

Journal of Educational Research & Social Sciences Review (JERSSR)

Secondary Schools' Classroom Management Strategies in district Lahore: A Comparative Study of Public and Private Sector

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Abstract

The term "classroom management" is typically used to refer to discipline and classroom control. The most contemporary term used by all teachers in place of "discipline and control" is "classroom management." The major objective of the study was to compare teachers' classroom management strategies in private and public secondary schools of District Lahore. The population was comprised of all teachers of secondary schools of private and public sectors of Lahore. Multistage sampling technique was used. The three hundred and twenty teachers were selected as a sample from forty secondary schools. From each school, through a simple random sampling technique, eight teachers were chosen. The researcher collected data through a research tool "questionnaire". There was statistically significant difference between public and private classroom management strategies that is the managing classroom behaviour, specific teaching technique, working with parents at secondary level.

Keywords: Classroom management strategies, secondary schools, public-private comparison, district Lahore

Introduction

Though teachers frequently struggle to satisfy the academic and behavioural expectations of their students, teacher success is crucial to student success. It is really concerning how much time teachers spend dealing with student behaviour, which takes time away from teaching. Using proactive classroom management strategies could reduce the amount of time you spend dealing with kids' behaviour and increase their participation. All students, including those with impairments, can achieve more when instructors integrate innovative, substantial proof strategies into their lesson design (Nagro, Fraser, & Hooks, 2019).

In general, the term "classroom management" refers to all of the techniques and methods that teachers employ when instructing and maintaining control of the classroom. A few examples of classroom management techniques include competencies in pedagogy, cooperation, timekeeping, student management, and content management (Ambreen, Ahmed & Hussain, 2018; Kennedy, Hirsch, Rodgers, Bruce, & Lloyd, 2017). In order to engage all students in their learning, teachers use common disciplined strategies in their classrooms. The majority of teachers use incentive as a strategy to avoid coercive and punitive behaviour (Abdullah, 2020).

Evertson and Weinstein (2006) refer to the when instructors talk about classroom management, they mean the things they do to foster an environment that fosters students' educational and social emotional development. They provide a list of five different types of behaviour. In order to maintain a high standard of classroom management, teachers must (1) develop friendly, positive interactions with students and among students, and (2) organise and administer activities in ways that promote pupils' learning opportunities. The significance of creating positive teacher-student relationships express Marzano, Marzano, & Pickering, (2003).

Evertson and Weinstein (2006) also argue that educators should (3) encouraging participation from learners in classwork, which can be done by applying team management strategies (e.g.,

established classroom procedures and rules), (4) Teachers must encourage the growth, social and self-control abilities of their pupils'. This is referred to as holding pupils responsible for their actions. Evertson and Weinstein (2006) conclude by saying Teachers ought to be able to (5) employ suitable interventions to help pupils who have behavioural issues (Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2014).

The ability to effectively manage the various tasks and events that arise in the classroom every day is essential for effective teaching. There are many different skills and methods teachers can employ in the classroom to keep pupils engaged, attentive, and productive. Effective classroom management strategies aid teachers in reducing both individual and collective behavior of students that hinder learning. While inexperience or less effective instructors are more likely to have a unsystematic classroom with uninterested and unattentive learners, effective teachers usually have good classroom management skills (Dustov, & Cotton, 2015).

According to O'Brennan, Debnam, Pas, Cash, and Bradshaw (2015), instructor have better understanding about classroom management techniques and have implemented all of the disciplinary techniques, including observation, classroom rules, encouraging positive behavior, practices, and psychosocial problem prevention. Teachers schedule students' time, create lesson plans, create a secure environment that is beneficial to learning, and organise materials in order to boost student participation and active involvement in class activities as well as to establish and sustain a fruitful and effective work environment. Classroom management refers to this procedure (Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2016).

In Pakistan, both public and private schools use classroom management strategies. The main responsibility of a teacher, whether in a public or private school is to provide the effective and required assistance to ensure that lessons are learned in the real world. In the context of this study, we were comparing the successful classroom management techniques employed by instructor in private and public schools. In Pakistan, both public and private sector teachers employ a variety of classroom management techniques. All pupils must receive the appropriate support from teachers in order to improve their learning. Shah (2003) found that private school teachers employ classroom management strategies more successfully than their counterparts in public schools. But all of these strategies are employed by teachers in all public schools. There were different strategies were used in this study like Scale for managing classroom behaviour, targeted teaching methods, parent engagement, and planning assistance.

Research objective

- To compare teachers' classroom management strategies in private and public secondary schools of District Lahore.

Research Hypotheses

- H₀₁: There is no significant difference among private and public teachers' concerning the classroom management scale strategy at secondary level.
- H₀₂: There is no significant difference among private and public teachers' concerning the managing classroom behaviour strategy at secondary level.
- H₀₃: There is no significant difference among private and public teachers' concerning the specific teaching techniques strategy at secondary level.
- H₀₄: There is no significant difference among private and public teachers' concerning the working with parents' strategy at secondary level.
- H₀₅: There is no significant difference among private and public teachers' concerning the planning support strategy at secondary level.

Statement of the Problem

The aim of this investigation was to compare the classroom management strategies used at secondary schools (private and public sectors) in district Lahore. Previous studies have also shown that the classroom rules have a noteworthy influence on learner's behaviour. Therefore, all the teachers that have efficient & effective classroom rules integrated into their classroom management strategy which was provide more success in maintaining the positive student behaviour.

The Research's Purpose

The target of this study is to compare classroom management strategies used at secondary school (private and public sectors) in the district Lahore. Whether a consistency is found among the classroom management strategies and primitivistic strategies of teachers', another subject to be

investigated in the current study is whether or not classroom management strategies implemented in the classrooms.

Significance of the Study

The goal of this study was to examine secondary school teachers' classroom management techniques. Another issue to be investigated in the current study concerns whether or not the instructors' classroom management techniques and constructivist techniques are consistent. The endeavour to alter the secondary curricula led to the need for this investigation. This reform intends to stabilise constructivist learning concepts in secondary school globally in step with evolving educational environments. The challenge of reforming schools is exceedingly difficult. Additionally, it necessitates examination of a variety of features of educational contexts, including contemporary learning and instructional theories, motivational factors, classroom guidance concerns, curriculum's issues, checking and expertise to school-home relationship. Here is not such one more issue in the field of teaching that obtains larger concentration more apprehensions for parents, students and teachers than the classroom management. Long (1987) states that a lack of strong classroom managerial skills is one of the biggest barriers to a successful teaching profession.

Research Design and Methodology

This was quantitative research. Multistage sampling technique was used in this research. The population was encompassed of all private and public-schools' teachers at secondary level of Lahore. And the data were collected by dividing the population into four sets of strata (public & private and Male & Female) and every stratum had been identified by using stratified sampling technique. All secondary schools in Lahore District had been divided into five tehsils as clusters by using cluster sampling technique. From each cluster two male public & two female public and two male private & two female private schools had been selected through simple random sampling technique. The three hundred and twenty teachers were the participants of this study. Forty secondary schools (twenty public and twenty Private schools) were selected through simple random sampling technique. From each school, eight teachers had been selected through simple random sampling technique.

The instrument was used for this study was a questionnaire. The researcher had developed five-point likely scale questionnaire (strongly agreed to strongly disagreed).

Data Analysis

Table 1

Difference between Private and Public Sector regarding the Classroom Management Scale strategy

Factor	School Sector	N	Mean	Std. Deviation	t-Value (df = 318)	p (α = 0.05)
Classroom Management Scale	Public	133	3.72	.210	-1.084	0.279
	Private	187	3.75	.188		

The table depicts the absence of appreciable variations among the groups. Private school teachers ($M = 3.75$, $S.D. = 0.188$) showed a greater level of concurrence about classroom management scale strategy, while public school teachers ($M = 3.72$, $S.D. = 0.210$) level of satisfaction with the scale plan for classroom management was also exhibited. The variance in average scores among the groups was not statistically meaningful at alpha level 0.05 ($t(318) = -1.084$, $p = 0.279$). As a result, there was no statistically significant distinction in the classroom management scale approach used by teachers in private and public schools, therefore the null hypothesis was accepted.

Table 2

Difference between Private and Public Sector regarding the managing Classroom behaviour strategy

Variable	School Sector	N	Mean	Std. Deviation	t-Value (df = 318)	p (α = 0.05)
Managing Classroom Behaviour	Public	133	3.37	.592	-8.790	.000
	Private	187	3.88	.445		

The table depicts that there were no appreciable variations among the groups. Public school teachers ($M = 3.37$, $S.D. = 0.592$) showed lower level of concurrence about managing Classroom behaviour strategy, while teachers in private schools showed a high level of concordance about regulating classroom behaviour method ($M = 3.88$, $S.D. = 0.445$). The difference in average scores between the groups was incredibly meaningful at alpha level 0.05 ($t(318) = -8.790$, $p = 0.000$). For that reason, there was a noteworthy statistical distinction in how teachers in public and private schools managed classroom behaviour; therefore, the null hypothesis was rejected.

Table 3
Difference between Private and Public Sector regarding the specific teaching techniques strategy

Variable	School Sector	N	Mean	Std. Deviation	t-Value (df = 318)	p (α = 0.05)
Specific Teaching Techniques	Public	133	3.78	.267	-12.255	.043
	Private	187	4.13	.237		

The table depicts that there were no appreciable variations among the groups. Public school teachers (M = 3.78, S.D. = 0.267) showed lower level of concurrence about specific teaching techniques strategy, while Private school teachers (M = 4.13, S.D. = 0.237) revealed high level of compact about specific teaching techniques strategy. The variation in the group average score was incredibly significant at alpha level 0.05 ($t(318) = -12.225$, $p = 0.043$). As a result, there was a statistically significant difference between the teaching strategies used by private and public-school instructors; therefore, the null hypothesis was rejected.

Table 4
Difference between Private and Public Sector regarding the working with parents' strategy

Variable	School Sector	N	Mean	Std. Deviation	t-Value (df = 318)	p (α = 0.05)
Working with Parents	Public	133	3.38	.284	14.035	.000
	Private	187	4.07	.513		

The table depicts that there were no appreciable variations among the groups. Public school teachers (M = 3.38, S.D. = 0.284) showed lower level of concurrence about working with parents' strategy, while Private school teachers (M = 4.07, S.D. = 0.513) revealed high level of compact about working with parents' strategy. The variation in the group average score was incredibly significant at alpha level 0.05 ($t(318) = 14.035$, $p = 0.000$). As a result, there was a significant statistical distinction in how teachers in private and public schools approached dealing with parents; therefore, the null hypothesis was rejected.

Table 5
Difference between Private and Public Sector regarding the planning support strategy

Variable	School Sector	N	Mean	Std. Deviation	t-Value (df = 318)	p (α = 0.05)
Planning Support	Public	133	3.63	.358	-.535	.193
	Private	187	3.65	.254		

The table shows that there were no significant differences between the groups. Private school teachers (M = 3.65, S.D. = 0.254) showed higher level of concurrence about planning support strategy, public school instructors likewise showed a high level of agreement regarding planning assistance strategy (M = 3.63, S.D. = 0.358). At alpha level 0.05, the variation among the groups' mean scores was not statistically significant ($t(318) = -0.535$, $p = 0.193$). As a result, there was no statistically significant variation in the planning assistance method of instructors in private and public schools, therefore the null hypothesis was accepted.

Discussion and Findings

Management in the classroom is highly important. The most challenging component of teaching is frequently cited as classroom management, and creating effective learning environments depends on having well-managed classes. Teachers frequently express their uncertainties about managing students, sustaining a disciplined environment, and creating a suitable learning environment from the very beginning of their professions as instructors.

There was no significant statistical distinction among the private and public sectors schools' teachers with respect to classroom management scale strategy. Secondary school teachers still struggle with deprived classroom management. Commonly perceived issues in classrooms include side-talking, instructor interruptions, incomplete assignments, allowing students to voice their ideas, including them in decision-making processes, creating acceptable seating arrangements, and more. According to Martin, Yin, and Baldwin (2014), instructional management, individuals management, and behaviour management are three separate aspects that can be used to classify classroom management skills (Temli-Durmus, 2016).

There was significant statistical distinction among the private and public sectors schools' teachers regarding the managing Classroom behaviour strategy. Strategies that concentrate on teaching methods and classroom behaviour management have the ability to considerably reduce

inappropriate behaviour when teachers recognize that poor classroom management is a critical contributor to disruptive behaviour (Johansen, Little, & Akin-Little, 2011). Instructional supervision and classrooms with fewer disruptive behaviours require planning and organization.

There was highly significant statistical distinction among the private and public sectors schools' teachers regarding the specific teaching techniques strategy. One at a time, as "dos," with a firm but not yelling voice, effective directives and mandates must be given to the class with plenty of time for compliance and gratitude for cooperation. Instructions that are specific, thorough, direct, timely, and given one at a time while being spoken to in a quiet, calm manner have been proved to be the most effective (Parsonson, 2012). The first and most crucial approach for teachers to focus on is probably developing positive relationships with all of their students. This is followed closely by efficient teaching strategies and simple, unambiguous classroom regulations.

There was highly significant statistical distinction among the private and public sectors schools' teachers regarding the working with parents' strategy. Hayes, (2012) stated that Parental participation in classroom management is essential for parents to take an active role in their kids' education. Long-term parental involvement in their children education will be more effective the earlier it happens. Positive parental participation requires open communication, especially between parents and their children's teachers. According to Graham-(2005) Clay's opinion, with the recent technological advancements, instructors and parents have a variety of communication options at their disposal (Cheng, & Chen, 2018).

There was no significant statistical distinction among the private and public sectors schools' teachers with respect to planning support strategy. Capizzi, (2009) stated that If lesson plans are the route taken by classroom activities, then classroom management is the method used by teachers to guide their charges. In its simplest form, classroom management refers to the set of skills and techniques teachers use to make sure that lessons flow smoothly and that students complete their daily learning goals. It comprises building the physical atmosphere of the classroom, the guidelines that the students follow from bell to bell, cultivating a positive teacher-student relationship, and handling difficulties that often arise during a lesson (Collier-Meek, Sanetti, & Boyle, 2019). Every course has different requirements for supplies and tools, open areas, credible information sources, and even competent school infrastructure for specific courses like scientific education are all available to pupils to engage in constructivism. As a result, the way the learning environment is set up, how time is handled, and how well the classroom is managed demonstrate variety.

Finally, it was determined that effective teaching and learning are aided by classroom management techniques. A teacher will be more proactive if they successfully control student conduct and class discussion. Teachers can employ a variety of tactics to foster a healthy learning environment in their classrooms. These tactics will be effective if teachers can properly implement them. On the other hand, they will have a negative effect if they don't effectively manage these tactics in their classrooms. Everything thus depends on the management of these tactics by teachers.

Recommendation

- The classroom teacher should be understanding. Both sectors' teaching environments are improved by it.
- The teacher should foster a welcoming attitude toward every student and show faith in their actions and communications in both of these areas.
- When deciding on class regulations, especially in the public sector, teachers should consider student suggestions.
- Teachers should be encouraging in both areas of the classroom.
- Students should be guided by their teachers when having discussions about a particular topic.
- Students in both sectors should hear teachers properly explain the rules.
- When a pupil is having difficulties, the teacher should keep an eye on their conduct and decide which approach to take.

Delimitations and Limitations

This research was delimited to only for public & private school at secondary level and only for district Lahore.

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