

*Full Length Research Paper*

# Application of classroom management strategies in public and private sector at school level in Pakistan

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This article focuses on the analysis of classroom management approaches in public and private sector at school level in Pakistan. Classroom management is a significant part of an effective teaching-learning process. Due to an effective classroom management, students flourish in a positive class climate and a compassionate environment. From a student's perspective, effective classroom management provides them the opportunities to socialize themselves while learning. From a teacher perspective, effective classroom management involves precautionary discipline and fruitful teaching. In Pakistan, it was concluded that physical environment of the classroom and seating arrangement is managed in both sectors. But behavioral problems were not resolved in public schools but in private schools. Students' behavioral problems are resolved. In the same way there was no consistency in a quality of teaching during each class in public schools but there is consistency in a quality of teaching during each class in private schools. By nature, it was a descriptive research. Using stratified random sampling technique, an appropriate sample of the teacher was selected. Three point rating scale in terms yes, no and undecided was developed to get the opinions.

**Key words:** Classroom management, discipline, behavioral problems.

## INTRODUCTION

Classroom management is a critical part of effective instruction. Effective classroom management, which begins with efficient lesson planning preparation, helps teacher to teach and students to learn. Students thrive in a positive class climate and an environment in which they feel safe, cared for and involved. From a student perspective, effective classroom management provides students with opportunities to socialize while learning interesting content. From a teacher perspective, effective classroom management involves preventive discipline and interesting instruction (Lang and Hebert, 1995). Similarly, classroom management is important because it keeps students motivated to continue their work, provides appropriate instruction and feedback, and managing student work and it can keep disruptive behaviors down to a minimum (Doyle, 2001)

The effective teacher is an extremely good classroom manager. Effective teaching and learning cannot take

place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. Well-managed classrooms provide an environment in which teaching and learning can flourish. Maintaining order in a classroom is a basic task of teaching (Doyle, 2001; Crandell et al., 1995). Many research studies have resulted that a conducive classroom environment promotes students academic achievement (Crandell et al., 1995).

Classroom management strategies are a crucial part of teachers' success in creating a safe and effective learning environment for students. The purpose of education is to provide a safe and friendly environment in order for learning to take place. Therefore teachers should know how to use and apply strategies that will allow and also help students to learn (Stage and Quiroz, 1997; Zuckerman, 2007).

The purpose of this study is to gain awareness about the classroom management strategies and compare the classroom management strategies in public and private schools. The research provided insight to determine the effectiveness of the strategies used in both the sectors.

## RESEARCH QUESTIONS

1. What classroom management strategies are being employed in public and private schools in Pakistan?
2. What effective strategies can be used in classrooms to improve student performance?
3. How the comparison is made regarding classroom management strategies used by public and private schools?

## REVIEW OF RELATED LITERATURE

### Concept of classroom management

Classroom management is a term used by many teachers to describe the process of ensuring lessons run smoothly without disruptive behavior by students. It is possibly the most difficult aspect of teaching for many teachers and indeed experiencing problems in this area causes many people to leave teaching altogether. It is closely linked to issues of motivation, discipline and respect (Stage and Quiroz, 1997). Classroom management refers to all of the things that a teacher does to organize students, space, time, and materials to foster student involvement and cooperation in all classroom activities and to establish a productive working environment. Teachers can establish clear expectations for behavior in two ways: By establishing clear rules and procedures, and by providing consequences for student behavior. It can be described as the teacher's ability to cooperatively manage time, space, resources and student roles and student behavior to provide a climate that encourages learning (Robert and Jana, 2003). It includes preparation of plans and materials, structuring of activities into time blocks, direct teaching of skills and subject matter, grouping of pupils to provide for the most efficient use of teacher and pupil time, plans for transition periods and adequate control of pupil behavior. Stage and Quiroz's research (1997) is instructive. They found that teachers can manage their classes especially at basic level through the following strategies:

1. Using a wide variety of verbal and physical reactions to students' misbehavior such as moving closer to offending students and using a physical cue, such as a finger to the lips', to point out inappropriate behavior.
2. Cuing the class about expected behaviors through prearranged signals, such as raising a hand to indicate that all students should take their seats.
3. Providing tangible recognition of appropriate behavior,

with tokens or chits, for example.

4. Employing group contingency policies that hold the entire group responsible for behavioral expectations.
5. Employing home contingency techniques that involve rewards and sanctions at home.

Finally, classroom management is explained as the procedures that are necessary to create a situation in which learning and teaching can take place.

### Principles for successful classroom management

For every teacher, classroom management is affected by the age range of the students but there are some principles of classroom management which can be very effective. These principles include:

1. Having clear and realistic expectations (Stage and Quiroz, 1997).
2. Communicating with other teachers.
3. Being self-assured.
4. Always do a follow-up.
5. Understanding your role.
6. Personality of the teacher (Shukla, 2003).
7. Recognition of adolescent nature.

### Approaches to classroom management

Approaches to classroom management may be classified by the degree of teacher intervention and control that each approach requires. The following represents continuum strategies.

#### *Intimidation approach*

Intimidation attempts to control students' behavior through strategies that create fear. These strategies include threats, sarcasm, ridicule, disapproval, psychological coercion, and physical force (Lang and Hebert, 1995). This approach also views classroom management as the process of controlling student behavior. The role of the teacher is to compel the student to behave as the teacher wishes out of a fear to do otherwise (Robert and Jana, 2003).

#### *Authoritarianism*

Authoritarianism sets and enforces rules in a dictatorial way, using obtrusive discipline as necessary. Authoritarian teachers seek to control students' behavior by issuing commands, orders, and directives supplemented by careful monitoring. The desks are usually in straight rows and there are no deviations. Students must be in their seats at the beginning of class and they frequently remain there throughout the period. This teacher rarely gives hall passes or recognizes excused absences

(Robert and Jana, 2003).

### ***Behavior modification approach***

Behavior modification approach views classroom management as the process of modifying student behavior. The role of the teacher is to foster desirable student behavior and to eliminate undesirable behavior (Glasser, 1990). Like wise, a behavioral approach to classroom management focuses on establishing clear expectation for appropriate behavior, monitoring behavior, and redirecting inappropriate behavior. It is especially important to create the desirable classroom climate (Emmer et al., 2003).

### ***Instructional approach***

The instructional approach to classroom management is based on the premise that carefully planned and executed instruction will prevent most student behavior problems and will solve those it does not prevent. This approach advocates the use of instructional teacher behaviors to prevent or to stop inappropriate student behaviors.

### ***The group process approach***

The group process approach -conceives the classroom to be a social system in which group processes are of major importance. Therefore, the nature and behavior of the classroom group are viewed as having a significant effect on learning, even though learning is seen as an individual process. The role of the teacher is to establish and maintain a productive classroom group (Evertson and Worsham, 2003).

### ***Permissiveness***

Permissiveness is the extreme opposite of intimidation. The permissive teacher promotes maximum student freedom in order to foster natural development of each individual's full potential (Kellie, 2010). In short, the major theme of the permissive classroom management approach is that the teacher should allow students to do what they want whenever and whenever they want.

### ***Classroom management strategies***

Classroom management refers to the strategies that teachers use to create a safe, orderly and conducive learning environment in the classroom (Rashid, 2007). The term strategy refers to pattern of acts that serve to attain certain outcomes and to guard against certain others. It is clear that classroom management strategy means the

determination of some policy by planning before presenting the contents with the help of which the students force is faced and the teaching objectives are achieved (Rashid, 2007). Classroom management is the actions and strategies teachers use to solve the problem of order in classrooms. Effective teachers also use rules, procedures, and routines to ensure that students are actively involved in learning. In essence, they use management not to control student behavior, but to influence and direct it in a constructive manner to set the stage for instruction (Evertson and Worsham, 2003). Furthermore, the term classroom management refers to the procedures, strategies, and instructional techniques teachers use to manage student behavior and learning activities ([www.education-world.com](http://www.education-world.com); Evertson and Worsham, 2003). There are many classroom management strategies to effective classroom management. Some of these strategies are used both in public and private schools. The important classroom management strategies are the following.

### ***Organization***

Organization is one of the most important components in classroom management. It is also the one component hard to do as a first year teacher. Organizing is the toughest battle in the classroom because teacher needs to be organizing with many tasks in and out of class (Rashid, 2007). Furthermore, classroom organization affects the physical elements of the classroom, making it a more productive environment for its users. They strategically place furniture, learning centers, and materials in order to optimize student learning and reduce distractions ([www.schools.fesd.org](http://www.schools.fesd.org)). The following is a collection of ideas to help with this type of organization.

1. Seating arrangements ([www.thedebbiecluffshow.blogspot.com](http://www.thedebbiecluffshow.blogspot.com)).
2. Organizing material ([www.para.unl.edu](http://www.para.unl.edu)).
3. Managing the physical environment ([www.sasked.gov.sk](http://www.sasked.gov.sk)).
4. Bulletin board.
5. Organization and care of instruction equipment
4. Classroom rules, routines and procedure ([www.online-distance-learning-education.com](http://www.online-distance-learning-education.com)).

### ***Communication***

Communication is process of sending and receiving messages that enables humans to share knowledge, attitudes and skills (Robert and Jana, 2003). Communication is a very important component of classroom management. Many times, what occurs at home can affect what happens in the classroom. Parental participation in the classroom may exterminate some problems that a student may be demonstrating in the class. Parents and

administrators should be aware of what is going on in the classroom (Rashid, 2007).

An important aspect of learning is for students to be able to communicate what they know, or think they know. So, teachers need to encourage their students to verbalize their own knowledge so that they can teach more efficiently (Glasser, 1990).

In short, good communication has great importance for good classroom management. They can be broken into two categories: Sending skills and receiving skills.

### ***Sending skills:***

1. Deal is present. Information is most useful when used at earliest opportunity.
2. Talk directly to students, not about them.
3. Speak politely. This helps create positive role models in the eyes of the students.
4. Make statements rather than asking questions.

***Receiving skill:*** Receiving skills is essential for effective instruction.

1. Forceful listening should be used to help the speaker feel their comments expressed are acceptable and clearly heard.
2. Use paraphrasing, active listening or reflecting to make the speaker feel heard.
3. Make eye contact.
4. Suggest strong leadership skills through body carriage, facial expressions and gestures.

### ***Monitoring***

Monitoring is an activity that involves continuous and systematic checking or observing of programme and project implementation to ensure that it is going to plan. Good monitoring of the classroom is essential as many students find 'acting out' more involved in the activity, do not understand the task, or cannot get help when needed (Johnson, 2001). The following techniques are used for responding to minor classroom disruptions.

1. Scan the class frequently to notice and respond to any problem.
2. React in a calm manner.
3. Make positive contact and praise students who display positive.
4. Remind students of the rules of the classroom if they are not demonstrating them.
5. Clearly state the rules and procedures and the consequences for violating them. When one or a few students are misbehaving, focus the rest of the class on their task and find time to talk to the disruptive students quietly and away from the students focused on their task (Evertson and Worsham, 2000; Nayak, 1994).

### ***Lesson strategies and lesson delivery***

Good lesson planning is essential to the process of teaching and learning. The development of interesting lessons takes a great deal of time and effort. It is also important to realize that the best planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques, are not in evidence ([www.kean.edu](http://www.kean.edu); [www.pgcps.org](http://www.pgcps.org)). It includes lesson preparation, lesson structure, lesson delivery and delivery strategies

### ***Questioning***

Questioning is one of the most important devices of teaching. It is said that the success and efficiency of teaching depends more on skill and judgment with which we put questions than any other single circumstance. In fact, questioning is for the child a natural and enjoyable means of intellectual and social growth (Shahid, 2002).

The following purposes are used in questioning strategies:

1. Spread questions among all students in the class by involving all students in answering.
2. Pose questions. Do not tell students something when you can ask them.
3. Use sufficient "wait time" for students to think about a response.
4. Praise good answers but also preserve the self-esteem of those who give wrong answers.
5. Use both questioning and discussion techniques effectively, targeting various levels of comprehension ([www.kean.edu](http://www.kean.edu)).

In Pakistan, classroom management strategies are used both in public and private schools. The role of the public and private teacher is to provide the necessary support to ensure that students are really learning. Some classroom management strategies are better utilized in private schools than the public schools. But these are also used in public schools.

## **MATERIALS AND METHODS**

### **Population and sample**

The population of the study was consisted of 102 public and 150 private school teachers at secondary level in Punjab (province of Pakistan). An appropriate sample of the study was consisted of 50 teachers of each public and private sectors which was selected through stratified random sampling technique.

### **Research tools for data collection**

To get the opinion of the teachers of public and private schools, a questionnaire on three point rating scale in terms yes, no and undecided was developed.

### Administration of tools

For the purpose of data collection, questionnaires were mailed to the teachers along with the self-addressed stamped envelopes. However email address was also provided for online responses. For this purpose, a soft copy of the questionnaire was also mailed to the available email addresses.

### Data analysis

The analysis of data was made through percentage (%) method. For the purpose of data analysis mean scores was calculated in the view of public and private teachers' responses.

## RESULTS AND DISCUSSION

Table 1 show that 90% of public teachers and 98% teachers of private schools agreed to the statement that the physical environment in the classroom was managed. Similarly 99% public teachers and 95% teachers of private schools agreed to the statement that seating arrangement is managed in rows. However 70% teachers of public schools showed disagreement about the statement that audio equipment is organized in the classroom. Only 30% teachers of public schools expressed their favor towards this statement. But 72% teachers of private schools answered that audio equipment is organized in the classroom. In the same way, 92% teachers of public schools and 98% teachers of private schools are of the opinion that visual aids are organized in the classroom, while 8% teachers of public schools and 2% teachers of private schools answered that visual aids are not organized in the classroom. The table also shows that 86% teachers of public schools and 92% teachers of private schools answered that students are aware of classroom rules while 14% teachers of public schools and 8% teachers of private schools answered that students are not aware of classroom rules. 84% teachers of public schools and 80% teachers of private schools replied that the classroom is managed by using the physical gestures by the teachers. 16% teachers of public schools answered that the classroom is not managed by using the physical gestures by the teachers. More than 90% teachers from both sector favored the statements number 7, 8, and 9. In the same way 52% teachers of Public schools and 14% teachers of private schools stated that there is no consistency in a quality of teaching during each class. Likewise 60% teachers of public schools and 96% teachers of private schools replied that immediately feedback is provided by the students.

### Conclusions

1. The physical environment of the classroom and seating arrangement is managed in public and private schools.

2. Audio equipment and visual aids are better used in private schools than the public schools.
3. Students are aware of classroom rules and classroom schedule in both public and private schools.
4. Group activities and questioning techniques are utilized in public schools and similar situation is used in private schools.
5. Student's behavioral problems are not resolved in public schools but in private schools students behavioral problems are resolved.
6. The students are monitored and rewarded on their achievement in both sectors.
7. There is no consistency in a quality of teaching during each class in public schools but there is consistency in a quality of teaching during each class in private schools.
8. Learning environment and student teacher relationship are established in the classroom in public and private schools.
9. Clear instruction and focus students on task are given to the students in both public and private schools.
10. The learning material is well organized. The classroom is managed by using the physical gestures by the teachers in public as well as private schools.
11. Immediately feedback is provided by the students in private and public schools.

## RECOMMENDATIONS

1. There should be consistency in a quality of teaching during each class in public schools.
2. Teacher should develop a positive attitude to all the students and show trust in their actions and intentions in public as well as private schools.
3. Teacher should provide the guidance to the students on how to discuss subject matter, ask questions and express ideas.
4. Student's behavioral problems should be resolved in public schools
5. Teacher should observe students behavior problems carefully and decide which strategy is used to solve the problem.
6. Teacher should also state the rules clearly to students in both sectors.
7. Teacher should be cooperative in the class in public and private schools
8. Teacher from both sectors should provide organized learning material to the students.
9. Public and private teachers should motivate the students to achieve their academics work.
10. Immediately feedback should provided to the students in both sectors.

Analysis, findings and conclusions have been drawn and then recommendation is given. As it is clear from the responses that majority of the government and private school teachers are agreed that the same classroom management strategies are used in both sector during

**Table 1.** Opinions of public and private teachers regarding classroom management strategies (N1= 50, N2 = 50).

Statement	Respondents (Teachers)					
	Public sector			Public sector		
	Yes (%)	No (%)	UNC (%)	Yes (%)	No (%)	UNC
1. The physical environment of the classroom is managed.	90	8	2	96	4	-
2. Seating arrangement is managed in rows.	99	1	-	95	5	-
3. Audio equipment is organized in classroom.	30	70	-	72	28	-
4. Visual aids are organized in the classroom.	92	8	-	98	2	-
5. Students are aware of classroom rules.	86	14	-	92	8	-
6. The classroom is managed by using the physical gestures by the teachers.	84	16	-	80	20	-
7. Lessons are planned by the teacher prior to the instruction.	94	6	-	92	8	-
8. Lessons are delivered at an appropriate pace.	90	10	-	92	8	-
9. Questioning techniques is used in classroom.	90	10	-	94	6	-
10. Group activities are managed during the instructional process.	78	22	-	88	12	-
11. The students are monitored while they are working on assignments.	80	20	-	90	10	-
12. Enthusiastic learning environment is created in the classroom.	80	20	-	90	10	-
13. Student teacher relationships are established for academics matters.	84	16	-	94	6	-
14. There is consistency in a quality of teaching during each class.	40	52	8	86	14	-
15. The students are rewarded on their achievement.	86	14	-	98	2	-
16. Classroom schedule is maintained.	82	18	-	96	4	-
17. Immediately feedback is provided by the students.	60	40	-	96	4	-
18. The reading material provided to the students is well organized.	74	26	-	90	10	-
19. The students' behavioral problems are resolved in the classroom.	48	52	-	88	12	-
20. Clear instruction is given to the students.	82	18	-	90	10	-

the teaching process. But some teachers are not agreed that the same classroom management strategies are utilized in public and private schools. They know that there exist differences in classroom management strategies.

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