An Evaluation of Classroom Management in Effective Teaching

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Abstract

Management is a skill which helps to promote the efficiency and quality of any organization. Education has been a very important area of every developing and developed nation. It is a fundamental right of each human being. Mostly educational system based on formal system of education. If the system is well and responsible to give the education to the children than it plays pivotal role in the socio-economic development of the nation. Pakistan is developing country, where still many observations in the educational system especially at school level. The main objectives of this study were to highlight the status of classroom management, at secondary education, and dig out what is the present status of classroom management at school level. The study was delimited to Secondary School Teachers and students studying in class X at public sectors secondary schools. Therefore, students (180) and Secondary School Teachers (28) were taken as sample of the study. The samples were drawn using random sampling technique. Two questionnaires were developed on five point likert scales to elicit the opinions of students. The salient findings of the study were: mostly the students agreed that teachers take periods in time and teachers start their lectures in a responsible way, , mostly students agreed with the statement that teachers use White / Black Board, Majority students agreed with the statement that teachers use clear and standard language. Mostly, student were not in favor to overall class room management is satisfactory, Mostly students suggested to improve the quality of classroom management as per using the modern trends, Mostly, teachers were disagreed in classroom discussion and application of democratic behavior with their students. On the basis of findings it was concluded that at secondary level classroom management is not appreciated in some areas while there is need to improve the managing skills in the teacher and Head teachers too. Hence, on the basis of research it is suggested that there is need to improve the managing area of class room teaching which can help in promotion effective teaching.

Key Words: Secondary Education, Classroom Management, Effective Teaching

Introduction

Secondary education is a stage, where a student enters at the age of thirteen (13) years. This is the most crucial stage of one's life. The basic perceptions and models of behavior start taking shape and problems of adjustment with the new roles in life. Secondary education, therefore, provides an excellent opportunity for the educators and educationists to conceive and launch programs which initiate problems of molding the learners into proper forms of behavior, attitudes which lead to productive and peaceful life in future. (National Educational Policy, 1998-2010)In today's world, secondary education has a vital mission - one which combines the policy peculiarities of being at the same time terminal and preparatory, compulsory and post-compulsory, uniform and diverse, general and vocational.

Secondary education is now being recognized as the cornerstone of educational systems in the 21st century. Quality secondary education is indispensable in creating a bright future for individuals and nations alike. (World Bank, 2011)

Secondary educational systems differ more by world time and because of their historical traditions-especially the legacy of colonialism-than by development levels or educational expansion per se...Broad curricular outlines...are less affected by economic development, political forces and the degree of educational expansion at the national level than by the broader currents of world history and a nation's location in that history.(Ernesto Cuadra and Juan Manuel Moreno,2005).

Management: Management is both art and science. It is the art of making people more effective than they would have been without you. The science is in how you do that. There are four basic pillars: plan, organize, direct, and monitor. Management is a key factor in both firm successes and firm failure.Whetten and Cameron states; Management is the process of reaching organizational goals by working with the through people and other organizational resources. The term management can also refer to the individuals who guide and direct organizations or to a career devoted to the task of guiding and directing organization. (Certo, 2003) Management refers to the process of coordinating ad integrating work activities so that they are completed efficiently and effectively with the through other people .(Din, Khan and Murtaza, 2011)

Basic Management Skills; **Plan:** Management starts with planning. Good management starts with good planning. And proper prior planning prevents… well, you know the rest of that one. Without a plan you will never succeed. If you happen to make it to the goal, it will have been by luck or chance and is not repeatable. You may make it as a flash-in-the-pan, an overnight sensation, but you will never have the track record of accomplishments of which success is made.

Figure out what your goal is (or listen when your boss tells you). Then figure out the best way to get there. What resources do you have? What can you get? Compare strengths and weaknesses of individuals and other resources.

Organize: Now that you have a plan, you have to make it happen. Is everything ready ahead of your group so the right stuff will get to your group at the right time? Is your group prepared to do its part of the plan? Is the downstream organization ready for what your group will deliver and when it will arrive? Are the workers trained? Are they motivated? Do they have the equipment they need? Are there spare parts available for the equipment? Has purchasing ordered the material? Is it the right stuff? Will it get here on the appropriate schedule? Do the legwork to make sure everything needed to execute the plan is ready to go, or will be when it is needed. Check back to make sure that everyone understands their role and the importance of their role to the overall success.

Direct: Tell people what they need to do. I like to think of this part like conducting an orchestra. Everyone in the orchestra has the music in front of them. They know which section is playing which piece and when. They know when to come in, what to play, and when to stop again. The conductor cues each section to make the music happen. That's your job here.

Monitor: Now that you have everything moving, you have to keep an eye on things. Make sure everything is going according to the plan. When it isn't going according to plan, you need to step in and adjust the plan, just as the orchestra conductor will adjust the tempo. This is an iterative process. When something is out of sync, you need to Plan a fix, Organize the resources to make it work, Direct the people who will make it happen, and continue to Monitor the effect of the change. Managing people is not easy. However, it can be done successfully. And it can be a very rewarding experience. Remember that management, like any other skill, is something that you can improve at with study and practice. (F.John, 2011)

Classroom Management: Classroom management effect the teaching learning process. Seating arrangements,suitable and friendly learning environment are the important factors to be considered.(Abbasi, Murtaza & Riaz, 2011) Classroom management is a skill that is not only learned but practiced daily. Here are ten tips that can lead to successful classroom management and discipline. These tips can help you cut down on discipline problems and leave you with fewer interruptions and disruptions.Some principles of management are being describe as: It's Easier to Get Easier**,** Fairness is key, Deal with Disruptions   Avoid Confrontations, Stop Disruptions, Keep High Expectations, Overplan, Be Consistent, Make Rules Understandable, Start Fresh Everyday**.**(Melissa K, 2011)

How Effetive Teaching? We all know how difficult it is to define "effective teaching" -- people with completely different styles are equally effective. The one thing that we have learned in research in higher education is that there is no one best way of teaching. However, we can list some general characteristics of effective instruction, which may be useful for faculty. Do NOT accept these as "the final word" -- but rather as guidelines that you can use in your work with students. Presentation skills, Interactive Skills, Difficulty level, workload; pacing, Evaluation and feedback, Encouraging independent and self-directed learning, Use of materials (Maryellen Weimer, 2009) What are makes an effective teacher? This particular list of characteristics appears in an excellent book that is all but unknown in the states "It is universally recognized that teacher is a backbone of any educational system because knowledge is transferred from the teachers to the taught. Every country is giving prime importance to the quality of teachers and national policies have been influenced by the growing realization that teachers have a key role to play in determining the quality of out put of educational institutions" (Govt. of Pakistan, 2004).

Interest and explanation – "When our interest is aroused in something, whether it is an academic subject or a hobby, we enjoy working hard at it. We come to feel that we can in some way own it and use it to make sense of the world around us." Coupled with the need to establish the relevance of content, instructors need to craft explanations that enable students to understand the material. This involves knowing what students understand and then forging connections between what is known and what is new.

Concern and respect for students and student learning – Ramsden starts with the negative about which he is assertive and unequivocal. "Truly awful teaching in higher education is most often revealed by a sheer lack of interest in and compassion for students and student learning. It repeatedly displays the classic symptom of making a subject seem more demanding than it actually is. Some people may get pleasure from this kind of masquerade. They are teaching very badly if they do. Good teaching is nothing to do with making things hard. It is nothing to do with frightening students. It is everything to do with benevolence and humility; it always tries to help students feel that a subject can be mastered; it encourages them to try things out for themselves and succeed at something quickly."

Appropriate assessment and feedback – This principle involves using a variety of assessment techniques and allowing students to demonstrate their mastery of the material in different ways. It avoids those assessment methods that encourage students to memorize and regurgitate. It recognizes the power of feedback to motivate more effort to learn.

Clear goals and intellectual challenge – Effective teachers set high standards for students. They also articulate clear goals. Students should know up front what they will learn and what they will be expected to do with what they know.

Independence, control and active engagement – "Good teaching fosters [a] sense of student control over learning and interest in the subject matter." Good teachers create learning tasks appropriate to the student's level of understanding. They also recognize the uniqueness of individual learners and avoid the temptation to impose "mass production" standards that treat all learners as if they were exactly the same. "It is worth stressing that we know that students who experience teaching of the kind that permits control by the learner not only learn better, but that they enjoy learning more."

Learning from students – "Effective teaching refuses to take its effect on students for granted. It sees the relation between teaching and learning as problematic, uncertain and relative. Good teaching is open to change: it involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of the evidence collected."(Ramsden, P. 2006) . It is universally recognized that teacher is a backbone of any educational system because knowledge is transferred from the teachers to the taught. Every country is giving prime importance to the quality of teachers and national policies have been influenced by the growing realization that teachers have a key role to play in determining the quality of out put of educational institutions (Govt. of Pakistan, 2004). Secret of quality education lies in the quality of teachers. Chochran (2006) artistically described the same idea, "It is a universal fact that quality of students depends upon the quality of teachers either highly qualified or have high professional development" Teacher ensures that teaching progress is running smoothly and efficiently. Once a class period starts and students and teacher enter the room; teacher's can exercise control of the events of the classroom by assuming the role of a manager. Effective management is especially important in the early sessions.

Ramsey (1999) says, "The role of an effective manager is to create a climate that welcomes, supports, and rewards innovative thinking and problem solving". Teaching and learning are indispensable parts of any educational system. In this sense, teaching and learning are inseparable. This makes the relationship between teaching and learning the same as that which exists between teachings and learning the same as that which exists between the mother and the child, the teacher is to teach and the child is to learn. But the child is not a passive recipient of what the teacher proposes to give him; rather, he is an active partner in the successful completion of the process. But all this takes place in an environment which should be conducive to the acts of teaching and learning. (Iqbal. 2010) Teacher plays a vital role in the society, classroom and character building of the children.

Teacher Role in Classroom Management: Every society has an established set of virtues and vice. It takes conscious and unconscious measures at various levels to promote the virtues and eliminate the vice. The people reflect contradictions in their actions and in the morality they profess. The people are seen violating the values they hold sacred in their sermons and lectures. Such an atmosphere is hazardous for the immature and sensitive young people who react and suffer from mental confusion and are led to believe that there are certain values to be paid lip service only, whereas the practical needs of life demand an altogether different set of values. A teacher becomes a good teacher when he is sincere to his profession and fulfils his duties with great enthusiasm and shoulders all his duties and responsibilities with full commitment.

Teaching Ethics: Schools face an important challenge, doing their part in preparing children and youth to be responsible, productive adults. Educators differ on how they should teach character development, however, and one who should be responsible for teaching it. Many believe ethical development is the responsibility of counselors or parents. Although counselors and parents are undoubtedly the primary guides for children's ethical development, teachers are in a key position to directly influence students. Let's look at past work and current practice with the idea of strengthening our own role in the ethical development of our students. (Susah, H 2004) A teacher having good characteristics can create excellent qualities in his students. A teacher by his knowledge, experience, best style of teaching and creating good discipline in the classroom can create an ideal teaching and learning situation.

Teaching and learning situation: Teaching and learning situation occurs when students and teachers with common interests come together for the purpose of developing an authentic product or a service that is an application of their common interest. Teachers are a rich resource for students when they examine their own interests in ways that reach far beyond their content expertise and general classroom experience. However, when asked what special talents and interests they have, many teachers fail to recognize their own interests as a valuable resource, or they recognize only those interests that relate to their current teaching assignment.

The Student's Growing Edge: So much for the teacher's own equipment and personality. Look now at the interaction process itself, at the devices the teacher may use to enhance the success of his efforts. The need for any teacher to know where the student stands now in his knowledge? The target should always be the growing-edge of the student. It is true that at a given time no two students have precisely the same growing-edge. One has more knowledge than another; one has read the assigned textbook, another has not (Allport, G.W 2010)

Classroom Environment: According to teacher's vision, successful inclusion classrooms are those that are taught by teachers and school personnel who believe in the academic potential of their special children needs. It is also important for teachers to create a safe classroom environment that allows special children need to learn alongside their peers while experiencing positive socializatio

Managing Behaviour: Although inclusive classrooms can promote positive peer interactions for special education student's behavioral issues can arise that may require a different disciplinary approach than that used with mainstream students. Teachers may need to consider a developmentally appropriate method for managing the behaviour of their special student's needs. Common approaches often include a system that allows a student to self-regulate and manage his own behaviour, coupled with a reward system that reinforces the student's positive behaviours.

Professional Development: Many inclusion teachers attend in-service training or professional development sessions to enhance their skills in curriculum modification, instructional techniques and collaborative teaching strategies that allow special education teachers, specialists and mainstream teachers to team teach. (Omori, P 2010). It is the age of science & technology.

A teacher teaches science, mathematics and technology in the classroom so that his students not only become good scientists but also play a vital role in the prosperity of their country.

Significance of the Study: This study was an attempt to evaluate the role of teachers in managing the class. It was useful in the wider context of the aims and objectives of education. It related to the management of teaching learning situation and its effectiveness. It was aimed to influence the kind of lessons, they planned and teach. It will be helpful in reducing discipline problems and provide guidelines to deal effectively with such problems whenever they arise. The study was also significant to highlight the role of teachers to get better outcomes in teaching learning process. The study provided an insight into the methods of teaching, behavior of teachers, motivational techniques like praise, punishment and re-enforcement. It helps the teacher in establishing a learning climate, effective teaching and give directions about conflict situation of teaching learning process. The study is useful for policy makers, educational planners and working teachers on how to manage the teaching learning situation.

Research Methodology

Sample: The students of secondary class 10th, 165 (20%) and 28 (100%) science teachers of the respective classes were selected randomly as sample.

Data Analysis

The study was descriptive in nature. Two questionnaires on five point Likert Scale were designed to collect information from students and teachers. The data collected through questionnaires were tabulated and analyzed in terms of Percentage and Mean Score. Since the questionnaires consisted of five points, the rating scale value was assigned to each of the five responses.

Strongly agree(SA)=5, Agree(A)=4ncertain(UNC)=3 Disagree(DA)=2, Strongly Disagree(SDA=1. The mean value of each level was considered as:

SDA=1-1.5, DA=1.5-2.5, UNC=2.5-3.5,A=3.5-4.5, SA=4.5-5.00

Students Questionnaires Analysis:

The tables below findings from students' questionnaires were made.

No	Statement	SA	A	UNC	DA	SDA	M.Score
1	Teachers always take class period on time.	119	46	-	-	-	4.72
2	Formative Evaluation techniques are always applied to know learning achievements of every student	09	41	41	37	37	2.67
3	Head Teachers visited regularly to know the class room activities	09	13	-	41	102	1.67
4	Teachers always help the students in practical at laboratory for their practical	49	29	17	31	39	3.11
5	Teachers taught all lessons regularly in the class	131	34	-	-	-	4.80
6	Teachers explain their lessons with the help of suitable examples	135	30	-	-	-	4.82
7	Teachers always try to complete the course work on time.	82	78	-	6	-	4.42
8	Teacher's teaching style always makes the process of learning easier.	105	55	5	-	-	4.27
9	Students are encouraged by the teachers during their question answer sessions.	122	34	-	-	9	4.60
10	All Teachers check student's home work at the end of each lesson.	61	77	5	13	9	4.05
11	There is good teacher and student relationship in the class.	81	57	13	9	5	4.25
12	Teachers provide guidance to students in solution of their various problems	119	46	-	-	-	4.72
13	Teachers consult with student, s parents about their educational problems.	53	77	21	9	5	4.02
14	Teachers treat equally to all the students	114	41	-	5	5	4.57

The Table 1 indicates that 100% of the respondents agreed with the statement that teachers take class periods on time. While 4.72 mean score was between the levels of strongly agreed. Hence the respondents supported the statement.

Table 2 indicates that 45% of the respondents disagreed and 30% agreed with the statement "Formative Evaluation techniques are always applied to know learning achievements of every students" While the mean score was 2.67 which is in the level of agreement. Hence, mostly respondents supported the statement.

The table 3 indicates that 87% of the respondents disagreed and 13% were agreed with the statement that "teachers show pictures in the classroom to elaborate the actual position" While mean score 1.67 fall in the level of agreement. Hence, the respondents supported the statement.

The table 4 indicates that 48% of the respondents agreed, 42% disagreed and 10% were uncertain about the statement that "teachers arrange practical help the students in practical in laboratory" The mean score 3.11, fall in the level of disagreed. Hence, the respondents disagreed with the statement.

The table 5 indicates that 100% of the respondents agreed with the statement that "teachers teach lessons regularly in the class" The mean score was 4.80. Hence, the statement accepted from the respondents.

The table 6 indicates that 100% of the respondents agreed with the statement that teachers explain the lessons are with the help of suitable examples. The mean score 4.82 fall in the level of strongly agreed. Hence, the respondents supported the statement.

The table 7 indicates that 98% of the respondents agreed and 2% were disagreed about the statement that "courses are completed on time" The mean score 4.42, fall in the level of strongly agreed. Hence, the statement accepted from the respondents.

The table 8 indicates that 98% of the respondents agreed and 2.% were uncertain about the statement that "teacher's teaching style makes easier the process of learning easier" The mean score 4.27, fall in the level of strongly agreed. Hence, the respondent strongly supported the statement.

Table 9 indicates that 98% of the respondents agreed and 5% were disagreed about the statement that students are encouraged by the teachers during their question answer sessions. The mean score was 4.60 which show that all the respondents were strongly agreed with the statement.

The table 10 indicates that 85% of the respondents agreed, 12. % disagreed and 3% were uncertain about the statement that "teachers check student's work at the end of each lesson" The mean score 4.05 fall in the level of agreed. Hence, most of respondents supported the statement.

Table 11 indicates that 85% of the respondents agreed, 8% disagreed and 7% were uncertain about the statement that "there is good teacher and student relationship in the class" While mean score 4.25 falls in the level of agreed. Hence, respondents supported the statement.

The table 12 indicates that 100% of the respondents agreed with the statement that "teachers provide guidance to students in solution of various problems" While the mean score 4.72 falls in the level of agreed. Hence, respondents supported the statement.

The table 13 indicates that 81% of the respondents agreed, 7% disagreed and 12% were uncertain about the statement that "teachers consult parents about educational problems" While the mean score 4.02 fall in the level of agreed. Hence, the respondents supported the statement.

Table 14 indicates that 95% of the respondents agreed and 5% were disagreed about the statement that "teachers treat all the students equally" The mean score was 4.57 which show that all the respondents were strongly agreed with the statement.

In the open ended question 50% respondents said that the class size is very huge, it is difficult to handle learning activities. More than 40% respondents informed that physical punishment culture is cause to damage the learners psychologically. Remaining percentage was in the favor to less use of A.V. aids in the class for teaching learning purposes.

Teacher's Questionnaires Data:

No	Statement	SA	A	UNC	DA	SDA	M.Score
1	Head teacher is very vigilant in managing the school activities	-	3	5	13	7	2.08
2	Discussion between teacher and taught is always done during teaching learning process.	11	14	3	-	-	4.33
3	Marking of students' assignments is done regularly.	4	24	-	-	-	4.08
4	Lesson plan for each lesson is prepared	11	11	3	3	-	4.16
5	Immediate feedback is given to the students to their queries.	5	17	3	-	3	3.83
6	Progress of students is regularly discussed with their parents.	7	11	5	3	2	3.66
7	The misbehavior of students is taken well care of.	8	25	8	42	17	2.66
8	Rewards like Praise are given to students	2	22	-	-	-	4.08
9	Teaching strategies like Group Discussion are used during teaching learning process.	2	2	4	12	4	2.4210

The table 1 indicates that 75% of the respondents disagreed, 8.33% agreed and 16.67% were uncertain about the statement that "Head teacher is very vigilant in managing the school activities" While the mean score 2.08 fall in the level of disagreed. Hence, respondents did not support the statement.

The table 2 indicates that 92% of the respondents agreed and 8% were uncertain about the statement that "discussion between teacher and taught is done during teaching learning process" While the mean score 4.33 in the level of agreed. Hence, respondents supported the statement.

The table 3 shows that 100% of the respondents agreed with the statement that "checking of students' assignment is done regularly" While the mean score 4.08 in the level of agreed. Hence, respondents supported the statement.

The table 4 shows that 83% of the respondents agreed, 9% disagreed and 8% were uncertain about the "statement that lesson plan for each lesson is prepared before the class" While the mean score 4.16 falls in agreed level. Hence, respondents supported the statement.

Table 5 indicates that 83% of the respondents agreed, 8% disagreed and 9% were uncertain about the statement that "immediate feedback is given to the students to their queries". While mean score 3.83 in the level of agreed. Hence, the respondents accepted the statement.

Table 6 shows that 67 % of respondents agreed, 17% disagreed and 16% were uncertain about the statement" progress of students is regularly discussed with their parents" The mean score 3.66 in the level of agreed. Hence, the respondents agreed with the statement.

The table 7 indicates that 59% of the respondents disagreed 33% agreed and 8% were uncertain about the statement" The misbehavior of students is taken well care of". While the mean score 2.66 fall in the level of disagreed. Hence, the respondents did not support the statement.

The table 8 shows that 100% of the respondents agreed with the statement that "rewards like "Praise" is given to students". While the mean score 4.08 fall in the level of agreed. Hence, the statement accepted from the respondents.

The table 9 indicates that 66% of the respondents disagreed, 17% agreed and 16.67% were uncertain about the statement that "teaching strategies like Group Discussion are used during teaching learning process". The mean score 2.42 fall in the level of disagreed. Hence, the respondents did not favor the statement.

On open ended questions most of the respondents suggested there is need to improve the class room environment with the help of induction of new furniture and equipments. Mostly respondents suggested improving the teacher's conduct to deal the students friendly it will help to promote the confidence level of the learners.

Findings

Findings of the data collected through questionnaires for students are given below:

1. Majority of the students (100%) agreed that teachers take periods on time and teachers start their lectures in an exciting way.
2. Minority of the respondents (47.50%) agreed with the statements that teacher helps the students in practical in laboratory.
3. Majority of the respondents (100%) agreed with the statements that teachers teach lessons regularly in the class.
4. Majority of the respondents (96.25% and 85%) agreed with the statements that teachers correct the wrong answer of students and teachers check students work at the end of each lesson respectively.
5. Majority of the respondents (97.50% and 67.50%) agreed with the statements that teachers check different tests with keen interest and students can easily complete their home work respectively.
6. Majority of the respondents (85% and 100%) agreed with the statements that there is good teacher and student relationship in the class and teachers provide guidance to students in solution of various problems.
7. Majority of the respondents (79%) agreed that teachers consult the students' parents about their educational problems.
8. Majority of the respondents (75%) agreed with the statement that students said there is punishment and insult by the teachers in the classroom, (91.25%) said that there is a lack of use A.V. aids in the classroom and (81.25%) said that students use mobile phone in the classroom
9. Most of the students disagreed with the frequent visit in the classes to check the learning activities.

Conclusion

On the basis of the findings of the study, following conclusions of were drawn:

- Teachers were taking class periods on time.
- Teachers evaluated previous knowledge before the announcement of a new lesson.
- Teachers use White / Black Board in the class to make the concept clear.
- Teachers were not using models properly.
- Teachers taught lessons regularly in the class.
- Teachers checked the student's work at the end of each lesson.
- There was a good teacher and student relationship in the class.
- Teachers provided guidance to students in solution of various problems.
- Teachers consulted the student's parents about their educational problems.
- Teachers treated all the students equally.
- Teachers provided additional help to weak students in the case of difficulty.
- Students were given group work in the class.
- Discussion between teacher and taught was not done during teaching learning process.
- Marking of students' assignments was done regularly.
- Scoring of the test was done impartially.
- Formative evaluation activities are not done properly in the schools.
- Head teacher are not showing their interest in managing the school activities well.

Hence, it was concluded that teachers try to make conducive teaching/learning environment by using Black Board in an effective way, using simple language, providing guidance for the solution of various problems and granting additional help to weak students. Further, students were given class work/activities in groups and their assignments were marked and checked on daily basis. There was transparency in the evaluation process either formative or summative and virtually, students were facilitated with immediate feedback.

However, availability of A.V.Aids was improper and consequently use of audio visual aids like pictures, models and scientific slides on projector was unsatisfactory. Discussion on topics and articles was not arranged in the classroom. Unfortunately, symbols and grades were not awarded to the students. Further, modern technologies like computer and Internet were not used during teaching learning process. The study also showed that the accountability system in respect of management is not active. Conventional style of management is taking place in the institutions.

Recommendations

Following recommendations are made on the basis of conclusions:

1. Teachers may use helping material in the class to make effective teaching learning. Teacher's demands should be fulfilled as their suggestions.
2. Discussion method may be applied during teaching learning process.
3. Material rewards may be given to students.
4. Modern technological tools are needed to use in the classroom for latest information.
5. All the teachers may keep in mind the mental level of students.
6. Teachers may give attention on the change of students' behavior.
7. Teachers may maintain complete discipline in the classroom during teaching.
8. Headmaster may visit every class after a week.

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