Implementation of Effective Strategies Regarding Classroom Management in Public and Private Schools: A Comparative Study

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Abstract

The basic purpose of this comparative study was to attain awareness regarding effective classroom management strategies which are implemented in both Public and Private schools in Punjab province, Pakistan. Classroom management is an important component of a successful teaching- learning process. Students prosper in a productive learning environment much better due to effective classroom discipline. This study will provide an acute understanding to determine the efficacy of the current approaches which are used in the Public and Private sectors. The study was quantitative in setting and a survey method was used to collect the desired data from the respondents. Two hundred teachers were randomly selected from both Public and Private schools. Research participants were from higher secondary level and 100 from each sector. It was concluded that the infrastructure, physical environment of the classroom, and seating arrangement are organized in both sectors. However, cognitive and behavioral issues were not remedied in public schools. But rather in private schools, students' cognitive and behavioral issues were addressed

properly. Similarly, there was no uniformity in the standard of education throughout each class in Public schools, but there was consistency and stability in the teaching standards throughout each class in private schools. The study's final recommendations will be supportive and helpful in designing appropriate and more effective strategies regarding the implementation of well-organized classroom management approaches at the higher secondary level in Punjab province.

Keywords: Effective strategies, Classroom Management, Public and Private Schools

1. Introduction

Classroom management is the process of organizing and performing classroom activities. Many individuals believe it is a method for teachers to maintain order. Classroom management, on the other hand, requires a lot more. In order to accomplish the educational objectives, this also requires building and sustaining the instructional environment. Furthermore, effective classroom management entails more than being strict, authoritarian, or just orderly; it paves the way for teachers to motivate students to study. It has routines, norms, and consequences that build a set of expectations in an orderly educational atmosphere (Manolev, Sullivan, & Slee, 2019). Classroom management is the most difficult skill for new teachers to master; they may feel stressed, lack adequate support, and feel unprepared to deal with their students' behavioral and academic issues because being an effective teacher necessitates not only a thorough understanding of the content but also organizational, management, and communication skills. A skilled teacher must also create a friendly classroom environment while encouraging enthusiasm, motivation, and a collaborative teacher-student relationship. To put it another way, effective instructors should create a structured, loving environment that satisfies their students' personal and intellectual needs (Rakhmonkulov & Usarov, 2019). Classroom management is a skill that must be learned, practiced, evaluated, and updated in order to adapt to the changing circumstances of today's classrooms. Too often, new teachers may try a management strategy and become discouraged if the results are not immediate. As a result, new teachers should evaluate their personal and professional strengths and weaknesses, as well as their teaching approaches. After that, they should develop and implement a management strategy, which they should then evaluate and improve. As a result, when creating classroom management and classroom practices, instructors must assess their personal attitudes about classroom management (Alt, 2018).

Teaching is about cooperating with children to learn, grow, and succeed, not about imposing control over them. If there are positive student-teacher relationships, the classroom will be a safe place for everyone to express themselves and collaborate. Academic success depends on the close relationships and mentoring those teachers and students have with one another (Changwong, Sukkamart, & Sisan, 2018). Classroom management is a method of promoting positive student accomplishment and behavior with the goal of instilling self-control in students. As a result, academic achievement, teacher efficacy, and teacher and student behavior are all tied to classroom management (Li, Bi, Willems, & Finkenauer, 2021). Classroom management is a multi-faceted activity that extends beyond the traditional techniques to dealing with misbehaving children. Teachers should develop caring, supportive relationships with and among students; organize and implement instruction in ways that maximize students' access to learning; use group management methods to encourage student engagement with academic tasks; encourage students to develop social skills and self-regulation; and use appropriate interventions to help students with behavioral issues (Yousif & Salim, 2021).

Discipline has long been regarded as one of the most fundamental hurdles to effective instruction by educators. Good classroom management leads in class control and a pleasant teaching learning environment. Planning or scheduling is important not only for the teacher but also for the students. Students may feel less

apprehensive if they know what to expect during the day and, more importantly, when to expect it. When anxiety is minimized, children are better able to focus, have less behavioral concerns, and the classroom climate is significantly calmer (Shernoff, Sinha, Bressler, & Ginsburg, 2017). Numerous studies have demonstrated that schedules and routines have an impact on children's emotional, cognitive, and social development. Predictable and predictable instruction schedules, for example, in preschool programs, make children feel comfortable and secure. Schedules and routines also help children grasp what is expected of them in their environment, which reduces the likelihood of behavioral difficulties like rage and violence. When activity plans offer a variety of options, balanced and planned activities, and individual activities, children are more engaged. Furthermore, the length of playtime influences the social and cognitive types of play that children engage in (Akçayır & Akçayır, 2018).

Effective Strategies regarding classroom management

According to Burden (2020) the broader concept of classroom management includes other things such as:

- How we arrange classroom space how we present our "teaching self" in that space.

- How we expect students to demonstrate that they have learned what we wanted them to learn.

- **Good Teaching**
Technique is not the same as effective instruction. It originates from the teacher's honesty, his or her relationship with the subject and students, and the chaotic chemistry of the situation. In one class, a method that starts a fire extinguishers it in another. A strategy that bores one student changes the life of another.

- **Need for classroom management**
The linked nature of classroom management and classroom learning is quite clear from a student's perspective. Students confront at least two cognitive demands at all times: academic task demands (understanding and applying knowledge) and social task demands (interacting with others concerning that content). This means that students must work on both learning and exhibiting their mastery of the issue through appropriate and effective engagement. It is the teacher's responsibility to make these academic and social pursuits more accessible to students.

- **Creating a Learning Environment**
Creating and implementing a learning environment takes extensive planning prior to the start of the academic year. When creating a learning environment, both physical and cognitive space must be taken into account.

- **Setting Expectations**
An important part of this beginning is the teacher's creation of expectations for student behavior, which are communicated through rules and procedures. The guidelines explain the expectations for classroom behavior and how one interacts with peers and the teacher. Procedures dictate how things are done. Both rules and procedures must be taught, practiced, and enforced on a regular basis.

- **Positive Classroom Environment**
A good classroom climate is required to keep behavior problems to a minimum. A healthy classroom

environment can be established in a variety of ways by teachers. To keep a positive climate in the classroom, teachers must set high expectations at the start of the year. In order to create a pleasant environment, teachers must explain why expectations are important.

- **Motivational Climate**

An important component of classroom organization is creating an environment in which teachers inspire students to do their best and be enthusiastic about what they are learning. Two elements must be present in order to establish such a stimulating environment: value and effort. To be motivated, students must recognize the importance of their own and others' work. A teacher's display of value explains to students how important their work is and how it connects to other aspects of their lives, such as learning and interests.

- **Maintaining a Learning Environment**

Transitions are used to help youngsters move from one activity to the next physically and psychologically. Smooth transitions are designed to ensure that all students have the necessary materials and mindsets for a new activity. To maintain a learning environment, teachers must actively oversee their students. According to classroom management research, active monitoring entails closely watching student conduct, intervening to correct incorrect behavior before it escalates, dealing with misbehavior on a continuous basis, and paying attention to student learning.

- **Problem-solving**

Even when skilled teachers anticipate and monitor student behavior and learning, mistakes and misunderstandings occur. When students engage in inappropriate behavior, good instructors step in immediately to prevent it from spreading. Though most misbehavior may be dealt with unobtrusively by teachers utilizing techniques such as physical proximity or eye contact, more serious misbehavior needs more direct intervention.

2. Literature Review

Teachers who used ineffective classroom management techniques saw more verbal interruptions and student disturbances. While these difficulties may appear to be mere annoyances, this is far from the reality (Gage, Scott, Hirn, & MacSuga-Gage, 2018). In a study by Rokeach (2019) hyperactivity and inattention in kindergarten were found to be more predictive of high school dropout than antagonism or oppositional behaviour. Children with behavioral challenges are more prone to develop major disorders in adolescence, such as conduct disorder. Kallitsoglou and Repana (2021) discovered that conduct problems between the ages of seven and nine years were associated with three domains: crime (including violent offences and imprisonment), substance use (including nicotine and illegal drug dependence), and mental health (including major depression/anxiety) after controlling for confounding variables such as economic disadvantage, family conflict, child abuse, ethnicity, and gender. Given these findings, it's not unreasonable to assume that a higher number of children with untreated behavior problems in a school or district will eventually lead to a higher proportion of high school dropouts and teenagers with conduct disorder or other serious disorders. Because of the risks associated with behavioral issues, actions should be taken to improve children's school behavior. System-level interventions, such as School-Wide Interventions, are an example. The use of Positive Behavioral Interventions and Supports (PBIS) has been shown to minimize the number of referrals to the office and suspensions from school (Henry, 2018). Pit-ten Cate, Markova, Krischler, and Krolak-

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Schwerdt (2018) on the other hand, suggest that changing teachers' behavior is a crucial part of any real reform in school systems and children's education. In a similar vein, Sebastian, Herman, and Reinke (2019) suggest that teachers and other professionals enhance their "professional functioning" in order to better prevent and respond to behavioral disorders. The negative consequences of poor classroom management techniques are not limited to children; workload and student misbehavior were the two most common causes of teacher stress in their study. Distinct features of student classroom behavior (e.g., disrespect, lack of student sociability, and lack of attentiveness) predicted different aspects of teacher burnout (e.g., emotional exhaustion, depersonalizing students, and lack of feelings of personal accomplishment) (Olowonirejuaro, 2021).

Teachers' stress affects teachers' performance, physical and emotional well-being, as well as that of their families and the school as a whole (Jennings et al., 2019). Classroom management serves two purposes. The first purpose of classroom management is to create a calm and pleasant environment in the classroom so that pupils can concentrate on their work. The second goal is that classroom management contributes to students' social and moral development, i.e., it aims to increase students' cognitive and social abilities. American academics, believe that teachers have a major impact on students' learning and base their research on the subject of what makes a teacher 'great.' The findings of the study, which also link instructors' teaching to students' learning, reveal that how a teacher organizes a class, as well as the teacher's personal qualities and interactions with students, are the most important aspects of coursework on learning. They arrive to the conclusion that the most significant factor in school improvement and student accomplishment is the teacher (Ayebo & Assuah, 2017). Students in classrooms where the instructor has good management of the class and also demonstrates caring for the students have higher cognitive achievements and more favorable views toward the subjects than students in classes where such professors do not exist. The phrase "warm demanders" is used by Evertsen and Weinstein to describe teachers who are warm, attentive, kind, and helpful while simultaneously placing demands on their students. These professors find a good mix between encouraging, challenging, and forcing their students to work hard (Chao, Sze, Chow, Forlin, & Ho, 2017). Classroom behavior concerns are one of the biggest reasons why teachers are unsatisfied with their work the difficulty for instructors to build adequate relationships with their students is the most common source of frustration, which can lead to burnout. Some teachers leave because they believe they are unable to uphold the values that attracted them to teaching in the first place (Du Plessis, 2019). In a depersonalized school setting, teachers may consider pupils as content learners rather than people. Lower secondary school is also the point at when many pupils lose interest in their studies. With this in mind, classroom management is clearly a key topic for both teacher trainees and classroom teachers. The research question in this article is: What can contemporary research offer us about classroom management? The review is written in narrative fashion with the objective of contributing to the field of classroom management research and serving as a thinking tool for anyone interested in learning more (Akbari & Roudi, 2020).

3. Methodology

The present study is quantitative in nature, and a quantitative approach was used to collect the desired data of the research. To develop the required questionnaire for the research, different questions were planned to determine the approaches and strategies used in public and private schools regarding the implementation of effective classroom management tactics. After designing the research questionnaire, it was provided to the 10 expert respondents to check its validity; after that, the final and absolute questionnaire was developed. To accomplish the study requirements, a survey method was employed to observe and compare the participants' opinions. The study population was all the Public and private schools

of higher secondary level in Punjab province. And out of the entire population, only 50 schools and 200 teachers of higher secondary level were randomly selected from both sectors. To get the views and perceptions of the participants of both Private and public schools participants, a questionnaire concerning the implementation of effective classroom strategies at the school level was designed on three points rating scales in terms of yes, No and uncertain. Questionnaires were given to the respondents by the researcher himself. The returning ratio of the questionnaire was 100%.

4. Data Analysis

For the purpose of data scrutiny and analysis different mean scores were scrutinized and calculated in view of the Private and Public school teachers' responses. The final depiction and analysis of the collected data was completed and revealed via percentage.

Views of the respondents in Public and Private Schools concerning effective classroom management strategies

Statements	Responses of Teachers of Public Schools			Responses of Teachers of Private Schools		
Statements	Yes%	No%	UND%	Yes%	No%	UND%
1. For effective teaching and learning, a creative environment is produced in the class.	78	17	5	91	6	3
2. Students' input and ideas are used to organize class rules.	87	11	2	81	13	6
3. Clear classroom instructions are specified for the class learners.	79	21	….	93	5	2
4. Classroom rules are sternly enforced to control students' behavior.	83	14	3	91	9	….
5. Behavioral issues of the students are decided in the class.	76	19	5	96	4	….
6. A good relationship among teachers and learners is set for academic problems.	89	11	…	90	7	3
7. Students are given proper awareness of the class rules.	76	20	4	87	13	…

8. An immediate response and feedback is given to the learners on their achievements.	69	24	7	94	6	….
9. The learning stuff deliver to the students is well structured.	93	5	2	90	7	3
10. Strict discipline concerning classroom rules and regulations is implemented well in the class.	82	11	7	96	4	…
11. Usually a group work technique is used in the class for active teaching.	93	7	…	90	7	3
12. Students' chatter is strongly limited in the class.	67	29	4	97	3	…
13. Collaborative learning is used to determine questions in the class.	77	21	2	89	8	3
14. An encouraging teaching approach is used to create interaction among the students.	59	33	8	93	7	…
15. Arrangements of the classroom seating are always well managed.	87	13	…	79	19	2

The above Table indicates that 91% of the private teachers create a productive learning environment, while only 78% of the public teachers practice these techniques. In this way, 87% of the public and 81% of the private teachers agree to this statement that they value students' ideas in managing classroom rules. Likewise, 93% of the private and 79% of the public teachers agree that clear instructions concerning classroom rules are given to the students. Similarly, 91% of the private teachers state that they adopt strict rules to maintain class discipline; on the other hand, only 83% of the public teachers practice this habit. 96% of the private teachers expressed that students' behavioral issues are solved in the class, while only 76% of the public teachers favored this question. Whereas 19% of the public teachers and only 4% of the private teachers stated that their behavioral issues are not solved in the class. 90% of the private teachers and 89% of the public teachers showed their opinions toward this statement that a fair relationship is established among the teachers and students.

In the same way, 87% of the private teachers and 76% of the public teachers stated that they give proper awareness to the learners regarding class rules. Likewise, 94% of the private teachers and 69% of the public teachers responded that students are given proper and immediate feedback on their achievements. While 24% of the public teachers and 7% of the private teachers commented that they are not given immediate feedback. Similarly, 93% of the public teachers and 90% of the private teachers agreed to this question that learning stuff is always well structured before delivering the lecture. Likewise, 96% of the private teachers and 82% of the public teachers believe that strict discipline is followed concerning classroom rules and regulation, while 11% 0f the public teachers disagreed with this statement.

Similarly, 93% of the public teachers and 90% of the private teachers responded that the group work technique is utilized to teach the class actively. But 7% of the public teachers and 3% of the private teachers disagreed with this statement. 97% of the public teachers and 67% of the private teachers stated that students' chatter is strongly limited in the class. At the same time, 29% of the public teachers and 3% of the private teachers disagreed with this statement. In the same way, 89% of the private teachers and 77% of the public teachers responded to this statement that they employ collaborative learning in the class. But 21% of the public teachers and 3% of the private teachers disagreed with this statement.

Similarly, 93% of the private teacher and 59% of the public teachers stated that they used an encouraging approach in the class during the lecture. But 33% of the public teachers disagreed with this statement. Likewise, 87% of the public teachers and 79% of the private teachers declared that their classroom seating arrangements are always well organized. At the same time, 19% of the private teachers and 13% of the public teachers declared that there are no proper seating arrangements in the classrooms.

5. Conclusion

From the perception of a student, effective classroom management allows them to interact socially while learning. From the teachers' viewpoint, effective classroom management requires preventive measures and successful teaching. In both public and private schools, the physical environment of the secondary classroom and the seating arrangements are well managed to some extent. Audio and pictorial aids are used more effectively in private schools than in government sectors. In public and private schools, learners are well aware of the classroom timeline, rules and schedule. In public schools, group activities and questioning techniques are used; likewise, a similar situation exists in private schools more effectively. Students' reasoning and behavioral issues are not addressed in public schools but rather in private schools. Students' reasoning and behavioral issues are tackled and improved more proficiently and given priority. Students' performances in both sectors are tracked and rewarded, but this thing is given many preferences in private sectors rather than in government sectors. Findings and discussions of the acquired research data show that private sectors at higher secondary levels provide and monitor more opportunities than public sectors. According to the ultimate findings of the research, the mechanism and infrastructure of private sectors are better than that of government schools in quality and standards. And it was also observed that In public schools, there is no uniformity consistency in the teaching standards during each class, whereas, in private schools, there is consistency and uniformity in the quality of teaching during each class. In both public and private schools, the learning environment and student-teacher interaction are developed in the classroom. Students in private schools receive clear instructions and focus on the task than learners of public sectors. The course materials in most private schools are well-organized, and this thing does not exist properly in public schools. Students in private schools are provided immediate comments and feedback on their performance and there is a worse condition regarding students' feedback in public.

Recommendation

The following recommendations are based on the findings of the preceding study.

In public schools, the quality of teaching should be understandable and consistent throughout each class. In public and private schools, teachers should adopt a proactive approach toward all learners and establish trust in their actions and intentions. The teacher should instruct the learners on explaining a topic, discussing issues, and expressing ideas. Students' thinking and behavioral issues should be addressed in public schools. The teacher should regularly monitor and observe students' behavioral problems and decide which approach should be used to deal with the problem. In both sectors, teachers should clearly state the

students' guidelines and instructions. In both public and private schools, teachers should be supportive and cooperative in the class. Teachers from both sectors must provide students with organized learning resources. Teachers in both public and private schools should encourage their students to complete their academic assignments successfully. Students in both areas should be received immediate feedback.

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