management remains a major aspect for teachers to challenge in the 21st century. Undeniably, practice of good classroom management for teachers is one of a crucial key aspect of for all teachers.

Classroom management involve the great role in teaching learning process. The more component teachers are managing the classroom atmosphere ,the easier the teaching learning process establish.(Brown :2001 ;Emmer and Evretson: 2006 ;Lange and Evans :2006). However, classroom management is not only about establishing a smooth learning routine but it also helps in preventing many unnecessary discipline problems.

However this 21st century classroom management and using techniques have been one of major concern for researchers to identified strategies which can be used by teachers in different classrooms. With increasing demands from parents, schools and education ministry, becoming successful teacher is not an easy job. Teachers have

Corresponding Author: Midya Yousefi, Department of Education Leadership and Management, School of Education Studies, University Sains Malaysia 11800 Penang Malaysia.
E-mail: midya.yousefi@gmail.com, +60125743467

superior role in teaching as each student has different needs. Thus, teachers should conduct their classes successfully so as to limited negative behaviors and reinforce a calm, respectful and motivating atmosphere through teaching learning process.

One of important research have been done by (Wong & Wong, 2005), determined the perception of teachers on effective classroom management model consists of creating an techniques around student needs. In addition described successful teacher is who can transfer information in same style between 30students meanwhile predict each student needs and organize classroom to the best way.

There are many goals of good classroom management. Based on the research resulted by Azlin Norhaini Mansor(2012) well classroom management must carried out by teacher who can apply six notable skills:

- (i) work with love
- (ii) going further the lesson time
- (iii) build a suitable and comfortable active classroom environment
- (iv) practising the art of framework
- (v) teaching crossbred values ,leadership and rules
- (vi) linking class rules , boundaries and problems through repetition and humour, although these

findings are upon on one teacher, they are justifiable by the precise data collection method used.

One approach used is to identify teachers' perspective which comprise their knowledge in and attitudes toward the purpose, principles, and implementation of curriculum. For this reason, teachers' perspective has been repeatedly studied as a means to evaluate the effectiveness of teaching thinking (Ali, 2001; Rosnani and Suhailah, 2003; Salem, 1995).

According to Rose and Gallup (2005), shows that the time that teachers use to correct misbehavior caused by poor classroom management skills will decrease the rate of academic engagement in the classroom. Also, research from Kauffman (2005) shows that many behavioral disorders started with or are made worse through mismanaging behavioral, processes such as punishment, modelling and reinforcement.

- 1.What are the perspectives of Postgraduate Students ,Trained and Teachers on being employed in work with parents ?
- 2.What is the relationship between perspectives of Postgraduate Students ,Trained and Teachers on classroom management strategies and duration of teaching experience ?
3. What is the difference between perspectives Postgraduate Students gender ,Trained and Teachers on classroom management strategies and their ?

2. Review of Literature:

Classroom management explains to all of the dimensions that a teacher does to organize students,

space, time, and materials to foster student involvement and cooperation in all classroom activities sand to establish a productive working environment (www.edpsychserver.ed.vt.edu).

It can be identified as the teacher's ability to cooperatively managing time, resources and student roles and to promote a climate that encourages learning (www.ndt-ed.org). It consists preparation of plans and materials, setting of activities into proper time, direct teaching of skills and subject matter, grouping of students to provide for the most a use of equate teacher and pupil time, plans for transition periods and efficient control of pupil behavior (Clifford H.Edwards,2007). Moreover, classroom management is referred as the procedures that are essential to create a situation in which teaching and learning can take place.

Woolfolk (as cited in Shaughnessy, 2004) has suggested the following:

- Make daily routines program so that students have a sense of control and expectation over their lessons.
- Ensure that learning process are on an appropriate of all students level.

The power of classroom management that introduced teachers as an effective teachers cannot be minimized. Darling *et al.* (2002) study proven that teacher effectiveness was significantly related to their knowledge on education, more so than factors such as management, sociology and psychology. Meanwhile, the influence resulted to be cumulative and additive, in that peers learnt by ineffective teachers for continues years do significantly worse in both of gains and achievement compared to students who were assigned to effective teachers for consecutive years. The weight of effect of effective teachers is undeniably noticeable.

Classroom Management Strategies:

Classroom management assigns to the strategies that teachers use to constructed a safe and conducive learning circumference in the classroom (Clifford H. Edwards ,2000). Classroom Management strategies contained package that teachers use to solve the problem in classroom. Therewith effective teachers use rules, agenda, and routines to ensure that pupils are involved in learning actively. In essence, they use strategies in classroom management not only to control student behavior, but also to influence and lead it in a constructive manner to set the level for instruction (Worell, J. L. 2008).

Evans *et al.* (2010) prepared some examples of school-wide discipline strategies currently used by educators. Some of these strategies contained the MASTER Teacher Model, Positive Behavior Support (PBS), Freiberg's Consistency Management and Cooperative Discipline (CMCD), The Child Development Project (CDP), The Responsive Classroom (RC), Peaceable Schools Movement, Positive Discipline in the Classroom, and The Resolving Conflict Creatively Program (RCCP).

While some of these strategies oriented from behavioral approach, others centralize more on a democratic approach. However different models of classroom management strategies are based upon different psychological theories and modify from minimal to maximal control by the teacher (Rekabdarkolaei, 2011).

Managing Classroom Behavior:

Teacher roles for managing classroom behavior include strategies such as personal development sessions, the use of staff meetings and reading appropriate literature. The supports involved by teachers to solve with disruptive student behaviors constitute a relatively new aspect of consideration. Research that has investigated the supports used by teachers has classified teacher confidence into the abilities of professional and experience based (Martin *et al.*, 1999; Stephenson *et al.*, 2000). It is imperative to check relationships between teacher confidence and finding solutions from the middle years and across the transitional time. Variables such as gender(students) and durations of teaching experience must to be considered. As a result one possible relationships are identified, interventions can be introduced.

Behavior management is not related to pre-planned intervention goals at preventing misbehavior. It is a concentrated on preventing misbehavior rather than a solving misbehavior. Specifically, this fact intake setting rules, promoting a reward structure, and preparing opportunities for student input (Martin & Sass, 2010).

Ignoring Misbehavior or Using Redirection:

If teachers ignore particular behaviors consistently, students will stop doing in those behaviors eventually. Furthermore, if students receive opposite pro social manner for instance encouragement them with, speaking politely, they will learn to use appropriate behavior more beneficial.

Using Time Out techniques:

The student who shows physical aggression needs to face a more serious consequence. The needs for teachers is to use techniques that teaches students that aggressive behaviors not be tolerated, and create positive expectations for future behavior, and justified students that they are valued person, despite their mistakes.

Moving Beyond Techniques:

Research has shown, Promoting Friendship Skills ,that just small group of teachers need to be ensured that friendships are important for students. Throughout the successful formation of connection, peers learn social techniques such as cooperation, conflict and sharing management. Friendships also promoting a student sense of group belonging and

learning the sense empathy skills. (Webster-Stratton, C., Reid, M. J., & Hammond, M ,2000)

Working With Parents:

When schools work together with parents to promote learning, children tended to succeed not only in school, but also throughout life.” (Henderson & Berla, 1994) resulting that student’s cultural backgrounds, economical conditions, and home environments can basically affect their performance in school, schools are noticing that they should best serve the needs of their students by becoming more parents-centred and more attention on student’s emotional ,economical ,cultural and social as well as their academic needs. Some innovation schools provided non academic services to students and their families such as: parent education programs, parent resource classrooms, GED classes for parents, employment training workshops, and special curricula for students that concentrate on teaching social skills such as, problem solving and anger management techniques. In addition schools such as these demonstrate that the relationships between teachers and parents are beginning to change in fundamental progressive ways.

The Teacher-Parent Partnership:

Teachers in Malaysia as in almost all countries predominantly view their role as a facilitator toward students learning who seek out solutions for implementing of classroom management activities. However Malaysia providing correct solutions about teaching (Malaysian Education Transformational)introduced 11 shifts and one of these important key is partner with parents, but the strength of preference in Malaysia is the smallest compared to the majority of countries(Muijs, D., & Reynolds, D. (2001).

Developing positive home-school bonds:

Yell, M. L.,and Rozalski, M. E. (2008), state that when parents know more about what is going on at school, the more know how connecting with their children. The training support teachers to have relationship with parents in a variety of ways. For instance, they might send students home a “welcome” greeting letter to all families introducing their philosophy of discipline such as class rules, consequences and incentives.

Communicating about problems:

According to Werthamer, L., and Kellam, S. (2001) , teachers sometimes try to eliminate conflict or disagreement of students by talking with families about their behavior or learning problems. The core of effective collaboration with parents, however, involves contacting students family at the first level that a their children is having difficulty.

Years of Teaching Experience and Classroom Management:

Classroom management is not a gift bestowed upon some teachers and though it is true that some teachers adapt to classroom management techniques easily, classroom management is a skill that can be gained through training and many years of experience in the field (Bosch, 2006). Experienced teachers described the establishment of classroom management as one of the major goals that needs to be accomplished in the first week of the year. Beginning teachers cite classroom management as one of their most serious challenges. School administrators indicate poor classroom management as a major reason for low evaluations as well as primary reason why teachers are not hired (Savage, 2009).

Different Perspective Between Male and Female:

Although there has been considerable scholarly interest in issues related to gender in the classroom, few scholars have been studying gender issues in a Classroom Management (Davidson-Shivers, Morris, & Sriwongkol, 2003; Larson, 2002; Wang & Sierra, 2002; Young & McSparran, 2001). Some scholars have examined the ways male and female teachers interact with faculty and each other in the classroom managements techniques (American Association of University Women [AAUW], 2000; AAUW, 2001a; AAUW, 2001b; Butler, 2000). learning environment quite differently (Anderson & Haddad, 2005; DeNeui & Dodge, 2006; Wolfe, 2000). Some scholars reported that females demonstrated negative attitudes and less confidence in conducted of strategies of classroom management two decades ago (Dambrot, 1985; Gutek and Bikson, 1985). Others found that the asynchronous nature of innovative of new techniques, which invites a less spontaneous, more reflective style of discourse, was more appealing to female students (Creed, 1997; Pagnucci and Mauriello, 1999; Savicki, Lingenfelter). Additionally, female students were found to prefer the slightly different social dynamics and the anonymity that the new techniques on working with parents offers based on Henderson and Berl(1994) researched. Over the last decade or so, according to Nicholas, and Alan (2010) , females have been demonstrating better use of classroom management strategies like classroom behavior and have been outperforming males academically.

Methodology:

Sampling and Data Collection:

The respondents are the selected from 318 Master students from experienced Teachers in Education Studies School that used simple random sampling and 80 students answered the questionnaire. Meanwhile Master students should have teaching experience before starting study in the USM. Then after permission is granted participate

approached individually to assure the accuracy maintain of the data that was collected. In addition the instructions have been given on each questionnaire was specified with their respective demographic information exactly be required. Finally all participate assured that their information have been used just for a research purpose.

Survey Instrument:

The questionnaire gathered for a way to students described their perspective on the classroom management strategies not only they are studying higher level of education but also they have teaching experience to mix their perspective with what they done before in the classroom and what is the best way to use classroom management strategies due to new knowledge they acquired in university. This questionnaire was designed on the University of Washington, in the name of The Incredible Years Classroom Management Teacher Training Program 2000 and Carolyn Webster-Stratton and M. Jamila Reid done research with this questionnaire This research was supported by the Center for Substance Abuse Prevention Predictor Variables , Research Scientist Development Award from the National Institute of Mental Health, and the National Center for Education Research. The questionnaire was divided in three main parts (Managing classroom behavior , Specific Teaching techniques , Working with parents).

RESULTS AND DISCUSSION

A total of 8- responses were obtained in this study and secured for data analysis. Based on these data, a demographic profile of respondents as gender part female (57%) Students compared to male Students (43%) in study but was not very distance between the numbers, hopefully female students just (14%) more than male students.

Classroom Management Strategies:

It was clear that all parts of Classroom Management Strategies (1. Managing Classroom Behavior 2. Specific Teaching Techniques (Usefulness and Frequency) 3. Working with Parents) practiced among Postgraduate Students (trained and teacher) in USM. The score means of all three parts of Classroom Management Strategies was (13.609).

Managing Classroom Behavior:

It was obvious that among the perspectives of Postgraduate Students (trained and teacher) in USM Managing Classroom Behavior practiced. Resulted by the score mean shown that (4.787) was for Managing Classroom Behavior among all parts of Classroom Management Strategies (13.609). Moreover this result proved that Managing Classroom Behavior was the highest score means between other parts.

Specific Teaching Techniques:

Resulted from the score mean for Specific Teaching Techniques both in Usefulness and Frequency shown (5.836), then based on Usefulness the mean score was (2.820) that was the lowest among all parts of Classroom Management Strategies but on Frequency of Specific Teaching Techniques score mean (3.016) and clearly shown the second level for this part in all parts of Classroom Management Strategies.

Working with Parents:

It was obvious that among perspectives Postgraduate Students (trained and teacher) in USM Working with Parents had third level from the all parts of Classroom Management Strategies compared by score mean, Result of score mean for this part was (2.986).

The relationship between perspectives Postgraduate Students (trained and teacher) Classroom Management Strategies and Teaching Experience:

Although the results of the current study suggests that shows the result on Classroom Managing Behavior is correlated positively with Teaching Experience ($r=0.623$, $p < 0.05$), which means that the hypothesis is rejected. That can be concluded there is significant relationship between the Perspectives Classroom Managing Behavior and Teaching Experience. In other hands, the relationship between perspectives of specific teaching techniques and Teaching experience, product correlation was applied. The result describes that Specific Teaching Techniques (usefulness) correlated very weak with Teaching experience in perspectives of Postgraduate Students (trained and teacher), ($r=0.010$, $p > 0.05$) which means the hypothesis is fail to rejected therefore, it can be concluded that there is no significant relationship between Specific Teaching Techniques and Teaching Experience.

However The result from Specific Teaching Techniques shown by frequency and Teaching experience correlated very weak with each other from perspectives of Postgraduate Students (trained and teacher) ($r=.120$), since $p > 0.01$ which means the hypothesis is fail to rejected therefore, it can be concluded that there is no significant relationship between Specific Teaching Techniques (frequency) with Teaching experience.

Finally investigate the relationship between perspectives of Postgraduate Students (trained and teacher) on Working with Parents and Teaching Experience, it was clear that Working with Parents correlated very weak with Teaching experience ($r=.103$), since $p > 0.01$ which means the hypothesis is fail to rejected therefor, it can be concluded that there is no significant relationship between Working with Parents and Teaching Experience.

Difference between perspectives Postgraduate Students gender, Trained and Teachers on classroom management strategies:

The majority of students enrolled in this research were female (45), the rest (35) were male. An independent-sample t test was run to determine if there was a gender differences in the perspectives Postgraduate Students gender, Trained and Teachers on the all parts of classroom management strategies reveals that Test of Equality Variances (Levene's T Test) P value = 604 > 0.05 and it means that the variance not different at $\alpha = 0.05$, since $p > 0.05$ then concluded female and male are Homogenous.

Thus the hypothesis fail to reject based on the p value there is no significant difference between male and female. Finally result from the Test for Equality for Means described p value for the test is $0.048 < 0.05$ and equal variance assumed, 95% Confidence Interval of the Means different = [0.1080, 0.23211] does not contain 0. The p values from both tests are greater than 0.05 except one, thus there is no serious departure from the normality. As result shows here it can be concluded that there is a not significant differences in the perspectives on Classroom management Strategies by students who studying on perspectives Postgraduate Students gender, Trained and Teachers on classroom management strategies.

The males are perceived a little more attention on usefulness of Classroom Management Strategies than females based on the Means. From the research on some scholars reported that females demonstrated negative attitudes and less confidence in conducted of strategies of classroom management two decades ago (Dambrot, 1985; Gutek and Bikson, 1985) this research proved that nowadays female and male perspectives are same on Classroom Management Strategies shown changing time have been positive effect on female's perspectives.

Conclusion and Recommendation:

A similar study on classroom assessment could be conducted in Primary and undergraduate Teacher Training universities. One teacher alluded that what they practice is what they learned in university and yet another said there is not much being done in universities in terms of classroom assessment practices. A study is needed to investigate students' perceptions of a good classroom management strategies and teacher behaviors. Student-teacher relationship is a working relationship that must be understood either way. The expectations of students of a teacher may play a role in students' participation in class. The university tutors' perspectives of a good classroom management strategies for teacher may influence the way they prepare teachers. A study to investigate their perceptions of a good teacher classroom behavior may be useful.

REFERENCES

- Allen, J.D., 1986. Classroom management: Students' perspectives, goals, and strategies. *American Educational Research Journal*, 23(3): 437-459.
- Cantor, N., 1990. From thought to behaviour: "Having" and "doing" in the study of personality and cognition. *American Psychologist*.
- Carter, M. and R. Francis, 2001. Mentoring and Beginning Teachers' Workplace Learning. *Asia-Pacific Journal of Teacher Education*, 249-262.
- Clements, B.S., 1983. Helping experienced teachers with classroom management: An experimental study.
- Colvin, G.T., G.M. Sugai and B. Patching, 1993. Pre correction: An instructional approach for managing predictable problem behaviors.
- Doyle, W., 1986. Classroom organization and management. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 392-431).
- Duck, L., 2007. Using Sounder Foundations to Help Avoid the "Why New Teachers Cry" Phenomenon. *Clearing House*, 29-36.
- Edward, M.S. and S.G. Donald, 2011. Investigating change in epistemic beliefs: An evaluation of the impact of student teachers' beliefs on instructional preference and teaching competence. <http://dx.doi.org/10.1016/j.ijer.2012.02.002>.
- Evertson, C.M. and E.T. Emmer, 1982. Effective management at the beginning of the year in junior high classes. *Journal of Educational Psychology*, 74(4): 485-498.
- Evertson, C.M. and A.H. Harris, 1992. What we know about managing classrooms, *Educational Leadership*, 49(7): 74-78.
- Hattie, J., 2003. Teachers make a difference. What is the research evidence? *International Journal of Educational Research*.
- Hattie, J., 2002. Classroom composition and peer effects. School of Education, University of Auckland.
- Henderson, A. and N. Berla, 1994. A new generation of evidence: The family is critical to student achievement. Columbia, MD: National Committee for Citizens in Education.
- Kazdin, A.E., 1995. Child, parent, and family dysfunction as predictors of outcome in cognitive-behavioral treatment of antisocial children. *Behaviour Research and Therapy*, 33(3): 271-281.
- Magableh, Yusuf, A., Hawamdeh and B. Ali, 2007. Accountability And Discipline In Classroom Management: Case Study: Jarash -Jordan. *College Student Journal*.
- Malawi National Statistical Office, 2002. Educational Data for Decision-making: Malawi DHS EdData Survey. Zomba: NSO.
- Ministry of Education of Malaysia, 2003. Curriculum specifications for the English language for form 5. Ministry of Education of Malaysia: Curriculum Development Centre.
- Muijs, R.D. and D. Reynolds, 2005. *Effective teaching*. London: Sage Publishing.
- Muijs, D., 2001. Effective mathematics teaching: Year 2 of a research project. Retrieved from <http://highreliability.co.uk/Files/Downloads/Effectiveness/DM2002a>.
- Ralph, E.G., 1994. Middle and secondary L2 teachers meeting classroom management challenges via effective teaching research. *Foreign Language Annals*.
- Webster-Stratton, C. and M. Jamila Reid, 2005. *The Incredible Years Classroom Management Teacher Training Program*, University of Washington.
- Webster-Stratton, C. and M. Hammond, 1997. Treating children with early-onset conduct problems: A
- Yell, M.L. and M.E. Rozalski, 2008. The Impact of Legislation and Litigation on Discipline and Student Behavior in the Classroom.