

The Impact of Lecture Management Practices on University Students' Learning Process: Students' Perspectives

Dr. Mahmoud A. Al. Sobh

Associate Professor of English Language and Literature
Ajloun National University, Jordan.

Abstract

This study investigates the effect of Lecture Management Practices on university Students' process from students' perspective. It focuses on Lecture management and its impact on education in terms of access to information and clarification by instructors and suggestions and solutions that help create a successful and effective learning environment. The participants of the study were 40 EFL students from Ajloun National University (ANU), 20 males and 20 females. They were chosen randomly from the Department of English Language and Literature. To explore the effect of Lecture management practices on learning English as a foreign language, a questionnaire was adopted from Hope Kathryh Sowell study (2013) with modifications. The results showed that the overall degree of the main practices instructors follow for Lecture management was high with a mean of (3.88), which is number (20) "The teacher nearly always uses a teaching approach that encourages interaction among students", whereas the lowest means was (1.45) with for item (16) "The instructor doesn't insist that students in his lecture to follow the rules all time.". The study suggested that instructors should use the most effective means to ensure a good lecture.

Key words: Ajloun National University (ANU), Achievement, Lecture management, Education, Interaction, Management Practices

1. Introduction

Educational programs have changed nowadays. Because students' achievements are under a magnifying glass, teacher performance, behavioral and instructional classroom management are important factors that affect their students' performances and their academic achievement.

Classroom management is an essential part of successful teaching and learning process. It involves the way a teacher works, students work, the teacher and students interact and how the teaching-learning process occur. For students, classroom management means having a control on the way they work and perform (Akiba et al, 2012).

Effective classroom management benefits in creating a positive class climate and a interactive environment. From a pupils' perspective, successful classroom management provides them with opportunities to socialize while learning. On the other hand, the teachers' point of view is that effective classroom management includes precautionary instructions and constructive teaching

The classroom management is defined as a group of educational processes and situations in which there is an interaction between the student, the teacher and the curriculum. The students are directed towards achieving the objectives of learning. Teachers differ in how they run and manage their lectures, but few of them know the crucial effect of classroom management methods and learners outcomes. In 1981, the American College of Education reported that 36% of teachers stated they might not teach if they had to decide again and the main reason behind that was learners' passive behavior and lack of discipline. The student's behavior in the lecture plays an important role, whether negative or positive. Accordingly, if the role of the students in the class is negative, it causes confusion and misunderstanding of the information being discussed.

Effective classroom provides a proper environment where students feel relaxed and comfortable. Akpakwu (2016) states that effective classroom managers create ordered learning environment that help fulfill students' needs personally and academically, whereas, ineffective classroom educators are poor planners.

Classroom management is used by the teacher to confirm the classroom run smoothly through the whole lesson. McCreary (2010: 1) defines classroom management as "the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning".

Markowitz & Hayman (1976) indicate that whether teachers lose control of their classroom, they cannot get the control once again. Berliner (1988) and Brophy & Good (1986 p. 335) state that the time teachers take to correct misbehaviors caused by poor classroom management skills ends up in a low academic engagement in classroom. In order to confirm that the classrooms run smoothly through the lessons, many aspects should be taken into consideration, such as classroom climate, language and layout.

In order to create appropriate and productive learning atmosphere for students, higher education programs and instructors have to put much emphasis on the importance of classroom management which is the process that universities and educators create to establish and maintain a suitable environment in the classroom. In addition, it enhances and develops academic learning growth and decreases negative attitudes and performances. Marzano (2003: 1) confirms that well-managed classrooms provide an environment in which teaching and learning can flourish. Brophy (1996: 39-40) states that Classroom management system will be successful when it takes the following three basic principles into consideration: 1-focusing on students' expectations for learning. 2-Promoting active learning. 3 - Identify essential students' behaviors. Unfortunately, some educational reforms failed to mention the relationship between students' performance and achievement (American Association of School Administrators, 2002; Brannon, 2010).

1.1. Statement of the Problem

Classroom management seems for the reader as the teacher's role. Few studies were carried out to investigate university students' view about the problems they might face, since the student is considered to be the center of learning nowadays. Therefore, attention should be given to their feedback which will result finally in a better improvement in our educational outcomes. However, this research tends to take a look into how classroom management has affected the learning process of university students.

1.2. Significance of the study

The importance of this study is to help actualize the students' role as they are considered to be the center of the teaching learning process. It will also help to improve university students perform better in their study. This study will enrich the current research to conduct such studies in this field. The information that will be obtained from this study will be significant as it will help organizations, curriculum planners, Educational institutions, instructors and teachers in creating an appropriate planning and developing curricula to ensure effective classroom management.

1.3. Purpose of the Study

The purpose of this study is to investigate the effects of lecture management on university EFL student's academic learning process. It also investigates statistical significant differences between male and female students' performance due to gender.

1.4. Question of the study

1. What is the impact of EFL instructors' lecture management practices on Students' Learning Process at Ajloun National University (ANU) ?
- 2- Are there any statistically significant differences between male and female students' performance due to gender?

1.5. Definitions of terms

- **Lecture Management** : A term that instructors use to describe the process of ensuring that lecture runs properly without confusing behavior from students attending the instruction.

1.5. 1. Limitations of the study

The generalization of the results is limited to Ajloun National University EFL students

2. Review of Related Literature

Many studies focused on the effectiveness of classroom managements to increase and develop students' academic learning growth. (Celep, 2002; Demirel, 2009) indicated that the classroom management is not only the material work, but the practical application and maximum benefit from the variety of different sources; and takes

the specialist in the awareness of directing any subject within a specific time period to collect the required conclusion. Kounin (1970) conducted a study that focuses on teaching methods that used in many attempts to identify some of the dimensions of the teaching method that affects the behavior of children in the classroom who suffer from emotional disorders. As well as, Wong (1998) stated the concerned with structural equation models that connect the cognitive and emotional factors of students in the classroom. Therefore, managing a non-proactive classroom is extremely important to plan for the future in order to get rid of any behavioral negative issues before they happen in the classroom. This may lead to positive attitudes and moral behavior then to the development of self-discipline.

Etheridge(2010) noticed teachers have to decide whether they should address their students' disruptive behavior through disciplinary actions or continue to teach them .Classroom management or administration is a standout amongst the most critical parts of showing due to the reason that educating could be more compelling when a legitimate class administration is connected. It doesn't make a difference how phenomenal an instructing is set, it is impractical to be fruitful unless a class is overseen precisely. Thus class administration ought to be respected as the essential fixing at making the instructing effective, (Yolmaz, 2009; Halstead & Jiamei ,2009).

Konti (2011) stated that when the capacity and experience of the management of the classroom is less, this leads to the dominance of the influence of control incomplete because of the insufficient number of residents in primary schools and the lack of control over the trainers before the service and of course this oversight is not sufficient to achieve the goals of contemporary education frequently, In 2007 the trend will be for teachers to take a major position in training but unfortunately today with no amount of supervisors the training is considered deficient in the platform associated with teachers and cannot be ignored that school heads are also one of the shortcomings of education .The productivity will be developed if these courses are in its favor by the managers and teachers in a particular order.

Brohy and Everston (1978) have conducted a study that includes four stages, including the intellectual and social development of students, which have a significant and direct impact on the management of the classroom. First, applied to kindergarten (2-3) which indicates that most of the students at this stage aim to satisfy their teachers, so it needs to be the social role of the student which requires a great deal of formal education in the rules, classroom procedures and routines. Second, applied to grades (2-3) to (5-6). At this stage, the students used to the school so they learned all they need about school rules and routines. Third, applied to grades 5-6 to 9-10. At this stage, students enter adolescence and they become less oriented towards teachers They tend to move towards their peers. They face the same problems caused by the search for interest. Classroom management here takes longer time than the first stage. Teachers face tasks such as directing desire, not ignoring what students can do, they motivate them to do their best. After grades (9-10), students become more stable and become more oriented towards academic work.

Angeleque et al (2007) used a survey to investigate teachers' use of classroom management Practices in the United States and Greece . 149 teachers from The United States and 97 teachers from Greece were participated in the study. The survey includes some questions towards the importance of using classroom management procedures (e.g. rules, classroom management practices) . The results revealed that teachers' responses in the two samples were remarkably similar . they use classroom management procedures (e.g. rules, positive reinforcement) in an effective way

Little and Akin-Little (2008) used a survey to measure classroom management strategies and practices used by teachers . The participants were 149 teachers. It includes four important elements: classroom rules, classroom environment enhancement, reinforcement strategies, and reducer procedures. The findings indicated that 83% of verbal reprimands in response to disturbances, 97% of verbal abuse used to promote suitable behavior , Taila (2009) found that students' outcomes at high school were better when they perceived management approach prepared by their teachers. The findings also demonstrated the wide range of teacher utilization of procedures, rules in classroom management.

Hope Kathryn Sowell (2013)investigated the impact of classroom management strategies on student outcomes. The researcher collected data from eighty-three 3rd, 4th, and 5th grade teachers through a survey data to contrast behavioral (BM) and instructional classroom management(IM) beliefs. The percentage learners passed standardized tests of reading. The results revealed that BM classrooms had a high significant percentage of student passing tests of math, reading, and ELA than IM classrooms.

Emanuel (2016) investigated the effect of classroom practices on the public secondary school students' performance to determine the students' academic level in secondary school in Nyamagabe. The study comprised 5 schools, and a sample of 120 respondents selected randomly from among teachers, Head of departments, Deans and head teachers. The instrument were a questionnaire and an interview. SPSS (Statistical Package for Social Science version 16.0) software was used for data analysis. The results indicated that there were two major classroom managements : instructional and behavioral. The results also revealed that there was poor academic performance of students in Nyamagabe. Moreover , The results indicated that there was a positive relationship between classroom management and students' academic performance.

Ezemba , Stanley , , Anyaeji and Aloysius (2021) investigated the effect of classroom management practices on students' academic performance in public secondary school in Enugu State. The study used the survey design. The population of the study were 2,232 including 67 teachers and 2,165 students from public secondary schools in Enugu State. The Sample were 20 teachers and 433 students selected randomly. The instrument for collection of data was a self-constructed rating scale named "Effect of Classroom Practices and Students Academic Performance Scale (ECPSAPS)". It consisted of 20 items to check the balance of students learning performance . It was recommended that teachers should be introduced to seminars, workshops, and conferences on classroom management for efficiency.

It is clear that few studies on lecture management were conducted in the Middle East in general and in Jordan in particular and due to the importance of such issue and for the benefit of university lecture improvement and to establish and maintain an appropriate teaching learning environment at university, this study was carried out.

3. Methods and Procedures

3.1. Participants of the Study

The Participants of this study were 40 EFL students (20 males &20 females) . They were chosen from the Department of English Language and Literature at Ajloun National University.

Table (1): Distribution of the participants according to the personal variables

Variable	Categories	Frequency	Percent
Gender	Male	20	50%
	Female	20	50%
	Total	40	100%

3.2. Instruments of the Study

To explore the effect of classroom management on learning English as a foreign language, a questionnaire was adopted from Hope Kathryh Sowell study (2013) . In order to measure the validity of the questionnaire, it was submitted to a group of university professors to read the items, suggest some amendments, and the amendments were based on their suggestions . The questionnaire was distributed to 40 students (20 males and 20 females) who are studying English language at ANU . The researcher clarified some questions to them and then they were asked to answer them. The answers were collected and analyzed statistically to obtain the needed data .

3.3. Scale questionnaire

Formed questionnaire final form of (20) items, the researcher used a five Likert scale to include five degrees. The following classification of the rule on the averages as follows:

- Less than the 2.33 Low agreement degree.
- From 2.34 to 3.66 Medium agreement degree.
- More than the 3.67 High agreement degree.

4. Findings and Discussion

This part presents the findings of the study which aims to investigate the effect of lecture management practices on students' academic performance and achievement from students' perspectives.

The first question: What is the impact of EFL instructors' lecture management practices on students' learning process at Ajloun National University (ANU) ?

Tables below show means and standard deviation of the perceptions of main practices that the instructor follows for classroom management.

Table (2): Means and standard deviation of the perceptions of main practices that a teacher should follow for classroom management on all of the Items (n= 40)

No	General	male		female		Total	
		Mean	St. Dev	Mean	St. Dev	Mean	St. Dev
1	The instructor uses whole class instruction to ensure a structured lecture	3.30	1.22	3.20	1.70	3.25	1.46
2	The instructor strongly limits student chats in the lecture.	3.45	1.85	3.35	1.81	3.40	1.81
3	The instructor nearly always uses collaborative learning in the lecture.	3.40	1.54	3.50	1.54	3.45	1.52
4	The instructor rewards students for good behavior in the lecture.	3.70	1.54	3.75	1.45	3.63	1.48
5	The instructor engages students in active discussions about matters related to real life situations.	3.55	1.73	3.40	1.73	3.48	1.71
6	If a student talks to a neighbor, the instructor moves him away from other students.	3.30	1.81	3.10	1.77	3.20	1.77
7	The instructor establishes a daily routine teaching in his lecture.	2.30	1.89	2.15	1.90	2.23	1.87
8	The instructor uses from students input ' to create lecture rules.	3.55	1.43	3.40	1.39	3.48	1.40
9	The instructor nearly always uses group work in his instructor.	3.95	1.15	3.70	1.26	3.83	1.20
10	The instructor allows students to get out of their seats without permission.	1.80	1.67	1.80	1.70	1.80	1.67
11	The instructor uses student's input to create students' projects.	2.95	1.67	3.20	1.70	3.08	1.67
12	The instructor is strict when creating students' projects.	3.90	1.45	3.45	1.57	3.68	1.51
13	The teacher is strict when it comes to student compliance in his instruction.	2.30	1.89	2.25	1.77	2.28	1.81
14	The instructor doesn't always use inquiry-based learning ..	2.15	1.69	1.90	1.83	2.03	1.75
15	The instructor doesn't redirects students back to the topic when they get off task.	1.70	1.63	1.65	1.46	1.68	1.53
16	The instructor doesn't insist that students in the lecture follow the rules.	1.45	1.67	1.45	1.57	1.45	1.60
17	The instructor doesn't always adjust instruction in response to student's needs.	3.25	1.45	3.00	1.62	3.13	1.52
18	The instructor doesn't effectively monitor off task behavior during class.	3.00	1.81	3.15	1.57	3.08	1.67
19	The instructor strictly enforces lecture rules to control student's behavior.	3.50	1.67	3.50	1.64	3.50	1.63
20	The instructor nearly always uses a teaching approach that encourages interaction in the lecture.	3.90	1.48	3.85	1.46	3.88	1.45
-	Total	3.01	1.53	2.94	1.54	2.97	1.52

Table (2) shows the highest means for male students reached (3.95) out of (5) for item (9) "The teacher nearly always uses group work in his lecture " by high agreement degree, whereas the lowest means was (1.45) for item (16) " The instructor doesn't insist that students in his lecture follow the rules at all time " by low agreement degree, the total score for **male** reached (3.01).

The highest means for female students reached (3.85) out of (5) for item (20) "The teacher nearly always uses a teaching approach that encourages interaction among students " by high agreement degree, and the lowest means was (1.45) with for item (16) " The teacher doesn't insist that students in his classroom follow the rules at all time." by low agreement degree, the total score for female reached (2.94).

Moreover the results showed that the instructors at ANU use appropriate methods and pedagogical techniques of teaching that can motivate students positive behaviors and enhance their academic performance and achievement to maintain the standards of higher Education.

The overall degree of the main practices that instructors followed for classroom management was medium with a mean of (2.97), which indicates a positive impact of these practices on students behaviors and their performance in the lecture. These practices are important not only for assessing learning , but also for getting a better understanding of the various behaviors that occur in the classroom (Ladner, 2009). Many studies confirm that ineffective classroom management affects student outcomes negatively (Braden & Smith, 2006; Rogers & Freiberg, 1994), waste educational time and interrupt learning context and teaching environments , Boynton and Boynton (2005) .

The following are examples of items got high degree agreement and support this point:

- The instructor nearly always uses a teaching approach that encourages interaction in the lecture.
- The instructor engages students in active discussion about matters related to real life situations.
- The instructor nearly always uses group work in his instructor.
- The instructor rewards students for good behavior in the lecture.
- The instructor uses whole class instruction to ensure a structured lecture
- The instructor nearly always uses a teaching approach that encourages interaction in the lecture.

On the other hand , instructors don't take care of some students negative lecture behaviors that may affect their instruction understanding, their performance and achievement negatively . They may not get a suitable opportunity to interact, participate in discussion and give responses at the time. The following are examples :

- Instructors did not insist that students in lectures follow the rules
- Instructors allow students to get out of their seats without permission .
- Instructors doesn't firmly redirects students back to the topic when they get off task.

Therefore, instructors should control students' behaviors that affect students performance and achievement negatively by motivating their students towards getting rid of such behaviors. They also can reward the positive behaviors through positive reinforcement. There is a need for instructors' efforts to oversee the lecture activities including students' behaviors, interaction and learning.

The second question: Are there any significant effects of gender on students learning process?

To answer this question (Independent Sample t. Test)) was applied to explore significant effects of gender on students learning process table (4) shows that.

Table (7): the result of (Independent Sample t. Test)

gender	N	Mean	Standard. Deviation	"t" value	Sig
male	20	3.01	1.53	0.149	0.882
female	20	2.94	1.54		

Table (7) shows that there are no statistically significant differences in learning process due to gender variable, t. value was (0.149) by significant ($p=0.882$). The reason for that may be because students study in the same environment, under the same circumstances and educated by the same instructors.

5. Conclusion and Recommendation

This study emphasizes the importance of lecture management. It shows that lecture management is the process by which universities and instructors create to establish an appropriate environment in the lecture. The results of the study reveals that instructors at ANU used suitable pedagogical techniques to keep the standard of Education. They mostly follow successful practices during their lecture instruction. Few practices need reconsideration from

The researcher suggests that the Departments should create a training course on lecture management that may benefit both instructors and students.

More importantly, this study explained a good possibility to determine the methods of lecture management towards enhancing and developing the quality of education.

The researcher also suggests that a similar study should be conducted with a larger number of participants. More studies should also be carried out to improve students' academic achievement and performance that take into consideration linguistic factors .

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