

# EFFECTS OF CLASSROOM TRANSITION TECHNIQUES ON STUDENTS BEHAVIOR AT SECONDARY LEVEL

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## ABSTRACT

*This paper was designed to investigate the effects of classroom transition techniques on the student's behavior. The paper explores the different transition techniques use by the teachers in their classrooms and its effect on student's behavior. The study was based on the mixed method approach. The population of the study was all Govt. Secondary school teachers and students in district Peshawar. Stratified sampling techniques were used for sampling of the study. The sample size of the study was 400 students and 20 teachers from 20 schools. The instruments used for data collection were questionnaire and observation check list. The data found that almost 90 % of respondent students reported that transition gives pleasure when it is completed along with friends. Nearly, 80.6 % of respondent students agreed, to the fact that transition helps to increase the engaged time which tend to control challenging behavior. During the observation majority of the teacher respondents were used transition techniques with less numbers of students which help to control the challenging behavior. Observation shows the majority of the respondent teachers have used clear instructions during the transition which help to reduce unpleasant behavior of the learners.*

**Keywords:** Transition Techniques, Students' Behavior, Challenging Behavior.

## INTRODUCTION

Classroom transitions are time frame, when students move in the form of group as directed by the teacher. It is a time period, when the teacher makes student's groups in a class with in short period of time that needed by student to finish one activity and ready to start another activity. It is a technique used by the teacher in management of time and activity. Well planned transitions involve both time and behavioral management (Schexnaildre, 2012). Emmer & Stough (2001) argued that during the transition the teacher move among the students, to attend the individual student's needs and question, also help them to prepare for the next activity, which reduces the disruption. For the successful transitions teacher may provide incentive or other reinforces to students by shifting from one activity to another. Transition provides an opportunity of creativity to the student during the teaching learning process. Role of teacher in time management and allocation, specially, during the class can be analyzed through transition. Time

flow mean teacher's time management decision. In other words, the rate of time utilized by the teacher and students uses the time under the supervision of a teacher (Fox, 2009).

Kaser (2013) stated that in transition teachers use different techniques which help to encourage rapid and smooth progress when they shift from one activity to another. To inform about in coming transition, the students by consistent use of visual or auditory signals and verbal cues is considered as a very effective strategy. When a teacher gives a cue or signal to the students about the transition time, so he provides enough "wait time" until complete the activity and ready for the next activity. Borich (2014) mentioned that transition helps the teachers to reduce interruption, behavior problem along with increase of instructional time which creates an environment for maximum learning. Sadker et al. (2012) revealed that transition helps the teacher in teacher pacing, class timing and other general managerial issues relevant to the classroom (Kern & Clemens, 2006). Sometime transitions leads the disruptive behavior of the students due to lack of time management and lack of well plan transition. There is a variety of techniques help to decrease problem related to transition. More researches gave suggestion for the teacher to take the time and consideration to precisely plan out each transition throughout the day. Numerous research studies have exposed positive results when educators spend more time and thought into planning their transition (Mercer & Mercer, 1999; Buck, 1999 cited by Becker, 2011). According to Buck (1999), cited by (Becker, 2011), Making up clear expectation, firm as well as uniform routines, and along with strong structure throughout transition has also validated to make successful use of transitions in some researches (Kohn, 1998). Disruptive behavior is occurs when there are numerous transitions take place at a time in similar way and majority of student take part in it. When the duration of the transition is too long and students have much time waiting nothing to do as well as ambiguity in the instructions. Some time students do not want to stop an activity and move to another activity or transition occurs without warning became the cause of disruptive behavior during the transition. A plan that helps to reduce the transition time as well as increase the engaged time of the student by selecting activities leads the reduction of challenging behavior. When the activity where student have nothing to do with reducing the time of activity will help in reduction of disruptive behavior (Hemmeter et al., 2008). Inappropriate behaviors during the periods of transition can be minimized by clearly establish and enforced class rules. To reduced disruption teacher and students should be well prepared for the new lesson or activity. Materials related to transition should be easily accessible for the students and enable them to get it rapidly (McIntosh et al., 2004). Effective transition depends upon teacher's behaviors, particularly during the teaching learning process and prediction about current, upcoming and routines activities. Proper time management and time allocation for different activities, during the teaching process makes the lesson much effective (Schexnaildre, 2012). There are so many transition techniques that plays role in making teaching learning process interesting and to control the disruptive behavior of the students. So this study will focus upon the use of transition techniques in the classrooms by the teacher in the teaching-learning process in order to overcome the behavioral problems and improve the students learning (Langlan et al., 1998).

## OBJECTIVE

To explore the transition techniques use by the teachers in their classrooms and its effect on the student's behavior.

## RESEARCH QUESTION

How the transition techniques used by the teachers in their classrooms affect student's behavior?

## METHODS AND PROCEDURE

The study was based on the mixed method approach. The population of the study is all Govt. Secondary school teachers and students in district Peshawar. Stratified sampling techniques were used for sampling of the study. The sample size of the study was 400 students and 20 teachers from 20 schools. 400 students further distributed among the sub-strata of 200 students from each rural and urban schools, similar 20 teachers also classified into sub-strata 10 teachers from each rural and urban school. Sub-strata of 200 was further dived into boy and girls 100 schools, similarly the teacher further divide into male and female 5 teachers from each school. The instruments used for data collection were questionnaire and observation check list. The data were placed on the table and interpreted with the help of percentage.

## RESULTS AND DISCUSSION

Statements	SDA	DA	UN	AG	SAG
i. Teacher start with reading a passage	15 (3.8)	6 (1.5)	8 (2.0)	108 (27.0)	263 (65.8)
ii. Teacher provides free- writing in response to a topic	23 (5.8)	21 (5.3)	25 (6.3)	138 (34.5)	193 (48.3)
iii. Teacher asks for words that start with a certain letter	17 (4.3)	20 (5.0)	46(11.5)	179 (44.8)	138 (34.5)
iv. Teacher plays music at start and end of activities	278 (69.5)	70 (17.5)	32 (8.0)	10 (2.5)	10 (2.5)
v. Activities start and end with counting	125 (31.3)	97 (24.3)	59 (14.8)	62 (15.5)	57 (14.3)
vi. Teacher uses students' name in a story problem to get them involved	61 (15.3)	57 (14.3)	37 (9.3)	125 (31.3)	120 (30.0)
vii. The technique of turning off the lights is used	135 (33.8)	68 (17.0)	48 (12.0)	57 (14.3)	92 (23.0)
viii. The technique of hand signal is used	67 (16.8)	48 (12.0)	30 (7.5)	103 (25.8)	152 (38.0)
ix. The technique of looking at watch is used	84 (21.0)	51 (12.8)	42 (10.5)	111 (27.8)	112 (28.0)
x. The technique of set timer is used	111 (27.8)	81 (20.3)	49 (12.3)	64 (16.0)	95 (23.8)
xi. The timer during the activity is used	131 (32.8)	66 (16.5)	39 (9.8)	67 (16.8)	97 (24.3)
<sup>1</sup> Note. SDA=Strongly Dis Agree, DA=Dis Agree, UN= Un Certain, AG=Agree, SAG=Strongly Agree					

In Table 1, Item 1 indicates that 92.8 % of respondent students viewed that teacher start with reading a passage. Item 2 indicated that 82.8 % of respondent students agreed, to the fact that the teacher provides free- writing in response to a topic. Item 3 indicated that 79.3 % of respondent students agreed, to the fact that the teacher asks for words that start with a certain letter. Item 4 indicated that 87.0 % of respondent students disagreed; to the statement that teacher plays music at the start and end of activities. Item 5 indicated that 55.6 % of respondent students

disagreed, to the fact that activities start and end with counting, 29.8% of respondents agreed, while 14.8 % of respondents were undecided. Item 6 indicated that 61.3 % of respondent students viewed that the teacher uses the students' name in a story problem to get them involved. Item 7 indicated that 50.8 % of respondent students disagreed, to the fact that the technique of turning off the lights is used, 37.3% of respondents agreed, while 12 % of respondents were undecided. Item 8 indicated that 63.8 % of respondent students reported that the technique of hand signal is used, 28.8% of respondent disagreed, while 7.5 % of respondents were undecided. Item 9 indicated that 55.8 % of respondent students viewed that the technique of looking at watch is used, 33.8% of respondents disagreed, while 10.5 % of respondents were undecided. Item 10 indicated that 48.1 % of respondent students disagreed, to the fact that the technique of set timer is used, 39.8% of respondents agreed while, 12.3 % of respondents were undecided. Item 11 indicated that 49.3 % of respondent students disagreed, to the statement that the timer during the activity is used, 41.1% of respondents agreed.

## FINDINGS

1. Almost 92.8 % of respondent students reported that teacher start with reading a passage.
2. Nearly 82.8 % of respondent students' viewed that the teacher provides free- writing in response to a topic.
3. Approximately 79.3 % of respondent students were of the view that the teacher asks for words that start with a certain letter.
4. Almost 87.0 % of respondent students disagreed, to the fact that the teacher plays music at the start and end of activities.
5. Approximately 55.6 % of respondents disagreed, to the statement that activities start and end with the counting.
6. Nearly 61.3 % of respondent students viewed that the teacher uses the students' name in a story problem to get them involved.
7. Approximately 50.8 % of respondent students disagreed to the fact that the technique of turning off the lights is used.
8. Almost 63.8 % of respondent students viewed that the technique of hand signal is used.
9. Approximately 55.8 % of respondent students agreed, to the fact that the technique of looking at the watch is used.
10. Almost 48.1 % of respondent students disagreed; to the statement that the technique of set timer is used.
11. Approximately 49.3 % of respondent students disagreed, to the fact that the timer during the activity is used.

## QUALITATIVE DATA

Most of the teachers were observed frequently some of them were not observed, while only one teacher observed often that they start the lesson with reading a passage.

Most of the teachers were observed often, some of them observed frequently, while few of them were observed rarely that they provided free-writing in response to a topic. Most of the teachers didn't observe, some of them observed often, few of them were observed rarely while only two teachers observed frequently that they asked for words that start with a certain letter.

The entire teachers were not observed that they played music at the start and end of activities.

The entire teachers were not observed that they started and ended activities with counting.

Most of the teachers were not observed, some of them observed often while few of them observed rarely that they used student's name in a story problem to get the students involved.

The entire teachers were not observed that they used the technique of turning off the lights.

Most of the teachers observed often, some of them observed frequently while only one teacher observed rarely and only one teacher has not observed that they use the technique of hand signal.

Majority of the teachers were observed often used the technique of looking at the watch; some of the teacher were not using few of them used the technique of watching while only a couple of the teachers were use the same technique rarely.

Most of the teachers were not using the technique of set timer, some of the teachers use the same technique of set timer, some of the teacher use the same technique some time while few used the same technique rarely and only single teachers were used the mention above activity.

Most of the teachers were not using the technique of set timer, some of the teachers use the same technique of using a stop watch during the activity, some of the teachers use the same technique some time while single teachers were used the same technique rarely and only single respondents teachers were used the mention above activity.

## DISCUSSION

Nearly 92.8% of student respondents in quantitative data agreed, to the statement that the teacher start with reading a passage. While in qualitative data most of the responding teachers were observed frequently that they start with reading a passage. Educator reads aloud as the learners get ready for the end, which help to reduce noise level and motivate them so that they can hear the story (Kartub et al., 2000).

Approximately 82.8% of student respondents in quantitative data agreed, to the statement that the teacher provides free- writing in response to a topic. While in qualitative data most of the responding teachers were observed often, that they provided free-writing in response to a topic.

Mostly 79.3% of student respondents were agreed with quantitative data, to the statement that teacher asks for words that start with a certain letter. On the other hand qualitative data have shown most of the respondent teachers were not observed, that they asked for words that start with a certain letter. Researcher adopted the activity to make continuity in curriculum by saying key words that were related to the lesson (Becker, 2011).

Nearly 87% of student respondents in quantitative data disagreed; to the statement that the teacher plays music at the start and end of activities. While during observation entire respondent's teachers were not observed that they played music at the start and end of activities. The teacher involved music, movement to give the learners a chance to recharge themselves for the coming activity (Coddling & Smyth, 2008).

Approximately 55.6% of student respondents in quantitative data disagreed, with the statement that activities start and end with the counting. While on the other hand, in qualitative data the entire respondent teachers were not observed that they started and ended activities with counting. Study proved that counting was an effective technique because it focused the learners to finish the activity within limited time and save their time (Fox, 2008).

Nearly 61.3% of respondent students in quantitative data agreed, to the statement that the teacher uses the students' name in a story problem to get them involved. While in the qualitative data have shown most of the respondent teachers were not observed, that they used the student's name in a story problem to get the students involved.

Nearly 50.8% of respondent students in quantitative data disagreed, with the statement that the technique of turning off the lights is used. While qualitative data showed the entire respondent teachers were not observed that they used the technique of turning off the lights. Turns off light used as non-verbal technique, which indicates to the student that it is the time to shift from one activity to another and also proved helpful technique to control behavior as well as the attention of the students (Coddling & Smyth, 2008).

Approximately 63.8% of respondent students in quantitative data agreed, to the statement that the technique of hand signals was used. On the other hand the qualitative data showed Most of the respondent teachers observed often, that they use the technique of hand signal. Hand signal used as non-verbal technique which indicates to the student that it is the time to shift from one activity to another and also proved helpful technique to control behavior as well as the attention of the students (Fox, 2009).

Nearly 55.8% of respondent students in quantitative data agreed, to the statement that the technique of looking at the watch is used. While in the qualitative data majority of the teacher respondent were observed often used the technique of looking at watch. Looking at watch a technique used to attract the attention of the learner toward teaching learning process (Hannes & Lockwood, 2011).

Approximately 48.1% of student respondents in quantitative data disagreed; to the statement that the technique of set timer is used. On the other hand, in qualitative data most of the respondent teachers were not using the technique of set timer, some of the teacher respondents use the same technique of set timer. The technique is effective because learners want to complete their task within a limited time and also reduce off-task time (Becker, 2011).

Nearly 49.3% of student's respondent disagreed in quantitative data, with the statement that the timer during the activity is used. While, in qualitative data most of the respondent teachers were not using the technique of set timer, some of the teacher respondents using the same technique of using a stop watch during the activity. The use of timer help to quicker transition, but learner face problem of readiness (Fox, 2009).

## RECOMMENDATIONS

- It is recommended that the instruction during the transition must be clear so it will prove more effective.
- The paper recommended that the teacher must observe the students during the transition which makes them actively engage and make it more effective for the learner as well as for the teacher.
- More research should be conducted to examine the ways in which other transition strategies help manage both transitions and students' mental needs.

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