

A REVIEW ON CLASSROOM MANAGEMENT AT SECONDARY LEVEL IN KHYBER PAKHTUNKHWA

Ms. Qurrat-ul-Aain¹, Dr. Hafiz Muhammad Irshadullah², Dr. Samreen Mehmood³

¹MPhil (Scholar), Department of Education, Abdul Wali Khan University Mardan

²Associate Professor of Education, Abdul wali Khan University Mardan

³Assistant Professor of Education, Abdul wali Khan University Mardan

Received: 08 September, 2023 Revised: 29 October, 2023 Accepted: 05 November, 2023 Published: 15 November, 2023

ABSTRACT

This study looks at the educational resources that are crucial to provide secondary schools in Khyber Pakhtunkhwa a high-quality education. The researcher investigated the suitability of the physical environment, instructional materials, and secondary school resources in order to determine the relationship between these elements and high-quality education. The research questions were (1) What are the required facilities in classroom management? (2) What are the actual facilities in classroom management? (3) What are the gaps in required and actual facilities in classroom management? The paper is a review and for this more than fifteen articles were studied and a secondary data. The study found that the study region's students are dealing with issues like a lack of classrooms, furniture, clean water, trained educators in short supply, high student-teacher ratios, and inadequate educational assets, all of which contribute to low-quality education among students and frequently little to no genuine learning. Teachers are powerless in the absence of basic resources in schools, even though they may be competent individuals. Without these tools, due to lack of fundamental resources in schools, the teachers are helpless while he/she may be a qualified person, without the fundamental teaching aids, a teacher could hardly hope for the high caliber of instruction they provide. There isn't enough training provided for the instructors to stay current and use these trainings to enhance their teaching abilities.

Keywords: Classroom, Management, Secondary, Khyber Pakhtunkhwa

INTRODUCTION

"Classroom management" refers to the coordinated efforts that instructors take to establish and uphold a learning environment that fosters students' ethical, social, and mental development in addition to their academic achievement. Stated differently, the goal of classroom management is to provide a structure that supports learning as well as order. Becoming a competent classroom manager is not a simple undertaking, despite the fact that educators, administrators, parents, students, and the general public view classroom management as a vital component of education. Research has indicated that problems with classroom management can lead to anxiety, tension, burnout, and even the decision for instructors to resign from their

positions (Sakran & Dakhil, 2022). The way a classroom is managed has a direct impact on both the teachers' and the students' capacity to learn. It affects a teacher's capacity to educate effectively and genuinely enjoy doing so. Above all, a well-run classroom has a significant influence on pupils' academic progress.

Positive classroom management is the finest. Good classroom facilitators provide a conducive learning atmosphere with few interruptions. Teachers should invest more time and effort in creating and sustaining an atmosphere where disruptions are less likely to occur rather than attempting to step in and halt disruptive conduct. While the term "classroom management" has many diverse meanings, it usually refers to the

efforts of the teacher to uphold discipline, engage the students, or win their support. Among the difficulties teachers have in managing the classroom include seating arrangements, time restrictions, loud noise levels, conflicts between personalities, and class size. Good conduct is the epitome of successful classroom management, and it can be attained by making your behavioral standards crystal apparent to your pupils. The way your pupils behave in class, how well they perform, and general classroom management are all greatly impacted by where they sit. Teachers may create an atmosphere for learning in the classroom where students' requirements are met, good behavior is promoted, and maximum potential is realized by applying an effective management strategy.

Good praise management is one of the best strategies to achieve positive conduct, which is essential to successful classroom management. Better academic outcomes, more time spent learning, and less disturbances occur in classrooms when students behave appropriately. Not to mention that giving pupils sincere praise boosts their self-esteem and helps them reach their full potential.

STATEMENT OF PROBLEM

The state of physical facilities in public secondary schools today appears to be of great concern to students' parents and all educators. These seems to be inadequate provision of this facilities, some of the existing ones seems to be in a dilapidated state, while some seems lack good maintenance or may not function at all. Moreover, there seems to be an increase in population of students due to high enrolment rate. A close observation of student's performance seems to indicate lack of inadequate physical facilities and an enabling learning environment that could motivate, secondary students towards high performance. It seems that where these facilities are lacking, students develop non-challant attitudes toward learning. These problems and concerns necessitated investigating into the relevance of physical facilities on students' level of motivation and academic performance. this study is to close the gaps by

exploring deeply into how classroom management contributes to secondary students.

RESEARCH QUESTIONS

The following series of questions was used in this paper:

- What are the required facilities in classroom management?
- What are the actual facilities in classroom management?
- What are the gaps in required and actual facilities in classroom management?

REVIEW LITERATURE

For most countries, education is one of the major areas of expenditure, and educators make up one of the largest occupational categories (Harris et al. 2013, Monteiro 2014). Students study at schools, and these resources have been shown to have a major impact on educational performance, particularly in impoverished nations (Glewwe et al. 2011). In this essay, "school facilities" refers to the physical qualities of a school, such as its position, measurement, capacity, and state, as well as the infrastructure, offerings, and tools that are accessible. It has been demonstrated that giving schools access to electricity and libraries enhances pupil achievement in underdeveloped nations (Hanushek 1995; Bacolod and Tobias 2006). More favorable correlations were found between improved educational results with the availability of clean water from the faucet, restrooms, appropriate classroom furnishings, and in good condition classrooms. (Urwick and Junaidu 1991; Harbison and Hanushek 1992; Glewwe and Jacoby 1994).

- **Learning Facilities in Secondary Schools classrooms management**

Students have access to educational management resources, giving them each opportunity to generate a potential factor. In general, education management consists of teachers, curriculum and course material leads for teachers, usable instructional resources (like chalk, paper, pencils, exercise books, and visual aids), and educational equipment. Non-consumable learning materials are also included. Given that pupils utilize a significant amount of time on school grounds, it is clear how important

it is to create a classroom that is both aesthetically pleasing and calming, where students' and teachers' cognitive faculties can work to their fullest potential. William Yeager said, "Nothing in the whole educational program is more conducive to cooperative attitude among the pupils and a love of school than an attractive and wholesome environment." As teachers and pupils engage in both formal and informal interactions, learning occurs within an interconnected network of social ties. Schools serve as institutional settings for educational networks that comprise teachers and students. Young, Green, Roehrich-Patrick, Joseph, and Gibson (2003) claim that schools in the current day have evolved into the epitome of convenience. Enough physical infrastructure is in place to deliver high-quality education. Supportive educational settings are integrated with the physical resources that schools are given. Furthermore, the physical amenities are what really help pupils get where they're going.

- **Classrooms and Furniture**

Outdoor as well as indoor environments are beneficial and persuade kids to acquire knowledge through different tasks. It is also crucial to remember that educational furniture needs to be child-sized, mobile, cozy, stylish, long-lasting, and able to be stored. Students must, in specific, have seats or seats in the classroom that are light, easy to move, and have backs that are 22 inches high. The size of the chair is entirely dependent on the size of the classroom and the age of the students. The large size of the clock is crucial since it is immediately visible to all students. Teachers and students must be able to readily access and move display frames and book shelves (Bruce, 2006). An essential component of a school district's general well-being is the administration of facilities.

- **Technology use in the classroom**

Education is evolving due to technology. It is obvious that technology has had a significant impact on both the global community and schooling. The internet is among the places where change is readily apparent. The way individuals view and acquire knowledge has been permanently altered by the internet. It only seems logical, then, that education may be transferred as

a new kind of learning from the classroom to the internet. Fu, Wu, and Ho (2009) conducted a study on web-based learning and the potential effects of the internet on student motivation. Stoddard (2009) looked into how documentaries are used. Today's schools at all levels make extensive use of documentaries and movies in broad. Stoddard (2009) investigated the effect that documentaries had on students' opinions, specifically in this study, world war two and the atomic bomb. The study found that that some opinions were changed after viewing the documentary and some were not.

- **Education in rural areas of KPK**

From an Islamic perspective, education serves as a tool to help people alter their negative views and actions into good, upbeat ones. By treating people with respect and receiving the same in return, these personal transformations will create a harmonious and stable Islamic community (Govt. of Pakistan, 1998). The Pakistani constitution maintains that the accessibility to education is the most important of all the people' basic rights. The Pakistani government has pledged to educate all of its citizens of Pakistan. (Mustafa G, 2012). The 1973 Pakistani constitution recognized that, in the shortest amount of time feasible, the government of Pakistan will eradicate and increase everyone's education to a meaningful and desired grade. According to the report of UNESCO (2005), Pakistan maintained its ranking of 102nd out of 130 countries in the world for the percentage of GDP allotted to 2.3%. The money in question is insufficient given the need and demand for education. The following are the main obstacles to spreading and enhancing education:

- **Absence of Essential Infrastructure**

Teachers deal with a variety of issues, such as inadequate facilities, inadequate resources for teaching and learning, and inadequate environments. Even essential teaching tools like whiteboards and textbooks are lacking in certain schools. Certain schools lack classrooms and a library that pupils can utilize during their free time. (Qureshi, 2002). Teachers have additional challenges as a result of these scenarios since students occasionally ask for the

aforementioned items, and if they don't get them, they stop caring about their studies. Conversely, all of these teachers are required to cover the material thoroughly in the allotted time. As a result, educators are unable to give their pupils a relevant atmosphere for learning. (Hussain, 2001)

- **Absence of Cognitive and Material Facilities:**

This is due to a number of issues that may be referred to as the major roadblocks in the advancement of education. These include the absence of classrooms that support teachers and give them an appropriate setting in which to provide instruction, a shortage of qualified teachers, poor textbook and educational aid quality, inadequate student monitoring, a lack of ongoing monitoring and ongoing assessment to improve student outcomes, and inadequate management on the part of the public and government sectors. (World Bank, "Third Punjab Education" 2006).

- **Not Enough Teachers**

In all of society, teaching is regarded as the most prestigious vocation. Perhaps the most crucial component of an educational system is its teachers (Rehman, 2002). Their effectiveness as educators is based on a wide range of criteria, including their passion, training, aptitude, advice, and skills, not to mention the atmosphere and organizational framework in which they work. Lack of qualified instructors, who are essential to the formation of the educational system, is the cause of insufficient education. Regretfully, Pakistani instructors lack the ideal attributes that should be used to improve their effectiveness as educators. (Memon, 2007). According to Shah and Inamullah (2012) research, packed classrooms can directly affect students' ability to study. They had an impact on the learning outcomes of the pupils, but they also caused stress and tension for the teachers, who had to deal with issues like poor health conditions, behavioral issues, lack of focus from the students, behavioral issues, and a crowded classroom that contributed to the high dropout rate. Unfortunately, instructors in many Pakistani government and private schools rarely excite their pupils or show them that they value their unique qualities. As a result of graduating from grade 10, the majority

of pupils never establish a connection with the topic. (Government of Pakistan, 2009).

- **Findings and Conversations**

Every day, the state of government schools throughout the KPK and the quality of instruction they provide worsen. The government and the relevant education department are uninterested in giving all of the schools the necessities.

CONCLUSION

This is the education that gives any nation's socioeconomic progress its foundation. One of the main causes of inadequate educational systems might be the question of why developing nations do not progress as much as wealthy or developed ones. The current society presents new issues for the KPK education system. It is still not as developed as other developing nations in the area, particularly in the rural parts of KPK, where families have an authoritarian structure. They have traditional habits and norms as a result of their absence of education, which makes the educational ratio extremely low and inaccessible. The locals understood the value of education and the transformation that comes from it. The primary issue facing the local schools is the need to upgrade the secondary school facilities whether it takes the form of more classrooms, more readily available furniture, or more access to clean water. The main factors contributing to the low quality of education in the nation—which frequently imparts little to no tangible learning—are a shortage of certification for teachers, large student-teacher ratios, insufficient instructional resources, and outdated teaching techniques. The survey also found that because there is a teacher deficit in the schools, instructors are overworked and take on extra classes.

REFERENCES

- Bruce, T. (2006). *Early Childhood Education: A guide for students*. London: SAGE Publications.
- Doyle, W. (1986). Classroom organization and management. In M. Wittrock (Ed.), *Handbook of Research on Teaching* (3rd

- ed., pp. 392–431). New York: Macmillan.
- Duke, D. (Ed.). (1979). Classroom management: The 78th yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press.
- Fu, F., Wu, Y., & Ho, H. (2009). An investigation of cooperative pedagogic design for knowledge creation in Web-based learning. *Computers & Education*, 53, 550-562.
- Glewwe, P. W., E. A. Hanushek, S. D. Humpage, and R. Ravina. 2011. "School Resources and Educational Outcomes in Developing Countries: A Review of the Literature from 1990 to 2010." In *Education Policy in Developing Countries*, edited by P. W. Glewwe. Chicago: University of Chicago Press.
- Glewwe, P., and H. Jacoby. 1994. "Student Achievement and Schooling Choice in Low-Income Countries: Evidence from Ghana." *The Journal of Human Resources* 29: 843–864. doi:10.2307/146255.
- Government of Pakistan, "National Education Policy 1998-2010" Ministry of Education, Islamabad (1998).
- Govt. of Pakistan (2009). National Education Policy. Islamabad: Ministry of Education
- Amirali, M & Halai, A (2010). Teachers' knowledge about the nature of mathematics: A Survey of secondary school teachers in Karachi, Pakistan. *Bulletin of Education and Research*, 32 (2), 45-61.
- Hanushek, E. A. 1995. "Interpreting Recent Research on Schooling in Developing Countries." *The World Bank Research Observer* 10: 227–246. doi:10.1093/wbro/10.2.227.
- Harbison, R. W., and E. A. Hanushek. 1992. *Educational Performance of the Poor: Lessons from Rural Northeast Brazil*. UK: Oxford University Press.
- Harris, D., R. Batley, C. McLoughlin, and J. Wales. 2013. *The Technical Is Political: Understanding the Political Implications of Sector Characteristics for Education Service Delivery*. London: Overseas Development Institute.
- Hussain, S.A. (2001). *Education in Pakistan*. Allama Iqbal Open University. Islamabad, Pakistan pp.1-12
- Jackson, P. W. (1968). *Life in classrooms*. New York: Holt, Rinehart & Winston.
- Rehman, J.U (2002). *Devolution and decentralization: Identification of progress in implementation in education*. Ministry of Education. pp. 233-240
- Stoddard, J. (2009). The Ideological Implications of Using "Educational" Film to Teach Controversial Events. *Curriculum Inquiry*, 39(3), 407-433.
- Memon, G.R (2007). Education in Pakistan: The Key Issues, Problems and The New Challenges. *Journal of Management and Social Sciences* Vol. 3, No. 1, (Spring 2007) 47-55
- Monteiro, A. R. 2014. *The Teaching Profession: Present and Future*. London: Springer International Publishing.
- Mustafa Ghulam, 2012. *Educational policy analysis report of Khyber Pakhtunkhwa*, UNESCO, Pakistan
- Qureshi, S. (2002). Decentralization to district level. Ministry of Education, Islamabad, Pakistan. pp.31-40
- Sakran, R. I., & Dakhil, T. A. (2022). The Effect Teachers' Use of Classroom Management Strategies on Iraqi EFL Students' Language Learning and Learning Motivation. *TEFL Journal* (TJ), 1(1).
- Shah, J., & Inamullah, H.M. (2012). Overcrowded classrooms: A serious problem for teachers. *The Journal of Educational Strategies*, 5(1), 772-789.
- UNESCO. (2005). *Primary education for all children*. Paris: UNESCO. *Secondary education regional information base: country profile Pakistan*. Bangkok: UNESCO Bangkok, 2010. 20 pp.
- Urwick, J., and S. U. Junaidu. 1991. "The Effects of School Physical Facilities on the Processes of Education: A Qualitative Study of Nigerian Primary

Schools.” International Journal of Educational Development 11: 19–29.

World Bank (2006). Simplified Implementation Completion Report. Second Development Policy Credit for the Government of Punjab Province. Report No. 35465.

Young, E., Green, H. A., Roehrich-Patrick, L., Joseph, L., & Gibson, T. (2003). Do K-12 School Facilities Affect Education Outcomes? Staff Information Report.

