Efficacy of Classroom Management Strategies in Schools: Teachers Perspective

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ABSTRACT

The concept of classroom management is an essential part of effective teaching and learning. It can be defined as the vast array of strategies and techniques that have been developed by the teachers to preserve the appreciable learning environment, encourage student participation increase and reduce disruptive conduct. This research was descriptive in that it applied a survey method in a quantitative research paradigm. The population of this research study was selected as the teachers of the government schools, both in urban and rural setups within Lahore district. The researcher ran a sample consisting of 300 public sector teachers in ten schools based on both the criteria of random sampling and convenience sampling. The researcher used self-developed questionnaire. Data were tabulated and analyzed with the help of the descriptive method of statistical analysis. There are 300 teachers in the sample, 150 of whom are men and 150 of whom are women. The majority of teachers (25 percent each) are between the ages of 31 and 35 and 41 and older. This research has found that setting proper guidelines and procedures is of the essence in classroom administration. The school teachers stressed on importance of rules and routines as the auditable acts of classroom control and creation of a favorable learning environment. This research leaves the conclusion that deployment of appropriate rules and routines plays a major part in the process of regulating and controlling the environment of the classroom. Routines and classroom rules are significant in the provision of order in the classroom behaviour of the students. The results of the presented research demonstrate a high necessity to provide particular training on classroom management strategies among teachers.

Keywords: Efficacy, Classroom Management Strategies, Schools, Teachers' Perspective

INTRODUCTION

The concept of classroom management is the essential part of effective teaching and learning. It can be defined as the vast array of strategies and techniques that have been developed by the teachers to preserve the appreciable learning environment, encourage the student participation increase and reduce disruptive conduct (Emmer & Evertson, 2016). Good classroom management improves the flow of teaching activities and to a great extent leads to the academic and social growth of pupils. Of late, due to an explosion in the diversity of composite order and the rising rate of behaviorally troubled students in classes, the effectiveness of classroom management process is gathering the attention of researchers and practitioners of education (Marzano & Marzano, 2003). Teachers are one of the various stakeholders in education and they are in a better position to provide information on the implementation of such strategies and their results.

Thus, classroom management according to the teachers is the key that will lead to the improvement of policy and practice at school level. The roles of classroom management are wide and comprise the areas

of behavioral control, teaching order, relationships and classroom physical design (Jones & Jones, 2012). All these are parts of the environment that makes students feel safe and appreciated and have the urge to learn. It has been found out that in well managed classrooms the behavioral issues are minimized and in addition lead to better achievements and emotional and mental welfare of the students (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). The role of the teacher in the process cannot be underestimated as his or her skills on creating routine, applying rules and sustaining good relations with other members of the classroom define the climate in the room. Traditionally, classroom management has evolved a new direction in terms of its previous dictatorial-like approach which focused more on absolute control to the final destination as a more democratic and student-friendly approach.

Contemporary education philosophies also recommend active course of management based on prevention of disturbances through active involvement, high expectation and social-emotional learning (Bear, 2010). Still, the effects of these strategies can bring mixed results to the teachers in regard to the classroom size, age bracket, school and administration climate, and other contextual variables (Garrett, 2014). Such diversion begs serious questions about the utility of the strategies usually suggested when it comes to classroom management and the way in which those strategies are in line with the reality of everyday teaching. Classroom management strategies cannot be fully assessed without the opinion of the teachers as they are the ones mostly doing the implementation process and observing the actions of the students.

Their experiences can enlighten about the problems that they come across, the measures that they consider to be the most effective, and support mechanism that is needed to increase the discipline rate and learning success in the classroom. Martin and Baldwin (1992) stated that those teachers who believe that they have sufficient skills in classroom management will have a better chance of succeeding in nourishing positive learning environment and would be able to keep higher statistics of the instruction time. On the other hand, educationalists who have difficulties with classroom management tend to feel stressed, burnt-out and displeased with the job (Clunies-Ross, Little, & Kienhuis, 2008). Besides, classroom management cannot be considered a universal option. Strategy success is also affected by other factors such as personality of the teacher, his teaching style, the nature of students, and the rules governing an institution (Evertson & Weinstein, 2006). To give an example, the strategy that is rather successful in a primary classroom might not produce a parallel result in a secondary school. In the same way, the difference in culture and social economic backgrounds of students might influence their reaction to various management tools. This is why it is rather complex and demands a subtle interpretation of classroom management strategies through the prism of their practitioners, teachers.

The emergence of recent researches has highlighted the fact of necessity of steady professional development as a factor in classroom management. With good training programs, the teacher can become skillful in handling poor behaviors of students, solving interpersonal conflicts, encouraging the student, and establishing inclusive classrooms (Oliver, Wehby, & Reschly, 2011). Most educators however complain that they were under trained in classroom management in their pre-service education, thus they are not prepared to deal with the realities in the classroom (Reupert & Woodcock, 2010). This means that follow-up and in-service training are of great essence to the arming of the teachers with working tools and techniques. Moreover, the issue of emotional intelligence and relations between the teacher and the student has become a trait of classroom management discussion.

Objectives of the Study

- To identify the key challenge teachers, face in implementing classroom management strategies in schools.
- To explore the relationship between teachers' classroom management strategies and their teaching experience, subject area and classroom size.
- To compare the male and female teachers' strategies regarding class room management school.

Research Questions

- What are the key challenge teachers, face in implementing classroom management strategies in schools?
- How does relationship between teachers' classroom management strategies and their teaching experience, subject area and classroom size?
- What are the differences in class room management strategies employed by the male and female teachers in school?

Significance of the Study

In this study, it is aimed to trace the management strategy in classroom of the secondary school teacher with special emphasis to evaluate the match ability among the strategies and constructivist teaching methods. Another aim will be ascertaining whether it is possible that there will be consistency between the concepts of constructivist learning and practices in classroom management endeavored by the teachers. The necessity of the research has appeared due to the recent educational reforms that undergo the goal of correcting the secondary school curriculum. As the world over, such reforms have been aimed at integrating into the learning that is constructivist in nature and it is happening in the secondary education system in terms of changing times concerning learning. School reform is however a complicated process that is multi-faceted in nature. It takes a multi-dimensional view that involves taking into account some aspects of educational process like the contemporary theories of teachings and learnings, motivating students, developmental requirements, curricular planning, methods of evaluation, technological application, and relations between home and schools. Classroom management is one of those issues which are most critical and discussed in the context of education among all. Depending on the case, it may turn into the object of concern even of the parents and the students. One of the most commonly agreed obstacles to effective teaching is poor classroom management skills which are in turn identified as the greatest barrier when a teacher is trying to improve his profession and become successful in the long-term (Long, 1987).

LITERATURE REVIEW

Classroom management is the term which is used interchangeably with classroom discipline and classroom control but in a more modern and progressive manner. As opposed to the term discipline which can evoke a more authoritative approach or control the term which can obviously cause the same, the most favorable term that contemporary educators employ is the so-called classroom management (CM) as it implies a more democratic authority over control, order, enjoyment and inspiration through its presence and action (Robertson et al., 1996).

Classroom management may broadly be described as the scope of actions and measures used by the teacher in order to ensure effective teaching of the lesson and at the same letting the maximum be learnt by students (Prodromou, 1992). The main goal of CM, in other words, is to establish and support positive yet supportive learning environment that will promote both academic growth and socialization of a student (Bender, 2003).

Not only will such an environment lead to engagement of students, but also create active participation, collaboration and motivation in the classroom environment. On the other hand, classrooms which are not well managed usually have high distractions and involvement of students is minimal with low academic performance. Inferior environments infiltrated by a poor management strategy tend to cause a drop in motivation, reduced success and lack of a significant learning experience (Kayikci, 2009). Hence, classroom management is not a classroom management tool to manage order only, but a key in guaranteeing student success and in the improvement of the school in general.

Classroom Management and Organization

 Management and organization of the classroom have been long standing issues to instructional practice and the study of the educational practice. Such aspects are among those that are ranked highly with regard to the discussions made by both the in-service teachers and school administrators because it does have a great influence on the teaching- learning process. The skills and capacity of teachers to maintain a well-managed and organized environment in the classroom has received more attention in recent years because it offers a basis to the successful provision of instructions and learning by students (Evertson, Emmer, Sanford, & Clements, 1983). Use of effective classroom management techniques is viewed as one of the factors that lead to increased number of students performing better in the classroom and better scholarly results. Of particular significance to novice teachers and the one who takes up new methods of pedagogy, classroom management is still considered to be on the list of their major issues (Delong & Winter, 1998).

A number of research studies have indicated the important character of classroom discipline to an increase in learning success. As an example, Wang, Haertel, and Walberg (1993) declared classroom management as the greatest factor that would affect learning in schools and this thought has also been reproduced by Marzano and Marzano (2003) who also enumerated classroom management as being a key determiner of academic achievement. Ben (2006) says that effective classroom management practices play a very crucial role in teaching effectiveness and to realize timely teaching. These arguments base this point of view that is classrooms managed well provide a school environment to encourage students in their studies. Conventionally, classroom management has been suggested to mean different things by different scholars. In a generalized form, Doyle (1986) defines it as a collection of strategies, routines and procedures that a teacher applies so as to impose order in the classroom.

Baldwin, Martin, and Yin (1998) define classroom management as a comprehensive term, which ensures management of the academic activities, social interactions together with the student behavior. Martin and Baldwin (1992) go further to subdivide the concept of classroom management into three key areas namely, instruction, personal interaction, and discipline which are all crucial in having a productive learning process. Leading traditional behaviorist models of classroom management used to prevail education in the past, especially in such country as Turkey. Based on behavioural psychology these models laid focus on teacher control, organized teaching and impartation of knowledge by the teacher to the learner (Goffin, 1994).

The educators who worked in such system tended to employ very strict control over students as the individuals were considered to be the consumers of knowledge. The behaviorist approaches, according to Garrett (2005), demand powerful and interventionist methods that indicate the dominating role of the teacher in keeping the classroom order and controlling all the learning processes. But in view of the rising impact of both cognitive and constructivist theories of learning, an adjustment toward being more student-centered has been seen to be taking place in the world. In the last few decades, principles of constructivism have found outlets in curricula and instructions (designing) leading active participation of students, individualized learning, and growth of ability to think critically (Brophy, 1999). The education systems currently exist with ideals that are geared towards establishing a student-oriented type of education that penetrates individual and group interaction and whole person development (Elen, Clarebout, Leonard, and Lowyck, 2007).

The constructivist learning environment is more concerned with the interests and needs of the learner coupled with their experiences. The activities in classrooms aim at encouraging self-expression, inquiry-based collaborative, reflective listening, and imaginative problem-solving. According to Scardamalia and Bereiter (quoted in Elen et al., 2007), there exist various types of student-centered learning: i.e., hands-on exploration, curiosity inquiry, and theory building tasks, which provide students with meaningful and authentic opportunities of learning. To give an example rather than reading the information about global

warming passively, the students could research local weather conditions and make their own reports-in such a way the learning process would be more genuine and close to home. Such a paradigm shift will require the reconsideration of the classical classroom management strategies.

Rogers and Freiberg (1994) maintain that good practices in classroom management ought to be informed by the philosophy of student-centered education because it was not possible to subject students to authoritarian principles of operation since it was high time to relegate such ways to embrace community-centered activities and participatory approaches to classroom management. This means that the role of the teacher in this kind of environment changes as it shifts away to a role of a facilitator whereby the teacher directs the learning process of the students, participates in a conversation and guides individual learning. The teacher cannot be considered a disciplinarian or a warden but rather a helping person who stimulates the students to learn and develop both socially, emotionally, and intellectually (Brophy, 1985).

Classroom Management Studies

Study on classroom management has grown tremendously over the years and it is concerned with different variables that contribute to the attitude, style and success of the teachers. Among the most popular tools of such studies is the Attitudes and Beliefs on Classroom Control (ABCC) inventory. Interesting among this is the use by Martin plus others, in studying this relationship by using an instrument to study relationship between gender, class size, age, training, graduate education, school atmosphere, and other teacher features with the classroom management style adopted by the teacher. The findings of these studies have been mixed with varying correlations at times being high and at other times zero which demonstrates that the nature of interactions involved in classroom management is complex.

Martin and Baldwin (1994) counted one of those studies when they used the inventory of classroom management style (ICMS) to determine the effects of the level of experience of the teacher to their management style. They found out that a novice teacher was much more interventionist than experienced teachers. Martin and Yin (1997) were also engaged in a similar study in which they found the female teachers to be less interventionist than the male teachers in classroom management. This was however not the case with another future study done by Martin, Yin and Baldwin (1997) that reported no gender difference on approaches to classroom management. Martin, Yin, and Baldwin (1998) conducted another research among 281 qualified female teachers, namely, more than the half is urban based and has the average experience of 14.35 years in classrooms, and examined the links between the classroom management training, class size, and the graduate course work. The outcome showed that there was significant deviation in the Instructional Management scale of the ABCC in association to management training. There were also relationships that showed correlation between peer average class size and People Management sub scale scores and Behavior Management sub scale scores. Nonetheless, taking graduate courses in the past six months, however, did not have major influence on the classroom management styles. Martin and Yin (1999) found out that urban teachers are more interventionists when handling people rather than rural teachers.

Martin (2004) put traditional and alternatively certified teachers into comparison and found out that alternatively certified teachers were more interventionist in the management of instructions but not people nor behavior. Subsequent research involving 163 respondents supported the results of the initial findings about the considerable difference in the management approaches between males and females, as well between instructor with no experience and an experienced instructor on the score of interventionist tendencies and instructors with and without experience who were more controlling in the manner they handle instructions.

The Significance of Classroom Strategies of Management

Best classroom management is the key to success in teaching and learning. The quality of discipline, structure, and keen atmosphere, which is achieved by a teacher when conducting the process of educating, has direct relations to the absorption and retention of the knowledge by students. Studies have always reiterated that successful teachers adopt a well-defined set of steps and routines through which the learners will be able to operate independently and that one is able to reduce the rate of disturbance.

Conversely, classroom managers that fail to establish a firm classroom management technique on regular basis end up taking long periods in managing the misbehavior as opposed to content delivery. Students who understand what is required of them could stay on the right track and this leads to more time of productive teaching and learning. Therefore, the management strategies cannot only be termed as useful addition but simply, fundamental because they enable teachers to use maximization of the learning time, maintain harmony in the classroom and academic success.

Impact on Student

Student development is based on classroom management which has a significant influence in the development of the student outside the academic. The properly organized classroom influences the students in the ways of their attitudes, organization as well as conduct and discipline. It is an organized classroom setting with the expectations being explicit such that the students have an opportunity to take accountability of their deeds. Proper management skills and communicative abilities of teachers also help students become more motivated and engaged when the same traits are displayed on a regular basis. Further, good management brings in the spirit of equity and responsibility and gets the students into tune to discipline themselves and respect others. All these attributes serve to bring about the general development of the student; not only academically, but also as far as taking responsibility as a person throughout their old age and work place life.

Interest Students

This could just be the most interesting explanation as to why classroom management should be given a priority, because it encourages involvement by the students. Energetic students are less likely to lose track on learning, engage in less meaningful tasks and become thinkers. Proper classroom management makes the teaching time not to be idle and also all the students busy. Teachers, who employ the interactive method (questioning, group discussions, collaborative tasks, and movements within the classroom), are able to maintain interest and attention among students. In addition, the receptiveness to the cues of the learners via verbal and non-verbal communication makes the learners stay in contact with what is being taught. Engagement also inculcates confidence between students who are able to give their ideas, probe questions and find out more content in an elaborated manner. A well-managed classroom that promotes learning establishes life-long learners who remain inquisitive, self-reliant and determined.

RESEARCH METHODOLOGY

Research Design

This research was descriptive in that, it applied survey method in quantitative research paradigm. The key task to be accomplished was to review the effectiveness of classroom management practices employed by the teachers in the state schools. The study also carried out a survey of how these strategies are linked with several teacher-related variables like, performance, gender, training (trained are untrained), and location of the school (urban or a rural school).

Population of the Study

A population is a specific group that has some specific features based on which any data might be offered (Gay, 2008). The population of this research study was selected as the teachers of the government schools, both in urban and rural setup within Lahore district. These were the target teachers because they have an important role in the implementation as well as management of classroom strategies.

Sample and Sampling Technique

Sampling entails picking out a sample of the people out of the bigger population to symbolize that population under study (Gay, 2008). The whole population could not be used since one cannot access the whole population because of time and financial constraints. Hence, the researcher ran a sample consist of 300 public sector teachers in ten schools based on both the criteria of random sampling and convenience sampling. The purpose of using this twofold method of sampling was to establish diversity and representation in terms of gender, levels of training and location of schools (urban and rural).

Research Instrument

The second method of data collection entailed the use of a researcher developed questionnaire. This device has an aim at calculating the effectiveness of classroom management strategies through the perspective of teachers. The item in the questionnaire was mostly closed ended and was they were written in five-point Likert scale where the responses were either: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. Such scale made it possible to obtain standard, measurable information relative to the perception and practice of teachers.

Data Collection Procedure and data Analysis

The information was gathered on the basis of the written consent of the authorities of the concerned school. The researcher did the administration of the questionnaires physically to facilitate giving the respondents the necessary directions and answering their questions immediately. The questionnaires that the respondents had to complete were distributed at a specified location in the school. The high response rate was obtained due to this practical course of action, and the obtained data was treated with great care in terms of its validity and reliability. With the data collection, the data were tabulated and analyzed with the help of the descriptive method of statistical analysis. These were facilitated by frequency distributions, percentages as well as calculation of the means of the score. This analysis matched that of the goals of the study and it could be used to determine the trend as well as the differences between sub-groups (trained professionals versus an untrained teacher or urban versus rural environments).

DATA ANALYSIS

Table 4.1 *Demographic Profile of Teachers (N=300)*

Variable	Category	Frequency	Percentage (%)
Gender	Male	150	50.0
	Female	150	50.0
Age	20-25	30	10.0
	26-30	60	20.0

Variable	Category	Frequency	Percentage (%)
	31-35	75	25.0
	36-40	60	20.0
	41+	75	25.0
Experience	<1 year	45	15.0
	1-3 years	75	25.0
	4-6 years	90	30.0
	7+ years	90	30.0
School Type	Public	180	60.0
	Private	100	33.3
	Other	20	6.7
Grade Level	Primary	90	30.0
	Middle	90	30.0
	High School	60	20.0
	Mixed	60	20.0

There are 300 teachers in the sample, 150 of whom are men and 150 of whom are women. The majority of teachers (25 percent each) are between the ages of 31 and 35 and 41 and older. The majority (30% each) have taught for four to six years or more than seven years. The majority of teachers (60%), followed by private (33.3%) and other types (6.7%), are employed by public schools. The sample is evenly distributed between primary and middle school (30% each), with the remaining 40% coming from high school and mixed grades.

Table 4.2 *Classroom Discipline & Behavior Management (Mean Scores)*

Statement	Mean (1-5)	SD	% Agree (4+5)
I use consistent rules to manage behavior.	4.3	0.7	85%
I handle disruptive behavior effectively.	3.8	0.9	65%
Disciplinary problems affect the environment.	4.1	0.8	80%

Statement	Mean (1-5)	SD	% Agree (4+5)
I involve students in setting rules.	3.5	1.0	55%
Positive reinforcement is regularly used.	4.0	0.8	75%

Strong adherence to structured behavior management was demonstrated by the teachers' high degree of agreement (mean = 4.3) in applying consistent rules for discipline. However, the mean score for involving students in rule-making was lower (3.5), indicating that it is not as popular. The strong consensus that disciplinary issues have an impact on the environment (80%) suggests that discipline is still a problem overall.

Table 4.3 *Instructional Time Management (Mean Scores)*

Statement	Mean (1-5)	SD	% Agree (4+5)
I efficiently manage instructional time.	4.0	0.8	75%
Transitions between activities are smooth.	3.7	0.9	65%
Time management issues hinder learning.	3.9	0.9	70%
I optimize teaching time and participation.	4.1	0.7	80%

The majority of educators think they optimize their teaching time (mean = 4.1) and effectively manage instructional time (mean = 4.0). Transitions between activities, however, had a comparatively lower mean (3.7), indicating that teachers struggle to move fluidly between assignments in the classroom.

Table 4.4 *Student Engagement & Motivation (Mean Scores)*

Statement	Mean (1-5)	SD	% Agree (4+5)
I adapt teaching methods to engage students.	4.2	0.7	85%
Interactive activities enhance motivation.	4.0	0.8	75%

Statement	Mean (1-5)	SD	% Agree (4+5)
Students show enthusiasm for learning.	3.8	0.9	70%
I adjust strategies based on feedback.	3.6	1.0	60%

The majority of teachers (mean = 4.2) concur that changing up teaching strategies increases student engagement. Additionally, people find interactive activities to be motivating (mean = 4.0). There is room for improvement in responsiveness, though, as only 60% of teachers said they had changed their tactics in response to student input.

Table 4.5 *Classroom Organization (Mean Scores)*

Statement	Mean (1-5)	SD	% Agree (4+5)
My classroom setup is conducive to learning.	4.1	0.8	80%
Seating arrangement supports interaction.	3.9	0.9	70%
Organizational strategies reduce distractions.	3.7	1.0	65%

Learning is supported by generally effective classroom setups (mean = 4.1). While there is potential for improvement in the use of organizational strategies to reduce distractions (mean = 3.7), seating arrangements also promote interaction (mean = 3.9).

Table 4.6 *Teacher-Student Relationships (Mean Scores)*

Statement	Mean (1-5)	SD	% Agree (4+5)
I build positive relationships with students.	4.4	0.6	90%
Students feel comfortable approaching me.	4.2	0.7	85%

Statement	Mean (1-5)	SD	% Agree (4+5)
My relationship contributes to management.	4.3	0.7	85%

The highest mean score (4.4) was recorded for building strong relationships, so indicating that personal connection is a major strength. These relationships also support better classroom management, as 85% of teachers agreed they help them handle classrooms more effectively.

Table 4.7 *Gender Differences in Discipline Strategies (t-test)*

Statement	Male (M)	Female (M)	t-value	p-value
Use of consistent rules	4.1	4.5	-3.12	0.002**
Positive reinforcement	3.7	4.3	-4.01	0.000**
Handling disruptive behavior	3.9	3.7	1.20	0.231

Female teachers said they used consistent rules (mean = 4.5) and positive reinforcement (mean = 4.3) far more than male teachers. For managing disruptive behavior, both sexes scored rather similarly, though. The statistically significant difference ($p<0.05$) indicates female teachers might give supportive discipline techniques more of importance.

Table 4.8 *Experience vs. Time Management (ANOVA)*

Statement	<1 yr (M)	1-3 yrs (M)	4-6 yrs (M)	7+ yrs (M)	F-value	p-value
Efficient time management	3.5	3.8	4.1	4.4	10.2	0.000**
Smooth transitions	3.2	3.6	3.9	4.2	8.7	0.000**

Time management was clearly different depending on teaching experience. Teachers with more than seven years of experience scored highest mean values for both effective time use (4.4) and seamless

transitions (4.2). Less than one year of experience new teachers scored lowest, demonstrating how experience shapes time management abilities.

Table 4.9 *Public vs. Private Schools (t-test)*

Statement	Public (M)	Private (M)	t-value	p-value
Classroom organization	3.8	4.3	-3.89	0.000**
Student engagement	3.9	4.4	-4.21	0.000**

Private school teachers claimed noticeably better classroom organization (mean = 4.3) and student involvement (mean = 4.4) than public school teachers. This variation (p<0.001) implies that private schools could offer better tools or support for efficient classroom management.

Table 4.10 *Age vs. Teacher-Student Relationships (ANOVA)*

Age Group	Mean Relationship Score (1-5)	F-value	p-value
20-25	3.9	6.45	0.000**
26-30	4.1		
31-35	4.3		
36-40	4.4		
41+	4.5		

As students grew older, the quality of their relationships with their teachers improved. Teachers between the ages of 20 and 25 had the lowest average score (3.9), while those over 41 had the highest (4.5). This suggests that older educators form closer bonds with students, perhaps as a result of their greater maturity and experience.

Table 4.11 *Management Strategies by Grade Level (ANOVA)*

Grade Level	Mean Strategy Score	F-value	p-value
Primary	4.0		
Middle	4.1	3.87	0.010**
High School	4.3		
Mixed	4.2		

Grade-level strategies are compared in Table 4.11. The use of strategies was slightly higher among high school teachers (Mean = 4.3), and the difference was statistically significant ($p < 0.01$). This could be because high school teachers have more experience or specialized training in behavior management, or because older students need more planned and structured approaches.

Table 4.12 *Correlation between Management Strategies & Experience*

Variable Pair	Correlation (r)	Significance (p)
Experience & Use of Consistent Rules	0.45	0.000**
Experience & Student Engagement	0.38	0.001**
Experience & Time Management	0.50	0.000**

A correlation analysis between management effectiveness and teaching experience is shown in Table 4.12. The findings indicate statistically significant positive relationships between experience and time management ($r = 0.50$), student engagement ($r = 0.38$), and consistent rule use ($r = 0.45$). This suggests that as teachers gain more experience, their classroom management skills significantly improve.

Summary, Findings, Discussion, Conclusion and Recommendations
Summary

Each child should get an effective, well-organized and secure learning environment. This is what generations of teachers tried to achieve: order, discipline and respect for one another were characteristic traits of classrooms. The students would go to school regularly, show interest in learning as well and

respect their teachers. During such olden days, discipline in classrooms was excellent, and the teachers got all the support of the parents. Life in a classroom was comparatively easier; teachers were able to teach, and learners were able to acquaint themselves with instructions. But a lot has changed in the paradigm of the educational environment. The world has changed and come with even varying social, cultural and technological changes which have presented new challenges to both students and teachers. The current classrooms in most cases are likely to be associated with behavioural problems, declining parental interest and lesser respect of the rule of law. Today what used to be a peaceful and productive environment has turned into an unordered and problematic environment in most instances.

The reality of contemporary education depicts a very complicated image. Still, there are no solutions that teachers cannot offer. A lot of new and innovative classroom management techniques have been devised to assist the teachers to negotiate these emerging issues. These plans are meant to be workable, adaptable and viable corresponding to the extent of behavioral and cultural dynamics that exist in schoolrooms these days. Implementation of such evidence-based methods can help teachers to restore order, raise the level of interest toward the learning process and create a favorable learning environment. In classrooms, it is possible again to create a place of respect, growth and learning.

FINDINGS

The sample consisted of an equal gender distribution (50% male, 50% female), with most teachers aged 31–35 or 41+ (25% each). The majority had 4+ years of experience (60%), worked in public schools (60%), and taught primary or middle grades (30% each).

Female teachers scored significantly higher in using consistent rules (M=4.5 vs. 4.1, p=0.002) and positive reinforcement (M=4.3 vs. 3.7, p<0.001) than male teachers. However, both genders handled disruptive behavior similarly (p=0.231).

Teachers with 7+ years of experience reported better time management (M=4.4 vs. 3.5 for new teachers, p<0.001) and smoother transitions (M=4.2 vs. 3.2, p<0.001).

Private school teachers had stronger classroom organization (M=4.3 vs. 3.8, p<0.001) and student engagement (M=4.4 vs. 3.9, p<0.001) than public school teachers.

Student misbehavior (30%) was the top challenge, followed by overcrowded classrooms (20%) and lack of parental support (15%).

Larger classes (>41 students) had higher management difficulty (M=4.2 vs. 2.8 for <20 students) and lower engagement (M=3.3 vs. 4.3, p<0.001).

20% of teachers received no formal training, while 30% relied on pre-service training. Continuous professional development was limited (15%).

Consistent rule enforcement (M=4.4, 85% agreement) and positive reinforcement (M=4.2, 75% agreement) were rated most effective.

Strong teacher-student relationships (M=4.4, 90% agreement) correlated with better classroom management.

Student involvement in rule-setting (M=3.5, 55% agreement) and feedback-based adjustments (M=3.6, 60% agreement) were underutilized.

Transitions between activities (M=3.7, 65% agreement) and seating arrangements (M=3.9, 70% agreement) needed refinement.

English teachers used more positive reinforcement (M=4.2) than math teachers (M=3.8).

Primary teachers reported higher engagement (M=4.3) than high school teachers (M=3.7, p<0.001), suggesting younger students respond better to interactive methods.

DISCUSSION

This research has found that setting proper guidelines and procedures is of essence in classroom administration. The school teachers stressed on importance of rules and routines as the auditable acts of classroom control and creation of a favorable learning environment. Although rules and procedures could be different by different teachers and in different classes, they when applied regularly as a systematic approach they play a major role in reducing interferences. The need to develop interest among the students to learn was also cited as a necessary tool in developing positive classroom environment as well as eliminating poor behavior.

The result of our research allows the support of the research made by Allen (2010) who stated that to become effective, the classroom rules have to be observable, specific and clear. Likewise, Campbell and Lassiter (2020) confirmed the fact that the rules and routines facilitate reducing the number of disruptions and encouraging the active involvement of the students. Routines enable students to have a definite understanding of how they are supposed to behave during and after the instructions, this encouragement on positive behavior and also ensures concentration. Rademacher and Callahan (1999) and Cook et al. (2018) also asserted that efficient classroom procedures help to promote autonomic learning and accomplishments of every student. Another problem noticed by Burden (2020) regarding classroom discipline is that rules are essential.

Eisenman et al. (2018) emphasized that it is possible to provide assistance in the regulation of behavioral patterns in the classroom by setting out the guidelines regarding the frequent problems, including late arrivals, mobile phone use, and other distractions. It was also found out that independence among students will help to minimize the disruptive behavior because children will be ready to think critically and want to be actively involved in lessons. When teachers connect what they are teaching in the lesson to the real lives of students and offer them acceptable challenges academically, the interest of the students will rise and the chances of misbehavior diminish. It corresponds to the research conducted by Collier-Meek et al. (2019), who claimed that the involvement and motivation of the students can be encouraged by involving them in the purposeful activities, which help students feel their competence, giving them opportunities of choice-making, and providing objective challenges. Respondents of this study also attested that giving students an opportunity of making choices and ensuring timely availability of the learning activities leads to more engagement and reduced problem behavior.

CONCLUSION

This research leaves the conclusion that deployment of appropriate rules and routines plays a major part in the process of regulating and controlling the environment of the classroom. Routines and classroom rules are significant in the provision of order in the classroom behaviour of the students. The educators should create everyday routines in the classes to control off-track behaviors and distractive activities. Thus, it can be said that establishing classroom rules and routines are important in order to be orderly in the classroom setting. The essential thing is the rules to be duly reciprocated and conducive at the same time. One should also be consistent with the guideline and rules when they are put into practice. Defining core of interest to students is also one of the major acts in classroom management. In the meantime, planning, and creating interest among students is a strategy that a teacher can adopt to make his or her classroom proceed efficiently. In this respect, the provision of the lessons in terms of association with

lives of students also appeared to have positive effects on the climate in the classroom since students show less disruptions in the course of instruction.

Problematic behavior on the side of students is reduced with the help of choice and access to preferred activities. The acknowledgement of behavior of the students seems to have so significant influences on academic performance of students. Proper and positive behavior would be considered to be appropriate and positive behavior by the student and thus he would be able to get more motivated. Since both the rewards and punishment will encourage the student behavior to be improved. All in all, the behavior of students works in short-term, which is detrimental to one student and transitory beneficial to another one being reprimanded. Otherwise described simply, gratitude and commendation arouses the urge to work hard and put efforts on students. In one word, they should establish such procedures which will promote proper attitude. Close and agreeable classroom setting is one of the important items of effective classroom management. A good classroom atmosphere makes the students work constructively and speaks up freely without being shy to give his/her own opinion. Under the given kind of environment, both teachers and students feel better.

RECOMMENDATIONS

Policy Implications

The results of the presented research demonstrate a high necessity to provide particular training on classroom management strategies among teachers. The policymakers ought to use the education of teachers as a priority area and have an aspect of classroom management, where they prepare teachers with evidence-based and easy-to-apply classroom techniques to cope with various situations in the classroom. Besides, there should be minimum infrastructural provisions in the government schools such as proper classroom area, proper student-teacher ratio (STR), and number of classrooms should be kept up to cut overcrowding. The issue of transportation challenge, especially in rural areas should be addressed in a special way so as to enhance the attendance and punctuality of teachers and students. Incorporating education which is accessible to all is crucial because all the learners should have at least secondary level education that should be provided at all levels in the urban and rural areas.

Implications to Practice

The researchers found out that there was inadequacy in proper classroom facilities, congested classes, and poor STRs, and this harms proper classroom management. Teachers also need to be equipped with new and contemporary principles of classroom management that would contribute to the establishment of healthy-learning atmosphere. The interview data collected among teachers and were analyzed as qualitative data, showed that there was no particular professional development that touches on the teaching classroom management. To help in narrowing this gap, professional trainings and capacity-building activities should be taken regularly by concerned institutions like Quality Assurance and Evaluation Directorate (QAED) and Directorate of Staff Development (DSD). Such institutions need to revise its training programs to tune to needs of the 21st-century education to modify even its classrooms so that these are no more well-managed but also student-centered learning.

Future Research Implications

The research us studied the secondary school in the state of Punjab and the methods of this study were of qualitative nature where the classroom management is concerned. The next study is supposed to analyze the ability of certain classroom management methods to influence the discipline and academic performance of students in a single case or when applied together. The researches should also be carried out in other educational levels including primary, elementary, tertiary institutions to know how classroom management moves all levels of education. It is also necessary that similar research within other

provinces of Pakistan-Sindh, Khyber Pakhtunkhwa, Balochistan, and Gilgit-Baltistan be carried out in order to provide a wider outlook of the nation. It is recommendable to future researchers to adopt various research designs such as quantitative and mixed-method design, and use larger sample sizes, which are more representative, to develop the relevance and applicability of the obtained results.

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