



PAPER ID: 11A03R



RELATIONSHIP BETWEEN CLASSROOM ORGANIZATIONAL SKILLS AND PROFESSIONAL ATTITUDE OF PRIMARY SCHOOLS TEACHERS AND HEAD TEACHERS REGARDING STUDENTS' MOTIVATION IN DISTRICT D.I.KHAN

Muhammad Ihsan^a, Malik Amer Atta^a, Matiullah^a & Muhammad Shahbaz^a

^a Institute of Education & Research, Gomal University, Dera Ismail Khan, PAKISTAN.

ARTICLE INFO

Article history:

Received 02 July 2019
Received in revised form 28
October 2019
Accepted 08 November 2019
Available online 29 November
2019

Keywords:

Positive classroom;
Male teachers;
Classroom
management system;
Public primary schools;
Private primary school;
Positive motivation
students; Quality
primary education.

ABSTRACT

This study focused on classroom organizational skills and the professional attitude of teachers and head teachers as well as students' motivation at Primary school level. The population of the study comprised of all Public and Private Primary Schools teachers and head teachers in district D.I.Khan. With, random sampling, the total 179 respondents were Primary Schools teachers and 54 Primary Schools head teachers). The key purpose was to investigate the relationship between classroom organizational skills and professional attitude of Primary school teachers and head teachers regarding students' motivation in district D.I.Khan. The study was delimited to all-male Public and Private school teachers and head teachers in district D.I.Khan. Three points Likert scale "Yes, No, To Some Extent" was used for the purpose of data collection from the respondents. Data were analyzed through the Chi-Square Online Calculator by using P-value and Chi-Square. The attitudes and organizational skills of professional teachers and head teachers are the key factors and tools to positively motivate their students for better and quality education.

Disciplinary: Educational Sciences (Primary Education).

© 2020 INT TRANS J ENG MANAG SCI TECH.

1. INTRODUCTION

A classroom management system helps students to enhance positive classroom behavior, organizational skills, and study routine or pattern; it's the responsibility of the teacher to maintain classroom environment predictably and in the proper order to motivate students towards learning (Silins & Mulford, 2002). Quality teachers are better classroom organizers to run classroom activities smoothly and maintain discipline in the classroom for ensuring the quality of education and motivating students for quality learning (Saraswat, 1976). Organization means all students in the proper place at the proper time and also to encourage regularity, punctuality, accuracy, perseverance and quality in all activities of students (Ruzek et al., 2014). Learning and academic achievement can

be attained if proper classroom organizational skills are implemented in the classroom and students' interest in learning has been ensured through multi-motivational techniques in the classroom. Classroom disruption may be stopped if an effective organizational system is functional in the institution and students are properly motivated to learn (Reeve, 2006). Classroom management, classroom organization and students' achievement are interrelated for which students' motivation is quite mandatory and essential to easily attain the goal (Reardon, 2011). Students' guidance, observation, and educational activities are easily tackled through motivation, managerial and organizational skills (Quigney, 2000). Motivational and Effective teachers technically organize and manage their classrooms in productive and positive manners (Pashardis et al., 2005).

The classroom organization focuses mainly on the physical environment. Effective teachers are aware of organizational expertise. They organize a safe classroom environment by motivating students to optimize and positively enhance students' learning (Monahan, Ognibene & Torrisi, 2000). Effective teachers know that student's behavior in the classroom for which they motivate students to show better performance as they can. They are of the view that the key factor behind the students' development is that how they behave and perceive their environment which is possible through proper motivation and implementation of organizational skills in all classroom activities for better results (Nir & Hameiri, 2014). Motivation is highly essential for classroom organization and classroom management; classroom organization includes location of classroom materials, furniture arrangements and displays well organized and effective teachers decorate the classroom with students' work for which teachers' interest and students' motivations as well as their interest are ought adopt and follow (Luckner & Pianta, 2011).

2. LITERATURE REVIEW

Attending multi trials and issues regarding classroom organization and classroom management provide a base with high expectations for students' behaviors (Leite, 1994). Classroom teachers are classroom managers because they organize and motivate their students in the classroom and play a key role in motivating and managing learning activities of students, their attitudes and feelings in their classroom, so classroom management along with students' motivation is directly associated with teachers' abilities to deliver their lectures in the classroom in order to easily get the desired goals (Lapointe, Poirel & Brassard, 2013). Teachers having organizational expertise and motivational techniques ensure a quality learning atmosphere among students through their proper feedback, better communication, coordination, loving and positive behavior, discipline and motivational nature (Kimball, 2011). Attitude is a relational mental state which directs individuals' behavior (Jackson & Marriott, 2012). The manifestation of professionalism is basically an attitude (Harrison, Newman & Roth, 2006).

Professionals care, motivate, respect and train others to work fraternally and sincerely anywhere whether in any institution or organization (Gurr, Drysdale & Mulford, 2005). They always motivate students and show disciplined behaviors during their lectures in the classroom as true professionals. There is a profound effect on teachers' motivation, perceptions, beliefs, and experiences on their teaching practices and students' interest to learn. Therefore, a positive attitude and motivation are the key factors to be included in teachers' personalities (Grissom & Loeb, 2011). The attitude of a teacher and motivation has clear impacts on students' learning performance and academic achievement whether his attitude and motivation are positive or negative (Griffith, 2006). Teachers' motivation

along with quality education is highly essential to face the challenges of the day in this modern world and students, their parents, as well as the community members, expect quality education which is possible only through quality talented and sincere professional teachers (Gregory et al., 2014). Teachers with loving and positive attitudes encourage their students to learn more and more. They proved their students' proper feedback. Time management, better planning, balanced and clear conversation, respect as well as care of other students are the main characteristics of successful professional teachers to practically follow and implement it on the basis of their positive, polished and polite attitude (Green & Cooper, 2012).

Teachers' professional attitude plays a vital role in their interaction with students, their parents, staff and community members (GCPI, 1981). They technically motivate their students towards quality learning and other curricular as well as co-curricular activities through their better polite and loving professional attitudes (Gambill, Moss & Vescogni, 2008). The professional attitude of a teacher has a magnetic power to attract and control his/her students spiritually, socially, morally and psychology to always follow the right path a true sense (Furney et al., 2005). There is a crucial role of teachers' professional attitudes in their students' better learning and academic activities either to attain their ultimate goals or to lose it (Feigenbaum & Feigenbaum, 2003). Head Teacher is the man who runs all administrative activities in his school and motivates all faculty members as well as students in order to fulfill the organizational goals (Desimone, 2009). The best Head Teacher successfully supervises all matters related to the institution to attain the desired administrative objectives by motivating all the employees attached to his institution (Crum, Sherman & Myran, 2010). The Head Teacher properly interprets school-based policies and procedures on the basis of his motivational power, better managerial and administrative skills as well as his experiences. Professional Head Teacher always follows the discipline and openly discourages school-related problems like noise-making, absenteeism, naughtiness, restlessness, disobedience, fighting, rudeness, boredom, truancy, sleeping, inattention, refusal of assignments and untidiness. He always motivates his students to work hard all the time so that they may easily get the desired goal (Crum & Sherman, 2008).

Professional Head Teachers with organizational expertise and motivational capabilities at school level highly develop the institution and such type of Head Teachers positively and technically interact with the community members including parents, teachers and students surrounding the school (Chan & Jarman, 2004). It is quite mandatory for all well-organized Head Teachers to be fully aware of leadership and problem solving as well as communication skills to smoothly run and functionalize all matters and educational activities pertaining to school/institution (Brief & Weiss, 2002). Highly professional Head Teachers are highly visionary and motivational personalities. Professional and motivational Head Teachers are better and patient listeners and they have true leadership qualities. They build the future of their students through motivation toward learning. They are instructional leaders by taking too many responsibilities for the success and betterment of their school teachers, students and administrative staff of their schools (Boller, 2008).

Professional Head Teachers are varying in leadership style, temperament and strategy; despite their administrative responsibilities, they lead teaching as well as learning (Bakunas & Holley, 2004). Professional Head Teachers always motivate their teaching and non-teaching staff members and create positive culture and always think of their long term planning for their students' academic

enhancement and success (Arnn & Mangieri, 1988). Professional Head Teachers cultivate leadership in students; they motivate students for better future and assess teaching methodology, develop involvement and monitor students' achievement on the basis of their professional talent and skills (Arlestig, 2008). Professional Head Teachers assess teaching methodology of teachers; develop standardized curricula; they encourage parental involvement and monitor students' learning and academic achievement (Akins et al., 2013). Professional Head Teachers properly administer budget, revise procedures and policies at school level. Professional Head Teachers technically hire staff members; evaluate all activities of school including teachers' teaching and students' learning (Agho, 2009). Professional Head Teachers are highly respectful; they are sensible decision makers and they positively interact with students and teachers. They are foundations of their schools (Gregory et al., 2014).

2.3 HYPOTHESIS OF THE STUDY

The following hypotheses were tested:

- There is a significant relationship exists between classroom organization skills and professional attitude of Primary Schools teachers regarding students' motivation in district D.I.Khan.
- There is a significant relationship exists between classroom organization skills and professional attitude of Primary Schools head teachers and head teachers regarding students' motivation in district D.I.Khan.

3 RESEARCH METHODOLOGY

The study was descriptive in nature. The population of the study in Table 1 included all male Primary schools' teachers and head teachers in district Dera Ismail Khan as shown in Table 1.

Table 1: Population of the Research Study

Primary Schools	Teacher	Head Teacher	N
Public	2693	713	3406
Private	900	360	1260
Total	3593	1073	4666

Out of population (N=4666), sample size was taken at 5%, thus n = 233 was selected from Public and Private Primary schools teachers and head teachers in which 179 respondents were teachers and 54 respondents were head teachers in district D.I.Khan. The detail is shown in Table. 2.

Table 2: Sample of the Research Study

Primary School	Teacher	Head Teacher	n
Government	134	36	170
Private	45	18	63
Total	179	54	233

A questionnaire of three points scale having options "Yes, "To Some Extent" and No" carrying values 3, 2 and 1 was used for data collection from the respondents.

3. RESULTS AND DISCUSSION

Regarding this research work, the suitable statistic was Chi-square statistics, correlation and p-value to calculate the results for the purpose of research.

Table 3: Relationship between Classroom Organizational Skills and Professional Attitude of Teachers Regarding Students' Motivation.

Schools	Professional Attitude	Classroom Organization Skill			N	χ^2 calculated	R ²	P-value
		Students' Motivation						
		Yes	To Some Extent	No				
Public	Good.	60	15	05	80	63.722	0.73	<0.001
	Normal.	20	12	02	34			
	Poor.	02	03	15	20			
	N	82	30	22	134			
Private	Good.	20	04	01	25	20.283	0.71	<0.001
	Normal.	09	04	02	15			
	Poor.	0	01	04	05			
	N	29	09	07	45			

Table 3 shows the Chi-Square value of association between the professional attitude of a teacher and classroom organizational skills of Public and Private schools at the Primary level that was found 63.722 for Public and 20.283 for Private schools. As χ^2 calculated value is higher than χ^2 tabulated value which is 9.488, it reveals that there exists a significant relationship between classroom organizational skill and professional attitude of teachers at Public and Private school at primary level regarding student's motivation.

As 0.73 and 0.71 are the correlation values of these two variables showing higher positive association between classroom organizational skills and students' motivation while the p-values 0.05 more than <0.001 and <0.001, it shows the significant link between Teachers' motivation to students' along with professional attitude as well as classroom organizational skills of Public and Private Primary schools teachers.

Table 4: Relationship between Classroom Organizational Skills and Professional Attitude of Head Teachers Regarding Students' Motivation

Schools	Professional Attitude	Classroom Organization Skill			N	χ^2 Calculated	R ²	P-value
		Students' Motivation.						
		Yes	To Some Extent	No				
Public	Good.	16	04	02	22	12.157	0.79	0.0162
	Normal.	07	02	01	10			
	Poor.	00	01	03	04			
	N	23	07	06	36			
Private	Good.	09	01	00	10	13.569	0.78	0.0088
	Normal.	03	02	00	05			
	Poor.	01	00	02	03			
	N	12	03	03	18			

Table 4 shows the Chi-Square value of association between the professional attitude of a head teacher and classroom organizational skills of Public and Private schools at Primary level that was found 12.157 for Public and 13.569 for Private schools. As χ^2 calculated value is higher than χ^2 tabulated value which is 9.488, it reveals that there exists a significant relationship between classroom organizational skill and professional attitude of head teachers at Public and Private primary schools regarding student's motivation in district D.I.Khan.

As 0.79 and 0.78 are the correlation values of these two variables showing higher positive association between classroom organizational skills and students' motivation while the p-values 0.05>0.0162 and 0.0088 it shows the significant link between head teachers' motivation to students along with professional attitude as well as classroom organizational skills of Public and Private

Primary schools head teachers.

4. CONCLUSION

It is concluded that the association between professional attitudes and classroom organizational skills of head teachers and teachers exists in Public and Private Schools at the primary level in district D.I.Khan. It is found that the attitudes and organizational skills of professional teachers and head teachers are the key factors and tools to positively motivate their students for better and quality education. Therefore, positive attitudes and organizational skills are ought to be implemented in the classroom by their professional head teachers and teachers. Primary school teachers should be professionally trained in this regard. Primary school teachers should attend special seminars and workshops about professional attitude and organizational skills at the primary level.

5. AVAILABILITY OF DATA AND MATERIAL

Data can be made available by contacting the corresponding author.

6. REFERENCES

- Agho, A. O. (2009). Perspectives of Senior-Level Executives on Effective Followership and Leadership. *Journal of Leadership & Organizational Studies*, 16, 159-166.
- Akins, R., Bright, B., Brunson, T., & Wortham, W. (2013). Effective Leadership for Sustainable Development. *Journal of Organizational Learning & Leadership*, 11(1), 29-36.
- Arlestig, H. (2008). Structural Prerequisites for Principals' and Teachers' Communication about Teaching and Learning Issues. *Improving Schools*, 11(3), 189-203.
- Arnn, J. W., & Mangieri, J. N. (1988). Effective Leadership for Effective Schools: A Survey of Principal Attitudes. *NASSP Bulletin*, 72(505), 1-7.
- Bakunas, B., & Holley, W. (2004). Teaching Organizational Skills. *The Clearing House*, 77(3), 92-5.
- Boller, B. (2008). Teaching Organizational Skills in Middle School: Moving Toward Independence. *The Clearing House*, 81, 169-171.
- Brief, A. P., & Weiss, H. M. (2002). Organizational Behavior: Affect in the Workplace. *Annual Review of Psychology*, 53, 279-307.
- Chan, T. C., & Jarman, D. (2004). Departmentalize Elementary Schools. *Principal, Educational Researcher*, 84(1),70-72
- Crum, K. S., & Sherman, W. H. (2008). Facilitating High Achievement: High School Principals' Reflections on Their Successful Leadership Practices. *Journal of Educational Administration*, 46(5), 562-580.
- Crum, K. S., Sherman, W. H., & Myran, S. (2010). Best Practices of Successful Elementary School Leaders. *Journal of Educational Administration*, 48(1), 48-63.
- Desimone, L.M. (2009). Improving Impact Studies Of Teachers' Professional Development: toward Better Conceptualizations and Measures. *Educational Researcher*, 38(3), 181-199.
- Feigenbaum, A. V., & Feigenbaum, D. S. (2003). Quality, Not Quantity, of Management. *Quality Progress*, 36(10), 44-48.
- Furney, K. S., Aiken, J., Hasazi, S., & Clark/Keefe, K. (2005). Meeting the Needs of All Students: Contributions of Effective School Leaders. *Journal of School Leadership*, 15(5), 546-570.
- Gambill, J.M., Moss, L.A., & Vescogni, C.D. (2008). *The Impact of Study Skill and Organizational Methods on Student Achievement*. Retrieved from ERIC database. (ED 501312).

- GCPI. (1981). *A study of relationship of academic achievement with attitude towards teaching among teacher trainees*, Allahabad.
- Green, R. L., & Cooper, T. (2012). An Identification of the Most Preferred Dispositions of Effective School Leaders. *National Forum of Applied Educational Research Journal*, 26(1/2), 55-76.
- Gregory, A., Allen, J. P., Mikami, A. Y., Hafen, C. A., & Pianta, R. C. (2014). Effects of a Professional Development Program on Behavioral Engagement of Students in Middle and High School. *Psychology in the Schools*, 51(2), 143-163.
- Griffith, J. (2006). A Compositional Analysis of the Organizational Climate-Performance Relation: Public Schools as Organizations. *Journal of Applied Social Psychology*, 36, 1848-1880.
- Grissom, J. A., & Loeb, S. (2011). Triangulating Principal Effectiveness: How Perspectives of Parents, Teachers, and Assistant Principals Identify the Central Importance of Managerial Skills. *American Educational Research Journal*, 48(5), 1091-1123.
- Grissom, J. A., & Loeb, S. (2011). Triangulating Principal Effectiveness: How Perspectives of Parents, Teachers, and Assistant Principals Identify the Central Importance of Managerial Skills. *American Educational Research Journal*, 48(5), 1091-1123.
- Gurr, D., Drysdale, L., & Mulford, B. (2005). Successful Principal Leadership: Australian Case Studies. *Journal of Educational Administration*, 43(6), 539-551.
- Harrison, D. A., Newman, D. A., & Roth, P. L. (2006). How Important Are Job Attitudes? Meta-Analytic Comparison of Integrative Behavioral Outcomes and Time Sequences. *Academy of Management Journal*, 49, 305- 325.
- Jackson, K. M., & Marriott, C. (2012). The Interaction of Principal and Teacher Instructional Influence as a Measure of Leadership as an Organizational Quality. *Educational Administration Quarterly*, 48(2), 230-258.
- Kimball, S. M. (2011). Principals: Human Capital Managers at Every School. *Phi Delta Kappan*, 92(7), 13-18.
- Lapointe, P., Poirel, E., & Brassard, A. (2013). Beliefs and Responsibilities of Educational Stakeholders Concerning Student Success and Effective Principal Leadership. *Canadian Journal of Educational Administration & Policy* (142), 33-49.
- Leite, A.F. (1994). In: Affizal Ahmad & Rafidah Sahak. (2009). Teacher-Student Attachment and Teachers' Attitudes towards Work, *Journal Pendidik Den Pendidikan, Jill*, 24, 55-72.
- Luckner, A. E., & Pianta, R. C. (2011). Teacher-Student Interactions in Fifth Grade Classrooms: Relations with Children's Peer Behavior. *Journal of Applied Developmental Psychology*, 32(5), 257-266.
- Monahan, S., Ognibene, B., & Torrisi, A. (2000). *Effects of teaching organizational strategies*. Retrieved from ERIC database. (ED 450941)
- Nir, A. E., & Hameiri, L. (2014). School Principals' Leadership Style and School Outcomes the Mediating Effect of Powerbase Utilization. *Journal of Educational Administration*, 52(2), 210-227.
- Pashiardis, P., Costa, J. A., Mendes, A. N., & Ventura, A. (2005). The Perceptions of the Principal versus the Perceptions of the Teachers: A Case Study from Portugal. *International Journal of Educational Management*, 19(7), 587-604.
- Quigney, T. A. (2000). Effective School Administration in an Age of Educational Reform. *Mid-Western Educational Researcher*, 13(4), 21-27.
- Reardon, R. M. (2011). Elementary School Principals' Learning-Centered Leadership and Educational Outcomes: Implications for Principals' Professional Development. *Leadership and Policy in Schools*, 10(1), 63-83.
- Reeve, J. (2006). Teachers As Facilitators: What Autonomy-Supportive Teachers Do and Why Their Students Benefit. *The Elementary School Journal*, 106(3), 225-236,
- Ruzek, E. A., Domina, T., Conley, A. M., Duncan, G.J., & Karabenick, S. A. (2014). Using Value-Added

Models To Measure Teacher Effects on Students' Motivation and Achievement. *The Journal of Early Adolescence*, 1-31

Saraswat, R.M. (1976). *A Study of Attitude of Trained High School Teachers of Aligarh towards Their Professional Training and the Students' Perceptions of Their Teachers*. Ph.D. Edu., Agra University.

Silins, H., & Mulford, B. (2002). Schools as Learning Organizations: The Case for System, Teacher and Student Learning. *Journal of Educational Administration*, 40(5), 425- 446.



Muhammad Ihsan is a Ph.D (Education) student at Gomal University. He is a teacher in Elementary & Secondary Education Department District D.I.Khan, Khyber Pakhtunkhwa, Pakistan. He is interested in Teaching Enhancement and Modern Education Management.



Dr. Malik Amer Atta is an Assistant Professor at the Institute of Education & Research, Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. He got his PhD Degree from Institute of Education & Research, Gomal University. He is interested in Modern Education. He can be reached at malikamiratta @ gmail.com



Mati Ullah is a Ph.D Scholar at Institute of Education & Research, Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. He is interested in Education Management. He can be reached at Educationistmrn @ gmail.com.



Muhammad Shahbaz is an M.Phil (Education) student at Institute of Education & Research, Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. He is interested in Educational Enhancement. He can be reached at Mmshahbaz72 @ gmail.com
