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RESEARCH ARTICLE

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A STUDY ON CLASSROOM TEACHING PROBLEMS AND DISCIPLINE PROBLEMS ENCOUNTERED BY THE HIGHER SECONDARY SCHOOL TEACHERS WORKING IN VILLUPURAM DISTRICT

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ABSTRACT

Classroom management is a fundamental problem, which confronts both experienced and beginning teachers. The relationship between good classroom management and academic achievement is related. Classroom management is concerned with creating an environment in which learning can effectively occur; good teaching is concerned with promoting effective student learning in the context of conditions created by good management. Success of the activity like teaching is directly dependent on successful classroom management. Teachers are the classroom managers performing various roles and tasks to strengthen classroom management. They are expected to carry out various managerial functions or roles like planning, communicating, organizing, motivating, and controlling. The planning role is concerned with thoughtful preparation for action and this is the central role of the classroom manager. Effective teaching, learning and classroom management is dependent on effective planning and also planning can be done by the teacher in written form or mentally. It is the mental planning of the teacher that is more complete and important than written planning. Classroom management is a term used by many teachers to describe the process of ensuring that classroom lesson run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behavior. It is possible that the most difficult aspect of teaching for many teachers and indeed experiencing problem in this area causes some to team teaching altogether. It is closely linked to issues of motivation, discipline and respect.

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INTRODUCTION

The Classroom: Understanding the components: Essentially the classroom comprises the learner, teacher and instructional material. Learners are eager, enthusiastic, and capable of independent thinking, critically enquiry and abstractions. In present day education scenario, classrooms consist of students with varying abilities, interest, and learning styles. They require more participation in the learning process as they begin to lay a greater emphasis on their logic and reasoning. They are less tolerant of control and authority; so the traditional perception of teacher as the provider of knowledge needs to undergo a change.

Classroom and Management : The dictionary meaning of class is member or body of persons with common characteristics, or in like circumstances, or with a common purpose, etc. In education, a class is a group of students under one teacher, or pursuing a study together. A classroom is a room in a school in which classes meet. It is a meeting place of a group of students for instruction and learning. In the present time, management is taken as a serious applied social science. In that light, it is defined as the process of working with and through individuals and groups to accomplish organizational goal or it is the process of optimizing the use of four

or five resources namely, persons, money, material, information and time for achieving some predetermined goals of an organization. Based on certain general consideration, all managers in their stations of work perform the same main functions such as forecast, plan, organize, direct and control. Thus, be it a factory chief, military general, housewife, school principal or a teacher, all are managing. With some added specific skills for educational management, a school principal does institutional management and a teacher, classroom management (Khetarpal, 2005).

Concept of classroom climate : Translating instructional goals into learning experiences is what classroom management is all about. In all classrooms the teacher is in charge of organizing the environment, managing the learning process and student behaviour as well as establishing the framework for a spirit of enquiry. In the ultimate analysis, good classroom management is when 'my students really want to come to my class and the responsible parents are eager to send them there after watching their day to day progress on some hard indicators'. Practicing the art or applied social science for achieving such results has always been a challenge for those who deliver a curriculum in the classroom. Highly successful teachers may be finding very different as persons and as professionals. They will be found utilizing different teaching strategies and will express different ideas about maintaining student discipline. Contrast the

classrooms of these teaching superstars, and you will find major differences in how they structure learning environment for their students and manage their classroom. Seven indicators, although not exhaustive, of such structuring reveal much about the depth in the concept of classroom management (Khetarpal, 2005). These are listed below and described thereafter.

Heads of higher secondary schools-role and responsibilities: Head of the organization is the key person. He has is to coordinate all human and non-human resources to achieve organizational goals. He is to enshoulder entire managerial responsibilities. He is supposed to create the necessary team work for this. Being only the executive head he has to implement the policies laid down by the society. In an elementary school he has to see that all children regularly coming to the school and complete successfully the activities laid down in the curriculum. However he is given only vague policies and age syllabus. He is to lead to remove this vagueness and redefine the policies, goals and syllabus all into a workable set of curricular and co-curricular activities. The article by V.B.Gupta gives enough light on the roles and responsibilities in the light of principles of democratic administration.

Need and importance of the present study: India is a democratic country, where the people are given the most importance. In democratic countries the success of the democracy depends upon the educational background of the people. Until and unless the people are educated in democratic countries, the very purpose of the democracy does not serve. If the people are not educated and they don't understand their own rights and duties; the countries like India the democracy becomes monocracy. The most importance should be given to eradicate the illiteracy from the masses. In India there are number of class room teaching and discipline problems. The investigator belongs to a DIET located in the most educationally backward district there the teachers are produced and educated.

Common Discipline Problems: Discipline is an indispensable for the individual school, society and nation. The teaching and learning process cannot be effective, if there is no orderliness in the classroom. Similarly school programme cannot run properly, if there is indiscipline in the school. A galaxy of educators like Rousseau, Pestalozzi, Froebel, Montessori and Dewey advocate the child-centered education and the child's interests, initiative and abilities should be utilized for his development by the teacher without curbing them in the name of discipline. The aim of modern disciplines is to train the child so that he acquires a set of desirable habits, and rationalized behavior, skills attitudes and traits of character which operate in life to make it more purposeful and disciplined. Disciplinary problem in schools may be two types (i) problems created by individual pupils and (ii) problems created by groups of pupils. Since in the present study the main concern is on the problems of discipline faced in the class room by the teacher, the problems, of the first category have to be taken into account. The following are the some of the discipline problems common at primary schools.

Late coming and truancy: A good number of pupils who either come late or run away from the school by cutting classes. The reasons are varied and differ in individual cases. Some of the causes may relate to the school, others may concern home and the community from the child comes;

A) Home Environment: in poor families the parents do not have sufficient time to give attention to the studies of their children and also they may lack sense of responsibility to send their children to schools in time. Sometimes they prefer to send them for some manual work to earn money.

b) School Programme: Lack of proper organization and administration of activities or teaching in the school may not be interesting. Poor achievement in the examination may results in the child the dis-interest.

c) Personality of the Child: If the child lacks well integrated personality or suffers from some of the physical defects like weak

eye sight partial, deafness, cannot adjust in the classroom. Mentally retarded and backward children also become maladjusted and created and create problem.

D) Community: Sometimes the rivalries between poor groups lead to truancy. Quite often the children stay away from the school due to his delinquent friends.

Lying: Many times, child finds parents lying in certain occasion, and the feels that there is nothing wrong in lying, whenever a child has not done the home work, he lies. The common reasons for lying are to escape punishment, keep secrets, have fun, show off, gain favour from teachers, friends and parents, want social approval and take revenge of someone.

Stealing: It is highly correlated to poor socio-economic groups or backward classes. If a child finds something new or better, he tends to steal it.

Attention seeking Behaviour: For the time the child experiences of going to school and interacting with children of his own age when he goes to primary schools, at home he is used to get full attention and all his needs are attended to. Therefore, a child, when he feels that he is given equal importance he feel happy, but when he is ignore, he creates problems like being in attentive talking to friends and become stubborn. These are some of the common discipline problems observed among the primary school children. Further, the person commission report and Asian drama by Myrdal studied the effectiveness of primary education did not become creative and constructive members of their own community. Therefore it has been concluded that education in developing countries has only become an instigate of maladjustment and structural unemployment rather than an essential source of growth and development. Therefore, if primary education has to become a force of social change and economic growth, the content, structure and methods of instruction have to be revolutionized so that the younger generation in the schools becomes more favourable to social development. Besides discipline problems emerge mainly, due to lack of proper rapport between teachers and students and also due to wrong approaches to class room teaching. Many a time discipline problems due to un-interesting and un-insipid methods of teaching. During the classroom teaching the teacher should give more importance to the individual difference. Each child is unique in having certain skills, abilities and interests, but it is really Herculean task for the teacher to give individual attention in overcrowded classes. Some of the physical facilities like size of the classroom seating arrangements, ventilation have greater impact in the teaching behavior of teacher and students understanding of the subject. Several studies have indicated that discipline problem arise mainly because of lack of proper teacher-pupil relationship and coordination between teacher and the taught and also due to poor family ground and lack of motivation for the parents/guardians.

Discipline problems and classroom teachers: Every individual, every society, every nation needs to be disciplined. Only then we can say that it is well mannered well cultured well educated can fully developed one. Now the question arises; whether we can have disciplines within a day or two? No, it needs lot of patience courage, perseverance and efforts, the only we can be hope to have good discipline or self disciplined individuals. Making individuals self-disciplined is not the duty of the school alone, it is a combined responsibility of one and all concerned with the individual i.e., the home the society, the state or the nation etc. Discipline in schools generally means, order and system is doing things, regularity and obedience to commands. The word, discipline is being used very commonly in these days. People are heard saying that discipline in the country needs a check-up. We also say that such nation is very well disciplined. The word "Discipline" has a variety of meanings. In this broader sense, it is used to signify the systematic training of the physical, mental, moral, capacities of the child through exercise and instruction. In this sense, discipline is the development of character. When we talk of discipline we relatively speak or think of some rules and regulation and obedience of those is called

“discipline”. Non obedience of those rules will naturally mean indiscipline. Sir Percy Nunn has defined the word discipline as follows “discipline consists of one’s impulses and powers to a regulation which imposes from upon chose and brings efficiency and economy where there would otherwise be in effectiveness and waste. Through part of our nature may resist this control, it is acceptance, the spontaneous movement of a nature in which there is an inborn impulse towards greater perfection. W.H Ryburn says, “True discipline should be mainly positive and constructive rather than negative and destructive. It must be creative. It character and character building is a constructive process. The desirable required are repression and force but expression and wise sublimation. “There is variety of causes which have brought about these ugly expressions of uncivilized behaviour, e.g.

- The uncertain future facing educated young men leading to a sense of frustration which breeds irresponsibility, the mechanical programmes;
- The totally inadequate facilities for teaching learning in the large bulk of institutions;
- The poor student-teacher contact;
- The inefficiency and lack of scholarship on the part of many teachers and their failure to interest themselves in the student’s problems;
- The absence of imagination and tact combined with firmness on the part of heads of institutions;
- The prevalence of what has come to be known as teacher politics;
- The attempt by political parties to interfere in their work and by no means the least;
- The impact of conditions of public life in the country, the falling standards of discipline among the adults and a weakening of their civic consciousness and integrity”.

Remedies suggested by Indian Education Commission: The responsibility is not unilateral but multi-lateral developing on parents, teachers, educational authorities, state Governments and political parties-all together, the educational institution can take up two steps:

- I. Removal of educational deficiencies
- II. Set up consultative and administrative machinery to avoid incidents of indiscipline

Keeping in view of the importance of the education, the importance of the class room teaching, discipline and the educational conditions of Villupuram District, the investigator has been motivated to select the topic.

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“A study on Class Room Teaching Problems and Discipline Problems Encountered by the higher secondary School Teachers working in Villupuram District”

Objectives of the Study

The objectives of the present research are to find out;

1. The problems in class room teaching and discipline faced by the higher secondary school teachers
2. The differences between male and female teachers with regard to the class room teaching and discipline problems.
3. The difference between the B.Ed., trained and D.T.Ed trained higher secondary school teachers with regard to their teaching and discipline problems encountered by them.
4. The difference between teachers who do not stay with their families and those staying with their families with regard to classroom teaching and discipline problems.
5. The difference between local and non-local teachers with regard to teaching and discipline problems.

Hypothesis of the Study:

1. There would be significant difference in the intensity with which classroom teaching (Academic) problems are

experienced in comparison with the discipline problems encountered by the higher secondary school teachers.

2. There would be significant difference between male and female teachers with regard to the class room teaching and discipline problems.
3. There would be significant difference between B.Ed., trained and D.T.Ed., trained teachers with regard to their class room teaching and discipline problems.
4. There would be significant difference between teachers who do not stay with their families and those staying with their families with regard to class room teaching discipline problems.
5. There would be significant difference between locale and non-local teachers with regard to the teaching (Academic) and discipline problems.

REVIEW OF RELATED LITERATURE

Studies related to discipline problems: Several studies have been conducted in order to determine which the most frequently occurring behavioral problems are and which are most annoying to teachers. The classical study of Wick man repeated over the years illustrates how behavioral problems of children are considered differently with regard to the degree of seriousness by teaches, and parents. Wick man’s study implied that teachers and workers who work with or threaten the orderliness of their classes or groups whereas mental hygienists consider as more important the less threatening symptoms such as anxiety or withdrawal which may cannot more serious underlying personality disorders. Stouffer and Owens Repeated Wick man’s study after 25 years with refinements. Their findings show that the problem child is identified as being annoying, disorderly, irresponsible, aggressive, untruthful and disobedient in behavior. J.N. Sparks found that the behaviour traits most annoying to elementary school teachers and creating trouble for them were interruption, carelessness in work, in attention, restlessness, silliness, whispering, note-writing, thoughtlessness, disorderliness and inquisitiveness.

Many studies which have been carried out confirm that many local variations exists as to the nature and extent of behaviorial problems faced in a community. Carl Rogers’s surveyed 1500 children in Columbus elementary school of 6-12 age range (similar to that covered by Mckman). He employed a weighted index composed of academic standing, chronological age, grade placement a revised wick man’s scale for teacher’s judgments, truancy and several personality tests. The results of this survey showed that 12 per cent had mild problems. There was variation in rates from one school to another, possible due to the characteristics of the local population. Roger’s himself remarked that the more favored the neighborhood, the fewer the mental health problems. Maghus investigated a rural sample of 1500 children in 3th and 6th grade in Ohic. In his report boys showed boys showed two to three times more maladjustments compared to as girls and “...a close relationship between personality adjustment of children and their success or failure in school”. A study conducted by the Michigan Department of mental health and the public schools using a 11 item rating scale of maladjustment reported 2 per cent of the children as severely maladjusted. In 1952, ULLMAN undertook a survey of 801 white boys and 9 girls who were in the 9th grade in a section of Maryland. He came to the conclusion that “...the picture of maladjustment is a function of the type of instrument used to measure it”. The teachers rated 8% of the pupils severely maladjusted and again 801 boys and 9 girls, this time by four to one in the proportion of maladjustments.

Literature on policies, communication documents approaches adopted etc: Major Soruces referred are a book on History of Education in India by Mr.Desh Raj (2003) a book which refers to the G.R.’s (Government resolutions etc.) by Mr.K.Nandhakumar (2004) and the fourth and fifth surveys on Research in Education published by the NCEPT.

Following points are found worthy to be noted.

(a) National policy on Education (1968).
Extracts from the policy –

Articles, contemplations etc., Azad (1997) in his contributory article “Educational Planning and policy Research” puts it- “planning as a systematic instrument of socio economic development is of recent development in India – still its research base is unsatisfactory and the large area of policy research is practically an unexplored’ field.

METHODOLOGY OF THE STUDY

Normative survey method has been used in this study.

Tool used in this study: In order conduct the present study and to achieve the objectives, stated in earlier chapter, it was necessary to obtain data with regard to the following problems.

- The impact of sex, nature of training, type of schools, physical facilities in the school and incidence of these problems on teaching and discipline and
- Classroom teaching (academic) problems
- Discipline problems
- Method of dealing with these problems.

In order to collect the data, the investigator constructed a questionnaire for the present research. The questionnaire consists of (8) items in part ‘A’ including sex, nature of training, stay of teachers (along with family), local and non local. In part ‘B’ and part ‘C’ (15+15)=30 problems were included. In both of the parts class room teaching or academic problems of teaching were included. The questionnaire consist of 4 parts namely part ‘A’ part ‘B’ part ‘C’ and part ‘D’. The respondents in the sample were asked to state each of the problem on a five-point scale, constructed to measure attitude i.e. seriousness of the problems.

Besides, attempts were made to collect the information regarding sex, qualification’s and nature of training given to the teachers, living conditions, working place to find out the relationship of these factors with type of the problems faced by the teachers. The respondents have been grouped under 4 categories i.e., male and female teachers: B.Ed. trained and D.T.Ed. Trained teachers, teachers staying alone, teachers staying with their families, and local and non-local teachers. The part D of the questionnaire has been included to gather the suggestions from teachers to solve the problems identified in this research work.

Administration of the tools: The investigator prepared a questionnaire to collect necessary data. Investigator administered the questionnaire to the H.Ms and teachers, and explained the details of part ‘A’ part ‘B’ part ‘C’ and part ‘D’. The selected 100 teachers responded to all the items in the questionnaire.

Tabulation of the data: After administration of the questionnaire the next step was to tabulate the data. Investigator tabulated the data and used the following statistical techniques to analyses the data.

order to test the differences between these groups with regard to academic and discipline problems.

Mean: The mean is the centre of gravity of the group. It is the fulcrum about which the entire group revolves.

Standard deviation: Standard deviation is the square-root of the mean of the squares of the deviations of all the items from the mean.

Test of significance (‘T’ TEST): When we take a number of samples of small size from a proportion, with a mean and standard deviation then the sample means will form a sample distribution of means around the population mean. The hypotheses were tested using the ‘t’ test. The investigator calculated the percentage of the answer given by the respondents in part ‘D’ to analysis the responses.

Analysis and Interpretation of Data

Descriptive Analysis: Mean and standard deviation have been calculated for the variables classroom teaching and discipline problems encountered by the higher secondary school teachers.

Differential Analysis: In order to find out the significant difference between the two variables classroom teaching and discipline problems encountered by the higher secondary teachers status ‘t’ test has been applied. Thus ‘t’ test has been used to find out the significant difference in classroom teaching and discipline problems encountered by the higher secondary teachers.

Descriptive analysis of data: The investigator calculated means and standard deviations for the classroom teaching and discipline problems encountered by the higher secondary teachers.

Analysis and interpretation of the data: It has been specified in the statement of the problem itself that the main objectives of present investigation were to study on the class room teaching problems and discipline problems encountered by the higher secondary school teachers working in Villupuram District. The total sample consists of 100 teachers working in different school in Villupuram District. The questionnaire which is constructed for the present research is administered to the respondents; the information’s and details collected from the respondents on 5 point scale have been treated with the statistical techniques including mean, Standard Deviation, ‘t’ test frequency distribution of cumulative frequency and cumulative frequencies percentage. In the following paragraphs the results obtained are presented in the sequence of the hypothesis, so formulated for the present research.

Hypothesis: There would be significant difference in the intensity with which classroom teaching (Academic) problems are experienced in comparison with the discipline problems encountered by the higher secondary school teachers. The Table (1) reveals about the class room teaching and discipline problems faced by the teachers, and the level of seriousness.

Table 1. Showing the mean, standard deviation and ‘t’ test values of the classroom teaching and discipline problems faced by the teachers

Sub-samples	N	Mean	Standard Deviation	S.E.	‘t’ test	Levels of Significance at 0.05
Teaching (Academic Problem)	100	2.52	0.6423	0.1032	5.88	Significant
Discipline Problem	100	2.30	0.8083			

Table 2. Showing the mean, standard deviation and ‘t’ test values of the classroom teaching problems faced by male and female teachers

Sub-samples	N	Mean	Standard Deviation	S.E.	‘t’ test	Levels of Significance at 0.05
Male	55	2.48	0.6377	0.128	1.57	Not Significant
Female	45	2.57	0.6359			

Statistical techniques used: The collected data was calculated, tabulated and statistical techniques were applied to find out the central tendency namely means, Median, Mode and measures of variability standard deviations, which were obtained for different groups (Male/Female, B.Ed., Trained /D.T.Ed., trained etc.) in

The figures of mean 2.52 and 2.30, the figures of S.D were 0.6423 and 0.8083 respectively. The standard error of the difference between uncorrelated mean 0.1032. the ‘t’ value between them was 5.88. From the value figure given in the table (4.), the hypothesis may be compared and tested. It is found that ‘t’ value obtained is

significant at 0.05 level. In the light of the result given the hypothesis is thus accepted.

Hypothesis-2: There would be significant difference between male and female teachers with regard to the class room teaching and discipline problems.

The Table (2) reveals about the class room teaching problems faced by the male and female teachers, and the level of seriousness. The figures of mean 2.48 and 2.57, the figures of S.D were 0.6377 and 0.6359 respectively. The standard error of the difference between uncorrelated mean 0.1280. The 't value between them was 1.57.

SUMMARY OF FINDINGS, AND CONCLUSION

Summary and Conclusion: In order to verify the major objectives of this study five hypothesis were framed and listed as reported in the previous chapter. There would be significant difference in the intensity with which classroom teaching (Academic) problems are experienced in comparison with the discipline problems encountered by the higher secondary school teachers in Villupuram District. The verification of the above hypothesis indicated that the academic problems are more intensively experienced by this sample in comparison with their discipline problems. This indicates that these urban teachers are more concerned with academic problems and it is even possible that many discipline problems have their origin in teaching (academic) difficulties. Hence in order to solve these problems it would be essential to improve the academic standards with suitable suggestions. There would be significant difference between male and female teachers with regard to the class room teaching and discipline problems. The above hypothesis was not supported with the data obtained in the study. This indicates that in this matter of academic and disciplinary problems both male and female teachers have experience same kind of difficulties.

Since the obtained results is from a town (Urban) this finding may be true in all the areas in the district or even in the state. There would be significant difference between B.Ed., trained and D.T.Ed., trained teachers with regard to their class room teaching and discipline problems. The verification of the above hypothesis revealed that there is no difference between B.Ed., trained and D.T.Ed., trained teachers with regard to their classroom teaching and discipline problems. This clearly indicates that in the matter of academic and disciplinary problems both B.Ed., trained and D.T.Ed., trained teachers have experienced more or less the same kind of difficulties. However as this result was obtained in sample restricted only in a Urban towns this findings may not be true in all other areas in the state. There would be significant difference between teachers who do not stay with their families and those staying with their families with regard to class room teaching discipline problems. The verification of above hypothesis not support with the date obtained in this study. This indicates that in the matter of academic and disciplinary problems both the teachers who not stay and those who stay with their families are experienced more or less the same kind of difficulties. However as this results was obtained in a sample restricted only to a urban town, this findings may not hold good for other areas in the state. There would be significant difference between locale and non-local teachers with regard to the teaching (Academic) and discipline problems. The verification of the above hypothesis revealed difference between locale and non local area teachers with regard to the problem experience by them. This indicates that in the matter of academic and disciplinary problems both the teachers local and non local are experiencing more or less the same kind of difficulties. However as these results was obtained in a sample restricted only to a town urban. These findings may not hold good for other areas in the state.

Suggestion: The investigator would like to offer the following suggestions with regard to the teaching and class room discipline problems.

1. The teachers should give more importance to the concept of individual difference. There should be separate classes for slow learners and fast learners. For slow learners and socially disadvantaged students, "opportunity class" should be conducted to help them to come up in life.
2. The teacher should use modern method of teaching and audio visual aids in teaching learning process in order to create interest among the learners.
3. There should be separate class room for each class.
4. More importance should be given to proper seating arrangements because proper postures of students are very important.
5. Each school has teacher's aide facilities and teacher should prepare and encourage students to prepare some simple teaching aids.
6. Each class room should have a good black board.
7. Teachers should maintain good relationship with the parents and can give guidance so that parents will realize the importance of their responsibility and in turn half their children to progress.
8. Teachers should understand the children well, for this the knowledge of child psychology is very essential.
9. Parents should dress their children properly and then send them to school at proper time..
10. Teachers should find out the cause for the various discipline problems and then should think clearly to offer solution.
11. Head master teaching of various schools, in the locality should meet at least once in 8 months to review the prescribed curriculum to suit to the needs and aspirations of school going children.
12. Teachers should act as models with regard to the dressing; as a result students will certainly initiate them.
13. Teachers if they want to be effective teachers of communications, it is highly desirable on their past students to whom they are concerned.
14. Parents teachers association should be good job in the real sense especially elementary school stage, as a good number of problems can be solved without any difficulty.
15. Home work/ assignment should be given in such as a manner that it will not tire/ burden unnecessarily to the students; it should be a pleasant and joyous experience.

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