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## Comparative Analysis of Classroom Management Techniques in Public and Private Schools of the Punjab

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### ABSTRACT

*Broad perspective of classroom administration exhibit students increased involvement in class activities, minimizing improper behavior, promoting responsible attitude in students for academic work and to a large extent improvement in their performance. If a teacher knows the effective use of classroom management techniques then disruption in class will automatically decrease. Classroom administration is the core of instructing and learning in school setting. A well-managed classroom can give an exciting and essential experience for everybody included. The present research was conducted in public and private schools of district Vehari. A total number of 200 respondents participated in the study and expressed their point of view regarding classroom management techniques. The collected data were then analyzed using Statistical Package for Social Sciences (SPSS). The results indicated that effective use of AV aids and humor were the least fascinating classroom management techniques that restricted students' concentration. It was further suggested that effective classroom management will prepare the students' to overcome different challenges faced in their social and professional life because it is the key point in students' development.*

**Keywords:** Classroom learning, Classroom management, teaching methods, AV aids

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## INTRODUCTION

A well-managed class sets a platform for effective teaching and learning. It traps student's attention which is the basic necessity of teaching and learning (Marzono, 2008). The notion of classroom management is vast than the view of control and discipline. It covers all the activities done by teacher to boost up the attitude of cooperation and academic involvement of students in those movements that create productive learning environment (Umoren, 2010). Broad perspective of classroom administration exhibit students increased involvement in class activities, minimizing improper behavior, promoting responsible attitude in students for academic work and to a large extent improvement in their performance (Bassey, 2012). Mgbodile (2004) defines classroom management is a procedure that create conducive environment to facilitate teaching and modulating students behavior. Classroom management determines teaching success. In a class where a teacher uses effective management techniques have a higher academic achievement rate of students than a class where management techniques are not employed (Mobegi et al., 2010). Wong *et al.* (2012) revealed that if a teacher establish an effective management system at the beginning of school year, will have more time to allocate to students learning in contrast to a teacher who does not devote his time for management before school year. Turano (2005) reported that, in a well-managed classroom, students feel safe and welcomed. It also creates a positive learning environment where students work with full potential and ensure students success. Classroom administration is the core of instructing and learning in school setting. A well-managed classroom can give an exciting and essential experience for everybody included. Good classroom management implies not just that the instructor has evoked the cooperation of the students in minimizing offense, yet additionally that profitable academic activities are occurring pretty much persistently. Student's achievement and also their social and emotional outcomes are positively influenced by a safe and a positive learning atmosphere (Stepanek, 2007).

Without classroom management abilities, the viability of quality instruction is compromised as well. Clement (2010) argued that education is a source for advancement. In light of this it should be recognized beside every body of their country. Again the school, administrators, specialists and guardians can't bring improvement in students' academic success alone without critical effort of teachers (Kedir, 2015). So there must be arranged sensible and applicable classroom management from starting to make the conditions under which learning can take place. So it is better to see the part of classroom management for academic execution of students. Ploom and Heldma (2012) argued that management needs various factors which are necessary to satisfy parent's needs both in public and private institutions. If classroom management is strong then parents will be satisfied and school obtains good reputation. Management system needs to be balanced in all fields such as teaching faculty, learning atmosphere, operational and strategic performance. Keeping in view above facts, research was conducted to compare the classroom management techniques used in public and private schools with following objectives:

- To identify different classroom management techniques used in public and private schools at secondary level
- To find out various aspects of classroom management techniques that lead to proper learning of students

## **Materials and Methods**

Descriptive survey was implemented to accomplish the research. It is considered that this design assist to discover and collect appropriate data in detail and help in detailed data analysis. It is also a mix method study as it comprises both portions of quantitative as well qualitative data. The target populations of the study were all the students of secondary schools in district Vehari. Data were collected from a sample of 200 respondents (100 from public sector and 100 from private sector). Data collection instruments used for this research was questionnaire. The major reason behind using questionnaire was to obtain fact based information, views, perspective and attitudes from large number of people with-in a short period of time. Then, well organized and coded data stored in an editable excel spreadsheet were imported to Statistical Package for Social Sciences (SPSS) version 20 and analyzed using descriptive statistics.

## **RESULTS AND DISCUSSION**

### **Use Of Teaching Methods**

Teachers are supposed to be accountable for students learning abilities. They use those diversified teaching methods that work well in diverse classroom. Effective methods help to catch the attention of slow learning students as well as those with attention deficit tendencies (Gill, 2013).

Table 1 shows that, problem solving method was ranked 1<sup>st</sup> by public schools students with mean value of 3.28. Mean value of given method fell between sometimes to almost every time category but inclined more towards sometimes category. Lecture method is commonly used method that was ranked 2<sup>nd</sup> with mean value 2.87 indicating that it was also used frequently in class and played a considerable role in classroom management. Questioning technique and assignment method were ranked 3<sup>rd</sup> and 4<sup>th</sup> with mean values 3.13 and 3.15 respectively.

Mean values of both techniques fell between sometimes and almost sometimes categories but inclined more towards sometimes category. In case of private sector lecture method was ranked 1<sup>st</sup> by respondents with mean value 3.96 which reveals that lecture method is the most commonly used teaching method in private schools. Mean value of given method fell between sometimes to almost every time category but tended more towards sometimes category. Teaching through questioning was ranked 2<sup>nd</sup> with mean value 3.71 while problem solving was ranked 3<sup>rd</sup> with mean value 3.59. Mean values of given statements tended more towards almost every time category.

Results of present study are less or more similar to those of Edward et al, (2011) who found that discussion method was widely used as an instructional strategy. Both teacher and students are involved in this method of instruction and exchange their ideas. Similarly Zhylybay (2014) found that project method was used by instructor as an alternative for traditional methods of teaching because it focuses on quality of teaching, manifest students' knowledge and discover students' talent. It seems to be very helpful in self-educating and developing creative abilities in students. Multiple activities can be completed by using project method in class.

**Table 1: Mean, standard deviation, weighted score and rank order of teaching methods used in class**

Public sector				Teaching methods	Private sector			
Mean value	Std. Dev.	Weighted score	Rank order		Mean value	Std. Dev.	Weighted score	Rank order
2.87	1.56	279	2	Lecture	3.96	1.28	393	1
2.38	1.16	215	10	Activity based	3.28	1.16	312	6
3.18	1.30	261	5	Discussion	3.53	1.22	346	4
3.13	1.23	270	3	Questioning	3.71	1.16	364	2
3.28	1.47	296	1	Problem solving	3.59	1.22	352	3
2.78	1.43	245	6	Brain storming	3.35	1.09	302	8
2.92	1.30	234	8	Role play	3.18	1.21	299	9
2.83	1.27	210	11	Hands on activity	2.92	1.08	272	10
2.98	1.24	224	9	Use of audio-visual aids	2.65	1.16	231	12
2.82	1.24	243	7	Demonstration	3.23	1.14	307	7
3.15	1.30	268	4	Assignments	3.29	1.02	323	5
2.89	1.26	200	12	Project	2.61	1.23	241	11

### Effectiveness Of Classroom Management Techniques

Classroom management techniques foster positive conduct and restrict inappropriate behavior in learners. These management techniques are a mean to make ready students for life. It not only governs student's behavior for today but prepare them for their tomorrow. Teachers who undertake management from this point of view explain classroom management as a technique that build constructive social and emotional climate.

**Table 2: Mean, standard deviation, weighted score and rank order of effectiveness of classroom management techniques**

Public sector				Classroom management techniques	Private sector			
Mean value	Std. Dev.	Weighted score	Rank order		Mean value	Std. Dev.	Weighted score	Rank order
1.63	0.84	150	22	Proper sitting arrangement	2.06	1.02	206	12

1.79	0.90	165	20	Lesson plan	1.99	1.17	199	17
2.13	1.25	196	12	Classroom rules	2.15	1.14	213	6
2.02	1.01	186	16	Conducive environment in class	2.16	1.04	206	12
2.03	1.26	185	17	Focus of teacher on entire class	2.08	1.28	204	14
1.75	0.90	156	21	Appreciation from teacher for hard work	2.05	1.25	203	15
2.12	0.88	191	14	Use of effective teaching methods	2.09	1.26	205	13
2.35	1.41	200	9	Use of audio-visual aids	2.62	1.30	244	1
2.16	1.08	197	11	Safe and consistent discipline	2.25	1.13	219	4
2.28	1.13	203	7	Safe and inclusive environment	2.14	1.09	212	7
2.51	1.23	234	1	Use of humor	2.36	1.16	232	2
2.01	0.95	181	18	Pleasant behavior of teacher	2.13	1.29	209	9
1.94	1.04	181	18	Regularity of teacher	1.93	1.25	192	19
2.48	1.10	226	3	Relationship development	2.27	1.24	218	5
2.31	0.94	211	5	Behavioral management of students	2.21	1.18	219	4
1.98	1.05	181	18	Proper lighting and ventilation	2.19	1.36	206	12
2.05	1.10	37.8	15	Patience of teacher	2.22	1.23	218	5
2.34	1.10	216	4	Monitoring of classroom activities	2.31	1.20	229	3
2.18	1.18	201	8	Mutual understanding	2.09	1.09	207	11
2.18	1.04	199	10	Cooperation with students	2.16	1.20	210	8
2.54	1.15	229	2	Managing physical environment	2.41	1.39	208	10

2.12	1.04	193	13	Due attention to every students	2.16	1.21	197	18
1.91	1.18	172	19	Freedom of asking questions	2.02	1.23	200	16
2.28	1.55	206	6	Eye contact of teacher	2.07	1.28	203	15

Data given in table 2 exhibit that, classroom management techniques that was very effective reported by public school students was use of humor which was ranked 1<sup>st</sup> with mean value 2.51 followed by management of physical environment which was ranked 2<sup>nd</sup> with mean value 2.54. Mean value of given statements fell between medium and high categories but tend more towards high category. Relationship development, monitoring of classroom activities and behavioral management were ranked 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> with mean values 2.48, 2.34 and 2.31, respectively. Mean values of given techniques also fell between medium and high categories but inclined more towards high category. Classroom rules and due attention to every student was ranked 12<sup>th</sup> and 13<sup>th</sup> with mean values 2.13 and 2.12, respectively. Whereas, lesson plan, appreciation from teacher for hard work and proper sitting arrangement were ranked lowest (20<sup>th</sup>, 21<sup>st</sup>, and 22<sup>nd</sup>), possessing mean values 1.79, 1.75 and 1.63, respectively. Men values of given techniques fell between very high and high categories but tend more towards high category.

On the other hand in private sector, the highest ranked classroom management technique was the use of audio-visual aids which was ranked 1<sup>st</sup> having mean value 2.62 followed by use of humor in class and monitoring of class activities which were ranked 2<sup>nd</sup> and 3<sup>rd</sup> having mean values 2.36 and 2.31, respectively. Mean values of given statement fell between medium and high categories but tended more towards high category. While on the other hand due attention to every student, lesson planning and regularity of teacher were ranked lowest (17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup>) with mean values 1.99, 2.16 and 1.93, respectively. Mean values of these techniques ranged between high and very high categories but inclined more towards high category.

Results of present study are less or more similar to those of Rasul et al. (2011) who found that AV aids have a great role in teaching. It changes classroom environment and motivate students towards learning. And according to students point of view A.V aids provide in-depth knowledge. It was recommended by majority of teachers that practical use of A.V aids is the need of hour for student's enhanced learning.

## RECOMMENDATIONS

Unawareness about anything has always remained a problem leading to decreased effectiveness of that work. It was discovered in both public and private schools that hands on activity, project method and A.V aids were rarely used methods. So, it is necessary that the teacher should embrace these new and attractive classroom management techniques to develop confidence and self-learning among students. Furthermore, it is the core responsibility of head of that institution to provide guidance and assistance to their juniors making classroom management techniques effective.

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