

Classroom Management Strategies: A Comparative Study Of University Teachers

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Abstract

Classroom management is one of the most important component of teaching learning process. In a poorly managed atmosphere this process cannot take place effectively. The well managed classrooms are supportive to flourish teaching learning process. The study was conducted to test the hypothesis that there is no significance difference in perceptions of students regarding classroom management strategies of university teachers having PhD and M.Phil degrees. It was a quantitative and survey study. The population of the study was comprised of students KP two universities. Multistage sampling was used. The sample of the study was comprised of two hundred university students. A self-developed questionnaire was employed for the study. The data were analyzed by percentage, mean, standard deviation, t-test and chi-square. It is concluded that there is a significant difference in classroom management strategies of teachers having PhD and M.Phil degrees. Teachers having higher degree manage classes by using different strategies. Training programs and short term workshops can be very fruitful for developing management strategies.

Keywords: Classroom, Management, Teaching, Learning, Strategies

Introduction

Classroom management entails arranging the lesson plan, coordinating processes, monitoring students' progress, and anticipating and correcting issues. Teachers' biggest issues and worries are students' disruptive behaviour and maintain discipline (Mahvar et al., 2018). Inappropriate behaviour in the class is a big barrier for learning, as well as a possible risk for students' academic ability and a major cause of job stress for teachers. The students' actions have changed dramatically, posing a big behavioural problem for teachers. The instructor manages the students in order to discipline and inspiration and to encourage their participation in

class discussion. The classroom learning will suffer if the instructors are unable to control their classes using different teaching strategies (Farmer et al., 2014; Graham, 2018; Narhi et al., 2017).

Classroom management is often regarded as a critical aspect of teaching profession (Huntly 2008; Jones 2006; McKenzie et al., 2011). It is frequently considered as the most difficult aspect of teachers' job, as well as the component of training (Evertson & Weinstein, 2006; Kafman & Moss, 2010; Peters, 2012; Putman, 2009; Ritter & Hancock, 2007; Romano, 2008). It is crucial to examine and realise teachers' viewpoints in order to improve or reshape these skills, and to apprise policymaking in the area of classroom management (Freiberg, 1999).

The teachers need to become active when they search for efficient strategies in making students think resourcefully and critically (Radhika & Kapur, 2018). It was also stated that the teacher has important roles in managing the classroom, in enhancing the students to find the

tasks more meaningful and in implementing effective learning strategies (Cardenas & Cerado, 2016). Class management and teachers' strategies are vital parts of teaching. Classroom management could effectively predict student learning motivation, and that learning atmosphere exerted the most influence (Saifi, Hussain, Salamat, & Bakht, 2018). Classroom is a place where students gain the knowledge necessary to obtain their future goals and objectives. A well-managed classroom gives the students a soothing effect, without doubt, offers a conducive atmosphere for effective teaching and effective learning. So it can be said that classroom management is not limited to management and discipline, but also involves stress-less and

educational situation and effective learning of the students. Many research findings support that Classroom management play in enhancing students' learning, Aliakbari and Bozargmanish (2015). Classroom management represents establishing rules to organize class and activities and explanation of instructions and finally the result of acting up.

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When looking for effective techniques to teach young to develop critical thinking, teachers must become more engaged (Radhika & Kapur, 2018). Teacher plays a significant role in classroom management, improving students' motivation to complete assignments, and applying effective learning methodologies (Cardenas & Cerado, 2016). The management of the classroom and the tactics employed by the teachers are critical aspects of teaching. It was found to be an effective predictor of student students' motivation, with the learning environment having the greatest impact (Saifi et al., 2018). Students get the knowledge and achieve their long-term goals and ambitions in class. A well-managed class has a calming influence on pupils and provides a suitable environment for good learning. It encompasses not only management and discipline, but also a stress-free and educational environment, as well as effective teaching.

It is a broad term that is frequently used alternately with regulation, although it is also distinguished from class teaching (Egeberg et al., 2016). Moreover, instructors' management and teaching are intricately intertwined and complicated. It is the planning, organisation, and supervision of students, and the process of learning in order to establish and sustain an active experiential learning (Doyle, 1986). Students and teachers, as the major players in teaching process and have opinions about what it requires to properly manage teaching and related behaviors. We concentrated on recognizing and appreciating teachers' opinions concerning teaching, learning, and classroom management. Our goal is to better understand teachers' perceptions on how they create high-quality learning environments (Lewis, 2001; Lewis et al., 2008; Roache & Lewis, 2011; Sullivan et al., 2014; Woolfolk & Weinstein, 2006).

Earlier study has attempted into students' opinions about teachers who maintain and improve safe and comfortable teaching atmosphere. Efficient teachers were described by students' needs by creating trusting relationship and maintaining the classroom atmosphere while cultivating student engagement in learning, regardless of the school setting (Egeberg & Mc Conney, 2017). Few researchers, on the other hand, have looked into the perspectives and ensuring that the environment and background are comparable (Hoy & Weinstein, 2006; Roache & Lewis, 2011).

It is evident that evaluating what is appropriate instructional management and what is not is a difficult task (De Jong, 2005). Several studies have sought to formulate guiding standards and procedures that may be used to aid in the design of effective student behaviour management strategies (McLeod et al., 2003). It is a teacher's competence to determine not just what to teach as well as to maintain discipline and promote a strong, supportive behavior in class (Bennett & Smilanich, 2012).

Every teacher aspires to assist pupils learn from their lectures, a process that necessitates a great deal of effort and a variety of classroom management tactics. It is critical that classroom management mechanisms play an important role in enhancing students' understanding, which

includes the process of forming and leading classes to achieve specified goals (Martin, 2019). To attain these goals, each has a responsibility to maintain a pleasant learning environment for students. Safety, sharing, collaborative enjoyment, and connectivity are five characteristics of a good classroom (Zhang & Zhao, 2010). Successful teaching and learning for good performance can indeed occur in a pleasant and well-managed environment (Jones & Jones, 2012; Van der Lans et al., 2018).

As a result, it may be claimed that the primary goal of CM is to create a pleasant classroom atmosphere (Bender, 2003). This kind and encouraging environment encourages students to participate in class and improve their learning ability. In contrast, mismanaged classrooms have a detrimental impact on student engagement, learning, and achievement (Kayikci, 2009). Students must be given respect in order for the norms to be beneficial that is also an important aspect of effective teaching. Teachers are often said to spend the time dealing with reprimands. They do not have enough time to teach. So, it has become an unavoidable aspect of teaching. Classroom management improves the learning of students. Teaching can indeed be effective with a positive classroom setting. It is also considered as a mentally demanding job. Body language, smile, sound, expressions, positivity, time management, understanding, the framework of the learning experience, adequately using appreciation, monitoring the students are all ways of managing the classrooms (Dixie, 2008).

According to Randolf and Everston (1995) when classroom management is done properly it does not appear visible. Such changes in classroom management practices can only be applied successfully if students and teacher agree with it (Elen et al., 2007). Transition of curriculum from teacher centered to student centered demands certain adaptations on behalf of teachers and students. Teachers will have to shift their role from authoritarian figures to facilitators. Sense of responsibility of students have to be enhanced, they have to be empowered.

In order to have effective classroom management teacher needs to use fair and consistent discipline. Unacceptable behavior by students needs immediate attention. They must be called in private to address the problem. Keeping student busy with learning work and teacher's enthusiastic and inspiring behavior can be effective management techniques (Levin, 2006). Proactive management is much better than reactive on. Teachers who are proactive from the beginning, they are more productive than teachers who react when misbehavior occur. It is collection of proactive, well prepared strategies and practices in class to create a positive learning atmosphere.

Classroom management's primary goal is to improve student learning. Discipline and the avoidance of disruptive behaviour are two related aspects of classroom management. It entails ensuring a respectful environment in which students can develop into important individuals (Basit, 2005). It is an essential component of good teaching. It begins with excellent lesson planning, which enables teachers to teach more effectively and students to learn more effectively. Students do better in an upbeat environment and one in which they feel engaged. It encourages students to

interact with one another. They learn in a collaborative environment. It produces successful classroom education and preventive discipline (Lang & Hebert, 1995).

Hypothesis

There is no significance difference in perceptions of students regarding classroom management strategies of university teachers having PhD and M.Phil degrees.

Research Methodology

It was a quantitative and survey study. The population of the study was comprised of students KP two universities. Multistage sampling was used. In order to ensure adequate representation of the population, the sampling of the study was comprised of two hundred students (100 from each university). The questionnaire was used for data collection. A self-developed questionnaire was employed for the study. The questionnaire had fifteen close ended items related to teaching management strategies. Five point rating scale from “always to never” was used. Experts with relevant fields assessed the validity of questionnaire. It relates to the quality of the data collection technique. The questionnaire’s reliability was determined using Cronbach’s alpha. The questionnaire about the class management strategies of university teachers was developed and revised for students in the light of feedback received after pilot testing. Data were collected personally. They were asked to give information which would be kept confidential. The data were analyzed by percentage, mean, standard deviation, t-test and chi-square for significance differences at .05 level of confidence.

Table 1 Scale Regarding Classroom Management Strategies

Scale	Items	A	M(SD)	Ranges	
				Potential	Actual
CMS	15	.85	55.02(11.19)	15-75	25-75

Table shows the psychometric properties of questionnaire used in the study. Classroom Management Techniques scale’s Cronbach Alpha value is high and significant.

Table 2 Mean, SD, and t-values on Classroom Management Techniques used M.Phil Students

Variable			t	p	95 %CI		Cohen’s D
	M	SD			LL	UL	
CMS	52.92	9.33	-14.67	.01	-12.99	-9.92	-1.19

Table shows the results of t-test for comparing students of M.Phil teachers on classroom management strategies. The mean score was 52.92 and statistically significant.

Table 3 Means, SD and T-Values on Classroom Management Strategies of PhD Teachers

Variable			T	p	95 %CI		Cohen's D
	M	SD			LL	UL	
CMS	64.05	8.76	-5.53	.01	-12.49	5.9	-1.1

Table shows the results of t-test for comparing teachers and students of universities on classroom management strategies. The students were of the view that they apply classroom management strategies more comprehensively. The mean score 64.05 is highly statistically significant of PhD teachers in applying classroom management strategies as $p < .05$. The students were of the view that PhD teachers used classroom management strategies in a different way and managed successfully as compared to M.Phil degree holders' teachers. The mean difference is highly statistically significant between them on the score of classroom management strategies at $p < .05$.

Discussion and Conclusion

The study was about classroom management strategies used by teachers having different qualification. High qualified teachers have better classroom management strategies as compared to others. They encourage group work in the class. They always keep monitoring classroom activities and provide reinforcement to students for their behavior, enforce classroom rule promptly, consistently and equitably from the starting. They rotate and check seating arrangements properly. The outcomes of this study back up the conclusions of Owusu et al's study from (2021). It was determined that teachers primarily employed feedback and anticipation as classroom discipline tactics and they favorably improved academic performance while maintaining excellent relationships. It is concluded from the results that there is a significant difference in classroom management strategies of teachers having PhD and M.Phil degrees. So, null hypothesis is rejected. Teachers having higher degree manage classes by using different strategies. They are well trained and managed in spite of others. Classrooms are managed more perfectly by PhD teachers than M.Phil teachers.

Recommendations

The M.Phil teachers need improvement in the strategies of classroom management. Modern teaching strategies, skills, and classroom managerial practices should be included in the content and teacher training programme to assist them in enhancing classroom environments. Training programs and short term workshops can be very fruitful for developing management strategies. A transparent and fair policy for teacher recruitment is the need of time. There is need of merit teaching to improve the quality of this profession. Content and methodology may be focused during teacher training programs to improve the quality. In the university teacher training programs may prolific in enhancing good classroom teaching practices and classroom

environment. The short training programs, workshops can be beneficial for developing classroom management strategies of university teachers.

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