

IMPACT OF TEACHERS' MANEUVER TO BUILD CONFIDENCE AND REDUCE SHYNESS IN STUDENTS FOR BETTER EDUCATIONAL PERFORMANCE AT SECONDARY LEVEL

Jam Muhammad Zafar¹, Muhammad Saleem Akhtar², Afaf Manzoor³, Muhammad Shakir^{4*}

¹Assistant Professor, Department of Humanities & Social Sciences KFUEIT Rahimyar Khan, Punjab, Pakistan.

²Ph.D Scholar, Department of Educational Training Islamia University Bahawalpur.

³Assistant Professor, Department of Special Education, University of Education, Lahore, Punjab, Pakistan.

⁴Associate Professor, Department of Educational Training, The Islamia University of Bahawalpur.

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Abstract

The class roommaneuver of the teacherbuilds enhanced mutual discussion, builds craze in the students and due to which they take interest in the students and play the best role in teaching. Teachers have to use different methods from general business organizations to their students to run educational institutes effectively so that the students have enhanced learning with confidence. The five types of teachers' class room maneuvers that are commonly found in educational

institutions are authoritarian, situational, permissive, egalitarian, and authoritative. These have been compared in this research to explore the most effective class room style that can promote confidence and reduce shyness in students. Independent variable was teachers' class room maneuver and dependent variable was student confidence and shyness. Research sample was consisted of 1100 secondary school students selected randomly & 100 teachers selected purposively. Questionnaire was used as research instrument and its alpha coefficient was found to be 0.893. It was explored that under the permissive and authoritarian circumstances, students declared least confidence and it was highest in the egalitarian atmosphere but it was found an average in authoritative and situational class room atmospheres. Therefore it is recommended that teachers should enforce mix of egalitarian, authoritative and situational class room maneuvers to build confidence & reduce shyness in students for better pedagogical performance at secondary level.

Introduction

Managing the classroom is a very difficult task but if the teacher is more capable, he can do the job very well and thus with a positive effect on students' personality with enhanced learning and reduced shyness (Shaver, Cuevas, Lee, & Avalos, 2007). When someone desires rights he should fulfill his own responsibilities first.

The teacher not only supervises and manages but also provides different resources and achieves greater efficiency by creating coordination and affection with students (Moe, Dingsøyr, & Dybå, 2010).

A good teacher builds confidence in students through the guidance and achieves the best pedagogical performance and results (Day, Gronn, & Salas, 2004). The management and supervision of educational institutions differs from normal business organizations and industries because they produce goods as products but in educational institutes character building of the young generation of the nation is performed along with confidence and learning enhancement (Education, 1983).

A good teacher encourages students by patience and builds confidence in them because shyness in students can destroy the abilities in students (Tourish, 2005). The teacher in the educational institution performs responsibilities of teaching different subjects to his students according to their ability and competency so that the students get the best learning and have better educational performance (Miller & Le Breton-Miller, 2006).

To build confidence and to reduce shyness is an important aspect and because of this students perform best through encouraging. Teacher builds self-confidence and motivation in their students and emphasizes the positive aspects in their personality (Han, Wang, & Yan, 2019). The best teacher is the one who adds in self-confidence in the students by encouraging them (Manea, 2015).

Best teacher encourages the students and guides and advises students in the best way (Ellaway & Masters, 2008). Teacher always transmits friendly and harmonic attitude towards the students and that is why teaching-learning is done in the best way under the best teacher (Costa & Cotta, 2014). The self-confidence of the students produces best academic results and increases students' inclination towards learning work. Educational teachers' behavior has a very important effect on the students' educational performance (Horne, 2017). Therefore the administrative behavior of the teacher should be such that it can be a magnet for the students and build encouragement, consolation and dedication in them. In such friendly class room atmosphere students will enhance their educational performance with dedication and inspiration. Responsible teachers in educational institutions are responsive and motivated. Accountable teachers improve the

academic performance of the students and thus enhance the personality of the students (Malik, Danish, & Usman, 2010; Martin & Dowson, 2009).

The Class room attitude of the teacher with students actually builds mutual consultation, self-respect builds craze in the students and due to which they take interest in the learning and play the best role in performance (Chee, 2007). No one style of management can be fully implemented correctly but it must with mix approach and according to circumstances (Onwuegbuzie & Johnson, 2006). Actually different teachers have different temperaments and different attitudes and also their abilities and qualifications are different. A teacher takes work from the students according to their interest and capabilities. A good teacher should have the ability to use different capabilities of each student for best educational performance and use resources to build circumstances for quality results (Hitt, Bierman, Shimizu, & Kochhar, 2001).

Managing class is a linked to educational performance of learners (Cummings, 2004). In class rooms teachers are shaping personality and character of the future generations. Teachers have to not only enhance academic ability of the students but also their personality. The best personality has to be nurtured so that they can become useful citizens and individuals of the tomorrow society and also have professional ability so that they can work in different professions and different organizations confidently. If teachers are interested in motivation of learners, students would not only perform better, but their ability to learn be greatly increased and their attitudes will also change positively (Tella, Ayeni, & Popoola, 2007).

Research specifically should examine the comparative review of different class room maneuvers to explore which style gives rise to more efficient and better learners' confidence, reduce shyness and dedicated class room atmosphere and leads to better teaching-learning output (Ashkanasy & Daus, 2002). Teacher should explore at the same time which management style have a positive effect on the personality of the students and make the students look more satisfied, confident and reduced anxiety (Xiao & Wilkins, 2015).

Class room management and supervision has been a big problem from the beginning and if the students are not satisfied they will not work enthusiastically (Attridge, 2009). In educational institution not only the students should only be taught, but it is necessary to refine their personality also (Wood, 2003).

Teacher's maneuver has a profound effect on students' confidence, personality, temperament and attitudes. Teachers' attitudes are reflected in classroom management and on students' personality (Ali, Ashraf, & Shuai, 2019).

The five types of management styles that are commonly found in educational institutions are authoritarian, situational, permissive, and egalitarian and authoritative (Zafar, Akhtar, & Shakir, 2016).

The confidence & reduced shyness in students not only produces more interested & efficient learners but with positive personality and pedagogical performance (Archer, 2010).

Management and supervision has been a big problem from the beginning and if the students under a teacher are not satisfied they will not work enthusiastically (Arnaud & Wasieleski, 2014). The intellect teacher with empathy, caring and perseverance to learners's make them confident (Daley, 2012).

This research specifically examines the comparative review of five different class room maneuvers to explore which style gives rise to more efficient and better learners' confidence, reduce shyness and dedicated class room atmosphere and leads to better teaching-learning output. Teachers class room managerial style plays important role to reduce shyness of students (Davis, 2006). Confidence means a reduced hesitation and shyness (Smith, 2015). Teachers' educational performance and responsibilities are more complex (Middlehurst,

2004). Actually in class room a teacher have to deal with students as a role model not only for learning outcomes but for character building(Sanderse, 2013). Teachers have to prepare students for future prospects and requirement for society economical, social, political and ideological grounds to act socially confidently(Geels, 2014). In such a way role of teacher in class room is very critical always(Ebrahim, 2003). Responsible school teachers transform confidence to students through class room activities(Maile, 2002). Shyness in students is hindrances to students to act confidently(Ungar, Ghazinour, & Richter, 2013). Maslos' hierarchy of needs also cannot be neglected but reluctance, shyness, less confidence is also product of deprivation(Hale, Ricotta, Freed, Smith, & Huang, 2019). By compassion the shyness could be removed(Ibidunn, Osibanjo, Adeniji, Salau, & Falola, 2015). Herzberg's theory for motivation (Intrinsic & extrinsic) gives the reflection of impacts of management styles and working atmosphere of an organization on students confidence and reduce shyness. Peoples at work place are like a mentor than mere students. The literature explores that confidence not only enhance the capacity to function effectively but increases the pedagogical success of students. Institute culture deeply affects to restore confidence. Confidence play key role for social and emotional development in students. Securely responsible individuals develop mutual trust and respect reflection(Jones & George, 1998). By confidence a student accomplishes tasks efficiently. Encouragement is main source of enjoyment and to remove stress. Quality of education depend upon attitude of teachers the classes are managed. Reduced shyness keeps on the way of success. Teacher are recommended to apply leadership that is transparent, inspiring and is based on humanistic values with encouragement. Teacher is the role model to perform functional duties and inspiration of the students. Today's school leadership field is more complex, dynamic than past for producing committed students.

Intrinsic and extrinsic affect on confidence and shyness. Inspiration is a reacted correlate with educational performance to reduce shyness and increase confidence. The confident students undertake tasks satisfactorily. The teachers who are sensitive and individually focuses to learners, greatly impresses students. Teachers are the motivators for their students. Excellent school teachers generate a harmonious class room atmosphere for enhanced learning of students to reduce shyness. A harmonic class room atmosphere reduces shyness & gives inspiration and confidence.

Objectives

Objectives of this research were:

1. To explore which class room teachers maneuver gives rise to more efficient and better students' confidence to reduce shyness and dedicated class room atmosphere and leads to better students pedagogical performance output.
2. To analyze the impact of teachers' maneuver on students' confidence to reduce shyness for better educational performance at secondary level
3. To recommend certain measures to build confidence in secondary grade students.

Research methodology

The study was causal comparative in nature, henceforth quantitative approach was employed. Research population was secondary school teachers and students. Sample of research was consisted of 1100 secondary school students & 100 teachers selected purposively for research. Sample was equally selected from rural and urban areas.

Self-developed close ended questionnaires with five point likert-type scale were used as research tools to measure confidence and reduce shyness in respondents. The Cronbach's Alpha reliability

coefficient of the questionnaire was found 0.893. After validity and reliability of research tools, desired data was collected.

Data analysis and findings

Data collected from respondents was analyzed through relevant statistical formulas such as percentages, frequencies, mean score, standard deviation. Open ended questions were converted into themes and then themes were assigned specific codes for analysis through SPSS software. Researcher fed data into data sheets for analysis.

Table 1 Class room atmosphere & confidence & educational performance with reduced shyness in students

Statements	Responses										S.D ^h	Mean		
	SDA ^c		DA ^d		UD ^e		A ^f		SA ^g				Total	
	f ^a	% ^b	F	%	f	%	F	%	f	%			f	%
Patience	170	14.3	276	22.9	140	11.6	321	26.8	293	24.4	1200	100	1.113	2.37
Better communiqué	235	19.6	264	22	115	9.6	326	27.2	260	21.6	1200	100	1.111	2.53
Caring	259	21.6	225	18.8	125	10.4	307	25.6	284	23.6	1200	100	1.185	2.47
Empathy	330	27.5	160	13.3	80	6.7	419	34.9	211	17.6	1200	100	1.233	2.54
Friendly attitude	163	13.6	223	18.6	130	10.8	412	34.4	272	22.8	1200	100	1.167	2.29
Perseverance	181	15.1	217	18.1	122	10.2	306	25.5	306	25.5	1200	100	1.136	2.35
Positive response	171	14.4	256	21.3	158	13.2	269	22.4	346	28.8	1200	100	1.172	2.41
Rational	264	22.0	221	18.4	125	10.4	364	30.4	226	18.8	1200	100	1.141	2.54
Overall Results		18.60		19.70		10.45		28.30		23.06			1.2	2.48

Note. ^aFrequency; ^bPercentage; ^cStrongly Disagree; ^dDisagree; ^eUndecided; ^fAgree; ^gStrongly Agree; ^hStandard deviation

Table 1 findings

1-Patience

Table 1 represents Patience of teachers with subordinates. According to data analysis 51.2 % (26.8%+24.4%) of the respondents agreed with the statements that teacher delegates with subordinated, while 36.68 % (22.4%+14.08%) of the respondents disagreed, where as 11.6% of the respondents undecided. Collectively majority of the teachers 51.2 % (26.8%+24.4%) delegate with subordinates. The value of the standard deviation (S.D) 1.113 and mean value 2.376 supported the statement.

2-Better communiqué

Table 1 represents teachers have the competency of better communiqué. According to data analysis 48.8 % (27.2%+21.6%) of the respondents agreed with the statements that teachers have the competency of better communiqué, while 41.6 % (22%+19.6%) of the respondents disagreed, where as 9.6% of the respondents undecided. Collectively most of the teachers 48.8 % (27.2%+21.6%) have the competency of better communiqué .The value of the standard deviation (S.D) 1.111 and mean value 2.53 supported the statements.

3- Caring to students

Table 1 represents teachers are caring to students. According to data analysis 49.2 % (25.6%+23.6%) of the respondents agreed with the statements that teachers are caring to students, while 40.4 % (21.6%+18.8%) of the respondents disagreed, where as 10.4% of the respondents undecided. Collectively most of the teachers 49.2 % (25.6%+23.6%) are caring to students. The value of the standard deviation (S.D) 1.185 and mean value 2.475 supported the statements.

4-Empathy

Table 1 represents teachers' empathy. According to data analysis 51.4 % (17.6%+34.8%) of the respondents agreed with the statements, while 40.8 % (27.6%+13.2%) of the respondents disagreed, where as 6.8% of the respondents undecided. Collectively most of the teachers 51.4 % (17.6%+34.8%) have empathy. The value of the standard deviation (S.D) 1.233 and mean value 2.54 supported the statements.

5- Friendly attitude

Table 1 represents teachers are Friendly attitude to students. According to data analysis 57.2% (34.4%+22.8%) of the respondents agreed with the statements that teacher are Friendly attitude to students, while 32.2 % (18.6%+13.6%) of the respondents disagreed, where as 10.8% of the respondents undecided. Collectively most of the teachers 57.2 % (34.4% + 22.8%) are Friendly attitude to students. The value of the standard deviation (S.D) 1.167 and mean value 2.29 supported the statements.

6-Perseverance

Table 1 represents teachers show persistence in dealing. According to data analysis 56.4 % (31.2%+25.20%) of the respondents agreed with the statements that teacher show perseverance in dealing, while 33.2 % (15.2%+18.0%) of the respondents disagreed, where as 10.4% of the respondents undecided. Collectively most of the teachers 57.2 % (34.4%+22.8%) show perseverance in dealing. The value of the standard deviation (S.D) 1.136 and mean value 2.35 supported the statements.

7-Positive response

Table 1 represents teachers give Positive response. According to data analysis 50.8 % (28.8%+22%) of the respondents agreed with the statements that teacher give Positive response, while 36.68 % (21%+14.4%) of the respondents disagreed, where as 13.6% of the respondents were undecided. Collectively most of the teachers 50.8 % (28.8%+22%) give Positive response. The value of the standard deviation (S.D) 1.172 and mean value 2.41 supported the statements.

8- Rational for matters

Table 1 represents teachers deal matters rationally. According to data analysis 48.2 % (30.4%+18.8%) of the respondents agreed with the statements that teacher deal matters rationally. while 40.4 % (22%+18.4%) of the respondents disagreed, where as 10.4% of the respondents undecided. Collectively most of the teacher 57.2 % (34.4%+22.8%) deal matters rationally. The value of the standard deviation (S.D) 1.141 and mean value 2.541 supported the statements.

Table 2 Confidence&reduced shyness in students vs. different class roommaneuvers of teachers

Teachers' Maneuvers	Situational		Authoritarian		Permissive		Authoritative		Egalitarian		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Patience	145	60.04	56	23.41	107	44.06	162	67.69	158	65.66	62	62.50
Better communiqué	132	55.02	74	31.02	519	21.09	154	63.98	161	67.22	57	56.90
Caring	125	52.11	46	19.11	585	24.11	148	61.47	130	54.16	50	52.10
Empathy	156	65.09	29	12.03	801	33.21	180	74.98	226	94.02	67	66.80
Friendly attitude	159	66.34	138	57.41	107	41.70	182	75.71	192	80.00	77	76.80
Perseverance	135	56.12	166	69.02	80	33.50	142	59.03	183	76.00	70	70.30
Positive response	125	52.07	110	46.03	84	34.98	170	71.02	162	67.60	65	65.10
Rational	157	65.61	60	25.08	65	27.04	143	59.31	175	73.00	60	60.10
Overall Results		59.01		35.37		32.50		66.62		72.12		63.84

Table 2 findings

First statement in table 2 represents comparative percentage of the agreed respondents under egalitarian teachers 65.66%, under authoritative teachers 67.69%, under situational teachers 60.04%, under permissive teachers 44.06%, under authoritarian teachers 23.41% respondents agreed with the statement that teacher deals students with patience in dealings with students to reduce shyness and increase their confidence.

Second statement in table 2 represents comparative percentage of the agreed respondents under egalitarian teachers 67.22%, under authoritative teachers 63.98%, under situational teachers 55.02%, under permissive teachers 21.09%, under authoritarian teachers 31.02% respondents agreed with the statement that teachers have better communiqué in dealings with students to reduce shyness and increase their confidence.

Third statement in table 2 represents comparative percentage of the agreed respondents under egalitarian teachers 54.16%, under authoritative teachers 61.47%, under situational teachers 52.11%, under permissive teachers 24.11%, under authoritarian teachers 19.11% respondents agreed with the statement that teachers are caring to students in dealings with students to reduce shyness and increase their confidence.

Fourth statement in table 2 represents comparative percentage of the agreed respondents under egalitarian teachers 94.02%, under authoritative teachers 74.98%, under situational teachers 65.09%, under permissive teachers 33.21%, under authoritarian teachers 12.03% respondents agreed with the statement that teachers have empathy in dealings with students to reduce shyness and increase their confidence.

Fifth statement in table 2 represents comparative percentage of the agreed respondents under egalitarian teachers 80.03%, under authoritative teachers 75.71%, under situational teachers 66.34%, under permissive teachers 41.77%, under authoritarian teachers 57.61% respondents agreed with the statement that teacher are friendly in attitude in dealings with students to reduce shyness and increase their confidence.

Sixth statement in table 2 represents comparative percentage of the agreed respondents under egalitarian teachers 76.05%, under authoritative teachers 59.03%, under situational teachers 56.12%, under permissive teachers 33.31%, under authoritarian teachers 69.02% respondents agreed with the statement that teacher show perseverance in dealings with students to reduce shyness and increase their confidence.

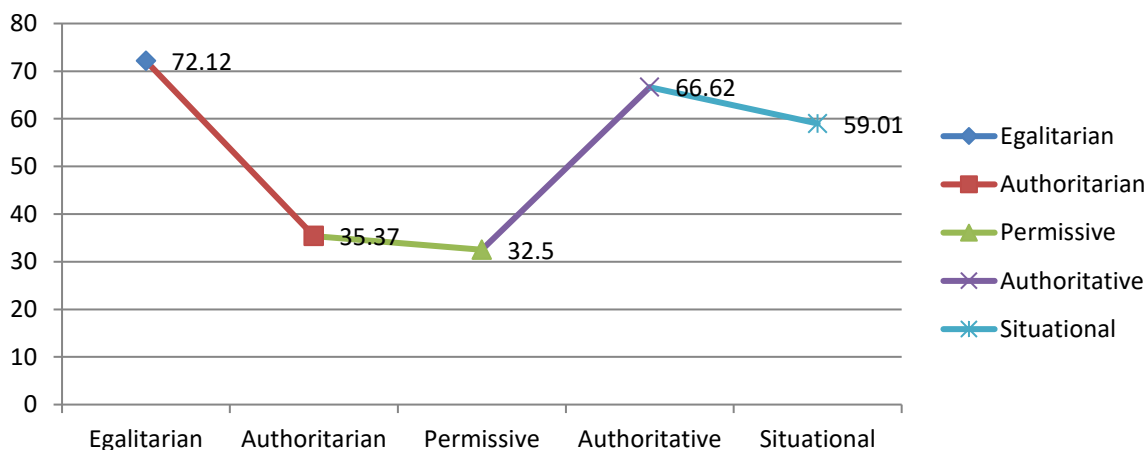
Seventh statement in table 2 represents comparative percentage of the agreed respondents under egalitarian teachers 67.63%, under authoritative teachers 71.02%, under situational teachers 52.07%, under permissive teachers 34.98%, under authoritarian teachers 46.03% respondents agreed with the statement that teachers give positive response to students to reduce shyness and increase their confidence.

Eighth statement in table 2 represents comparative percentages of the agreed respondents under egalitarian teachers 73.09%, under authoritative teachers 59.31%, under situational teachers 65.61%, under permissive teachers 27.04%, under authoritarian teachers 25.08% respondents agreed with the statement that teachers deal matters rationally in dealings with students to reduce shyness and increase their confidence.

Discussion

Authoritarian class room attitude discouraged students and permissive made them reluctant, inactive and shy. Under dictatorial practices, there is cynicism in action and students are reluctant to work with craze due to discouragement and confidence. The egalitarian class room attitude produced harmonious, friendly and counseling attitude which inspired the students to use their abilities with craze. According to research finding it became evident that majority of the respondents were agreed that if teachers have patience, better communication, manage by patience, positive response, caring, empathy, friendly and moreover they convince students by rational reasoning then students act confidently with shyness wiped away with enhanced pedagogical performance.

Figure 1 Confidence & reduced shyness in students vs. different teachers' class room maneuvers



It was explored that under the permissive and authoritarian circumstances, students declared least confidence and it was highest in the egalitarian atmosphere but it was found an average in authoritative and situational class room atmospheres. Class room atmosphere and attitudes played an important role towards the self-confidence and inclination of the students. Authoritarian class room attitude discouraged students and permissive made them reluctant and inactive.

Conclusion

The results of this study revealed evidence of existence of positive relationship among teachers' maneuver in class room and student's educational performance and confidence with reduced shyness. The study concluded that all five class room maneuvers of teachers were found to have significant relationship with student's educational performance, confidence and shyness. Caring, friendly and responsive teachers increased the confidence & reduced shyness of students. Overall students' educational performance & reduced shyness differences results revealed that students are very confident in harmonious class room atmospheres. It was explored that under the permissive and authoritarian circumstances, students declared least confidence and it was highest in the egalitarian atmosphere but it was found an average in authoritative and situational class room atmospheres. Class room atmosphere and teachers' attitudes played an important role towards the self-confidence and educational performance of the students. Authoritarian class room attitude discouraged students and permissive made them reluctant and inactive. Under dictatorial practices, there is cynicism in action and students are reluctant to work with craze due to discouragement. The egalitarian class room attitude produced harmonious, friendly and counseling attitude which inspired the students to use their abilities in craze with reduced shyness.

Recommendation

In the light of research findings and conclusions it was recommended that;

- Child friendly class room administrative approaches should be implemented by the teachers to increase confidence in students at secondary level.
- Trainings of public school teachers should be conducted to equip them with new contemporary strategies for confidence improvement in students at secondary level.
- Teachers should apply egalitarian class room attitude for friendly counseling attitude to inspire students confidently with reduced shyness.

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