

Original Research Article

Students Perspectives Regarding Teachers Administrative and Educational Practices in Classroom

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Abstract

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Teachers are responsible to manage classroom environment. Their primary duty is to influence upon students performance. Teacher's basic responsibility is to organize and manage the classroom. Teacher's classroom administrative and educational practices influence upon students how they get knowledge and co operate with each other in different learning situation collectively and individually. This was a descriptive cross sectional study. Students who were full time participants of class, enrolled their subjects, present students and those that were willing to participate in this study by signing consent were included. The students that were not wanted to participate and absent from class excluded in study. Sample size of n=150 undergraduate students of two departments were taken by using convenient sampling. 5 point Likert scale base self administered questionnaire was used for collection of data. Human subject protection was made sure throughout the study by keeping participants identity confidential. The findings of the research show that students considered teacher's administrative practices unsatisfactory and teacher's educational practices adequate and satisfactory in classroom. The results of this study cleared that teachers administrative practices were inadequate in view of students but the teachers educational practices were satisfactory and adequately. Results shows that teachers required improvement in their administrative practice area in classroom like provide equal opportunities to the students and addresses the bad behavior wisely.

Keywords: Students Perspectives, Teacher's administrative practices, Teachers educational practices

INTRODUCTION

Educators are answerable to supervise classroom environment. Their primary duty is to influence upon students performance. Teacher who design the classroom, are able to solve different classroom issues, for example interruption, students misbehavior. Different teachers have different strategies to manage the classroom. Teacher's basic responsibility is to organize and manage the classroom. (Iqbal et al., 2012). Teachers improve collaborative practices and these practices

helpful in different educational instructions. Both instructional and collaboration practices are formed for such conditions, which progress in teaching practices in future, for example giving reasonable rule and learning with peers encouraged the students. If staff feels safe and sound and positive, adequate resources, for example instructional material are workplace for collaboration. It has typical motivations that enhance study achievement (Martin and Mullis, 2013). These are some effective

strategies mostly used by the teachers. Teachers' collaboration enhanced the educational practices. These instructional techniques mostly used teachers use in the classroom; these instructional aspects modify teacher's role in the classroom. The examples of teachers instructional practices objectives can be, introduction (clearing of learning material), organizing (substance evaluation), addressing (student's dialogue in classroom), classroom evaluation (broadened, developmental criticism) and teacher's administration help students in various self assessment activities. Teachers collect, evaluate and improve learning material, educating positive collaborations with and between the students. Teacher utilizes time according to learning activities and class evaluation (Creemers & Kyriakides, 2008). Successful classroom organization picks the competence of teachers demonstrating quality and students learning. Teachers practice influence a sound, reliable and joyful condition in classroom. However students feel secured, self motivated and enthusiastic in classroom. Thus reasonable teachers influence conditions of support, to prepare and obligation both for themselves and for their students.(Iqbal et al., 2012) A teacher uses an authoritarian ability in classroom management that may promote positive thinking of the students for acquisition of knowledge. Classroom is a place where students come together for learning. In the classroom, there is more formal connection among the students and teachers. A good classroom management secures nature of teaching and learning. It unites course content, its learning material of classroom. It also arrange review, organize teaching plan for classroom. (DEMIRDAG, 2015).

According to (Iqbal et al., 2012) that more complex rules disturb teaching and learning process. In fact these different rules have more negative practices and are harmful for students and educators. Such unfriendly condition plays a negative impact upon teaching process. There are certain properties that make a very much managed classroom. These qualities join students who are significantly required with their learning works out, especially with academic and instructor drove bearings and students who acknowledge what is expected from them. Convincing classroom organization approves insignificant sat sit without moving, confusion, or interference, and makes a Classroom condition, which is work-arranged however easygoing and superb. Instructors must perform clear and solid classroom procedure and practices. These systems have two completes: (a) "an empowering." student engagement and coordinated effort in all classroom activities, and (b) making a productive working condition.

AIMS OF THE STUDY

The aim of this study was to assess the student's perspectives regarding teacher's administrative and

educational practices in classroom.

SIGNIFICANCE OF THE STUDY

This study will help the students to seek about the practices of teachers.

It will help the university organization faculty to identify administrative and educational practices in classroom from the perspective of students and help them to modify and improve their practices.

It will open the door for other researcher to conduct study on class room administration and educational practices in other Universities.

Literature Search

Classroom organization is an unstable exercise during the time spent guideline. It asks for capacity, aptitudes, essentialness, and limit from teachers to supervise classrooms since it particularly deal with the acts of understudies. Individual guide is the most difficult wonder. Teachers with extremely appropriate visualization, methods, capacities, and learning can administer a classroom enough. (Al-Zu'bi, 2013).

The study shows contrasts among the evaluations given by understudies in Shobak College University to judge the adequacy of classroom administration improved by the instructors, the supervisory zone possessed an abnormal state what's more, a level of (77%), while the educational zone involved a mid-level with a level of (70%) and at the level of the entire survey, it come in the mid level with the level of (73%), which is the normal of the level of the two territories. (Iqbal et al., 2012).

Another study by Schleicher, (2015) shows that "Although increasing number of professional development activities for teachers planned and collaborative. However evidence shows, condition for successful collaboration and positive feedback and collaborative practices are still uncommon and inadequate. Moreover, new practices and method review give suggestions for the teachers who share each other lesson and try to use new techniques and methods. Study shows, practical basis collaboration among teacher increase effectiveness and improvement in students learning needs.

According to study by O'Neill and Stephenson (2012) highlight that completing focused coursework units on classroom organization in teacher planning programs prompts expanded sentiments of readiness, nature, and trust in utilizing class room management among students and educators. In any case, they stretch that understudy instructors detailed that they were certain about utilizing just 50% of the techniques they knew about, and that

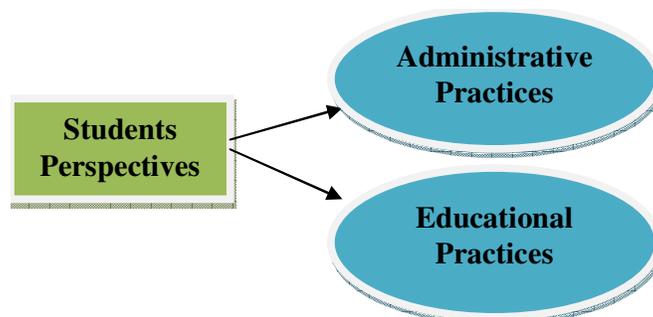


Figure 1. Dependent variable (student's perspectives) and independent variables (administrative practices, educational practices)

they just felt mostly arranged to deal with the trouble making of understudies. At the point when instructors feel uncertain about utilizing preventive methodologies, for example, consulting about classroom rules, they regularly continue utilizing the (probably less viable) responsive techniques.

A few discoveries in this investigation showed consistency with those of research went for testing educators' classroom administration self-evaluation and number of train referrals. Successful classroom administration abilities not just use persuasive learning condition; it advances positive understudy conduct and lower number of train referrals. Classroom administration is specifically connected to classroom situations in which understudies' behavioral issues are controlled and higher learning desires are set up. In addition, in their exploration, this study proposed that educators, who are insufficient in classroom administration, would need to spend a large portion of the instructional time on controlling understudies' practices and compose more train referrals. (Reupert & Woodcock, 2010)

Korpershoek, (2014) directed a meta examination investigating the effect of education factor on student's accomplishment. They originate that more energetic students profited more from teacher instructional practices, for example, getting some information about the substance of the lessons that has been canvassed in the class. However, more established understudies profited more from demonstrating practices went for creating higher-arrange thinking abilities (e.g. thought mapping, basic considering and cross-curricular skills) or critical thinking that requires looking at and relating data that go past what has been straightforwardly expressed.

Classroom administration skills expect instructors to take persuasive measures in setting of negative understudy practices and give self-motivated learning. Educators with solid classroom administration skills can effectively build up desires for understudies' mentalities to bring down number of teach referrals. They would have the capacity to advance understudy learning and create choice among all understudies to limit understudies'

negative practices. Understudies taking part in learning exercises would not display any behavioral issues towards their companions or instructors. (Iqbal et al., 2012).

Study shows that students are appreciated by teachers during classroom participation. They are praised for fine efforts (88.08%), urged to decorate their performances (85.36%), students involved in questioning answering (81.62%) approximately once in every lesson. Teachers also implement some educational practices in class room like clear discussion about the most important points of the lecture (67.98%), they exemplify the lesson by relating with daily lives (61.23%), and some of them (27.48%) prepare very interesting lecture for presentation and engagement to the class instructions. (Isac, M.M et al, 2015).

Conceptual Framework

This research framework of this study shows the dependent variable (student's perspectives) and independent variables (administrative practices, educational practices). It shows students perspectives affect by administrative and educational practices of teachers in classroom. Figure 1

METHODS

Setting

The research was conducted in The Allied Health Sciences department of The University of Lahore like Lahore School of Nursing and the department of Sports Sciences and Physical Education.

Research Design

A quantitative descriptive cross sectional study design

was used for this study to identify the perspectives of students about teacher's administrative and educational practices.

Population

Target populations were the students of The University of Lahore from Allied Health Sciences departments like department of Sports Sciences & Physical Education and Lahore school of Nursing. The total study population was 240 students approximately

Sampling

Respondents' selection was done by convenient sampling method for this study. It is the easiest and the most convenient method, way of recruiting the sources of the primary data for research.

Research Instrument

A well-structured questioner with close ended, Likert scale was adopted to assess the student perspective about the teacher classroom administrative and educational practices. Questionnaire consisted of two parts the first part explain the consent form and demographic data of students in which name, age, gender, semester and department name present and the second part of questionnaire will explain the 32 questions in which 16 questions about student perspectives regarding teacher's administrative practices and the other 16 questions were express the student perspectives regarding teacher's educational practices.

Data Gathering Procedure

A formal letter of permission was used for conducting this research. Consent was taken from all the participants and free hand was given to the participants to took part in the study or refused to participate, participants were have also be the right to mentioned name or not. Enough information of research was provided to participants with help of full consent and this was achieved via a consent form attached to the questionnaire.

Methods Used to Analyze Data

Data analysis was done by SPSS version 21. Statistical computer software for data analysis. This was descriptive study and all the descriptive statistics were obtained through the SPSS software. Chi Square test will be implemented for data analysis.

Study Timeline

The data was collected from September, 2017 to December, 2017.

Ethical Consideration

Consents was taken from all the participants and free hand was given to the participants to took part in the study or refused to participate, participants were have also be the right to mentioned name or not. Enough information of research was provided to participants with help of full consent and this was achieved via a consent form attached to the questionnaire. Confidentiality was considered by informing participants. The rights of participants were protected by Nuremberg Code of Ethics.

RESULTS

Profile of the Respondents

The given table 1 shows the demographic of the respondents. The above table 1 shows that data was collected from both gender in which 23.3% (n= 35) were male respondents and while 76.7% (n= 115) were female respondents.

The above table 1 shows the department of respondents. The 61.3% (n=92) of respondents were from Lahore school of Nursing department and 38.7% (n=58) respondents were from the Department of Sports Sciences and Physical Education.

The above table shows that 42% (n=63) of respondents were belong to 16-20 years age group, 31.3% (n=47) of respondents were belong to 21-25 years age group, 22.7% (n=34) of respondents were belong to 26-30 years age group and 4% (n=6) of respondents were belong to 31-35 age group.

Research Question 1

What are the student's perspectives regarding teacher's administrative practices in classroom?

The above table 2 shows the percentage of student's perspectives regarding teacher's administrative practice. According to students views about 'The teacher achieves the wishes of students' 18.7% very highly agree, 24.7% highly agree, 38.0% medium, 12.7% lowly agree, 6.0% very lowly agree. 'Teacher uses the time wisely' 19.3% very highly agree, 38.7% highly agree, 28.0% medium, 10.7% lowly agrees and 3.3% very lowly agree. 'Teacher allows equal opportunities for students' 21.3% very highly agree, 27.3% highly agree, 33.3% medium, 15.3% lowly agree, 3.3% very lowly agree.

Table 1. Demographic analysis

| Variable | Number (n) | Frequency (%) |
|-------------------|------------|---------------|
| Gender | | |
| Male | 35 | 23.3 |
| Female | 115 | 76.7 |
| Department | | |
| Nursing | 92 | 61.3 |
| Sports science | 58 | 38.7 |
| Age | | |
| 16-20 | 63 | 42 |
| 21-25 | 47 | 31.3 |
| 26-30 | 34 | 22.7 |
| 31-35 | 6 | 4 |

Table 2. Percentage of student's perspectives regarding teacher's administrative practices

| Administrative practices | VH | H | M | L | VL |
|--|------|------|------|------|-----|
| The teacher achieves the wishes of students | 18.7 | 24.7 | 38.0 | 12.7 | 6.0 |
| Teacher uses the time wisely. | 19.3 | 38.7 | 28.0 | 10.7 | 3.3 |
| Teacher allows equal opportunities for students. | 21.3 | 27.3 | 33.3 | 15.3 | 3.3 |

VH= Very high, H= High, M= Medium, L=Low, VL= Very low

Table 3. Results of student's perspectives regarding teacher's administrative practices.

| | Value | Df | Asymp. Sig. (2-sided) | Exact Sig. (2-sided) |
|------------------------------------|--------------------|----|-----------------------|----------------------|
| Pearson Chi-Square | 8.875 ^a | 1 | .003 | |
| Continuity Correction ^b | 7.861 | 1 | .005 | |
| Likelihood Ratio | 9.257 | 1 | .002 | |
| Fisher's Exact Test | | | | .003 |
| Linear-by-Linear Association | 8.816 | 1 | .003 | |
| N of Valid Cases | 150 | | | |

Chi square test

The above table 3 shows the results of students perspectives regarding teachers administrative practices in classroom in which the Pearson chi-square P value is .003 which is less than the .005, this significance value of chi square test shows that there is significant difference between the perspectives of the students of Lahore school of nursing and the department of sports sciences & Physical education regarding teacher's administrative practices.

Research Question 2

What are the student's perspectives regarding teacher's educational practices in classroom?

The above table 4 shows the percentage of student's perspectives regarding teacher's educational practice in classroom. According to students views about 'Teacher

creates a joyful educational process' 14.0% were very highly agree, 40.0% highly agree, 33.3% medium, 10.7% lowly agree, 2.0% very lowly agree. 'Teacher achieves progress in education' 16.7% very highly agree, 42.7% highly agree, 31.3% medium, 9.3% lowly agrees. 'Teacher encourages the innovative ideas' 13.3%very highly agree, 43.3% highly agree, 33.3% medium, 7.3% lowly agree, 2.7% very lowly agree.

The above table 5 shows results of student's perspectives regarding teacher's educational practices in which the Pearson chi-square P value is .327 which is greater than the .005, this significance value of chi square test shows that there is no significant difference between the perspectives of the students of Lahore school of nursing and the department of sports sciences and physical education regarding teacher's educational practices. The perspectives of the students of both departments are same.

Table 4. Percentage of student's perspectives regarding teacher's educational practices in classroom

| Educational practices | VH | H | M | L | VL |
|---|-----------|----------|----------|----------|-----------|
| Teacher creates a joyful educational process. | 14.0 | 40.0 | 33.3 | 10.7 | 2.0 |
| Teacher achieves progress in education. | 16.7 | 42.7 | 31.3 | 9.3 | 0 |
| Teacher encourages the innovative ideas | 13.3 | 43.3 | 33.3 | 7.3 | 2.7 |

Table 5. Results of student's perspectives regarding teacher's educational practices.

| | Value | Df | Asymp. Sig. (2-sided) | Exact Sig. (2-sided) |
|------------------------------------|-------------------|-----------|------------------------------|-----------------------------|
| Pearson Chi-Square | .961 ^a | 1 | .327 | |
| Continuity Correction ^b | .659 | 1 | .417 | |
| Likelihood Ratio | .965 | 1 | .326 | |
| Fisher's Exact Test | | | | .400 |
| Linear-by-Linear Association | .955 | 1 | .329 | |
| N of Valid Cases | 150 | | | |

Chi square tests

DISCUSSION

The aims of this study were to assess the student's perspectives regarding teacher's administrative and educational practices in classroom. The results of this study were showed that there was significant difference between the perspectives of students about the teacher administration practices. Teacher's administrative practices have no bias and persuade on the gender base like male and female students. Another study conducted by Al-Zu'bi, Z. H in (2013) also supporting finding that the university students have not identified the teacher administration practices properly. The university students have dissatisfaction regarding teacher's administrative practices due to lack of knowledge about administrative practices. The study results explained that all the male and female students treated equally in university classroom.

The study results about the student's perspectives regarding teacher's administrative practices showed significance difference. These finding rejected the result findings of another study by conducted by Iqbal et al in (2012), stated that the teachers achieve the high level in administration practices according to students perspectives.

The study results regarding student's perspectives regarding teacher's administrative practices are same like in another study by Cheng, Y in (2014) that the students in Singapore and different regions of China have mostly negative attitude towards the teacher management practices in class room. The students obeyed the teacher administrative rules but they consider that teachers should win the heart of the students in place of managing the bad behavior of them.

Student perspectives regarding teacher's educational

practices were showed no significant difference, which means teachers educational practices satisfactory for the both department of university students. Students gave positive comments regarding teacher's educational practices in classroom like teachers focuses on cognitive aspects, encourage innovative idea, enhance multiple answers and provide joyful educational process. Another study by Iqbal et al in (2012) described that the university teachers provide students, new ideas, build creativity, self confident and target oriented during their educational practices.

This study result regarding students perspectives about teacher's educational practices in classroom were very satisfactory for students. Because there was no significant difference seen among the perspectives of students of two different departments in the university regarding teachers educational practices in classroom even both the department students have same results.

Another study result by Iqbal et al in (2012) explained that educational level came in mid level and the administrative area achieved high level. The researchers believes that there are different reasons of low educational practices in which lack of educational qualification in high percentage of teachers that cause less educational practices in view of educational vision. Secondly, perhaps the teachers provide education via the old methods like memorization and lecturing and do not focus on student's cognitive aspects, mental construction and critical thinking. So the my study results finding rejected the finding of (Iqbal et al., 2012).

LIMITATIONS

There was several limitation of this study. Firstly, the

sample size was small, cross sectional study sample should be large to get the accurate findings of results from participants of the study. Second, the self report questions for young students was another limitation in this study, it's mostly effect the study with biasness. The too much small sample size of this study cannot be generalized on the whole population and university.

CONCLUSION

This study explored the student's perspectives regarding teacher's administrative and educational practices in classroom. The results of this study cleared that teachers administrative practices were inadequate in view of students but the teachers educational practices were satisfactory and adequately. Results shows that teachers required improvement in their administrative practice area in classroom like provide equal opportunities to the students and addresses the bad behavior wisely. Classroom administration related to all of the things that teachers used for making the students learning effective and meaningful like organize students, using time wisely, setting and materials. Teachers who are inadequate in classroom administration practice, least effective in teaching, waste most of their time in controlling the students.

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