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## INVESTIGATION OF CLASSROOM MANAGEMENT STRATEGIES USED BY UNIVERSITY TEACHERS

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**ABSTRACT**

*The main goal of this study was to find out how university lecturers felt about the classroom management tactics they utilised. This was a quantitative study. The study's goals were to look into university teachers' perceptions of physical and psychological practises for maintaining a positive classroom environment, to see if there was a link between teacher experience, age, and qualification and classroom management methodologies, and to compare male and female university teachers' perspectives of classroom management strategies. The information was gathered from 60 instructors using a self-developed questionnaire. The researcher utilized the SPSS 20 version to analyze the data, and the T-test, mean score, standard deviation, and percentage were the statistics employed. According to the findings, university teachers have an above-average level of observance when it comes to lesson planning, conversation, physical resources, handling student behaviour, time management, and teaching methodology and professional effective teaching, and an average standard of observance when it comes to teaching method of analysis and skilled teaching techniques. While organizing workshops, training, and seminars for university professors, it is suggested*

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*that some of the deficiencies connected to teaching technique and skills be addressed.*

**KEYWORDS**

*Classroom, Perceptions, Psychological, T-test, Resources*

**INTRODUCTION**

Management is an art as much as a science. It's the skill of getting employees more productive than they'd be if you weren't there. It's all in how you do it that's scientific. Plan, organize, direct, and monitor are the four main foundations. Both the growth and failure of a company may be traced back to management. Control is the procedure of achieving corporate objectives by collaborating with and utilizing humans and other available assets. The strong knowledge may also apply to the people who lead and direct organizations, as well as a profession committed to leading and directing them (Murtaza et al., 2012). The handling and integrating work operations so that they are accomplished quickly and successfully with the assistance of all other people is referred to as management (Din et al., 2011) Appropriate management starts with proper preparation, and achievement is difficult to attain without it (Murtaza et al., 2012). It's hard to describe good teaching as something definitive and correct, this chapter looks into four areas that teachers may use to help children study in a favorable setting. How behavior theorists inspired classroom management, ways for regulating student conduct, criteria for designing well-designed rules, and procedures for planning a rule management strategy are among the topics covered.

There are several aspects that aid or are prevalent in effective teaching. Presentation skills, interaction skills, challenge level, workload; pace, assessment and feedback, fostering fully self-knowledge, and resource utilization are some of these variables (Maryellen and Weimer, 2009). Instructional supervision creates a helpful atmosphere for students' intellectual and emotional growth. For classroom instruction, five types of activities were identified. These actions include supportive relationships with teachers and among students, good accessibility to learning, motivation in academic tasks and successes, creation of social knowledge and self, and involvement of appraisal with behavior issues (Marzano et al., 2003; Marzano et al., 2003; Marzano et al., 2003; Marzano et al., 2003; Marzano et al., 2003; Marzano et al., 2003; Marzano et al., 2003; Marzano et al., 2006, Evertson and Weinstein). For all present, one well lecture can deliver an engaging and dynamic teaching community. Sadly, student conduct frequently gets in the way of this process. In today's modern school system, classroom discipline is extremely important. In dealing with behavior issues in their classes, teachers overwhelmed and "helpless." According to Canter (1997), in the past, a mere stem glance or warning was enough to shape up a classroom. Then, as a result of the late 1960s and early 1970s social and political upheavals, the respect and reverence accorded to any authority figure—from the president to police officers to physicians,

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and even teachers—dramatically decreased. That's why it's critical to establish a behavior control strategy that works for both the instructor and the kids.

## **LITERATURE REVIEW**

### **Classroom management**

Classroom management is described by Evertson and Weinstein (2006) as the measures instructors do to provide a conducive atmosphere for students' intellectual, social, and emotional development. Teachers must build caring, supportive relationships with and among students, as well as plan and implement instructions in ways that maximize students' access to learning, in order to achieve a high level of classroom management. Marzano et al. emphasize the necessity of creating positive teacher-student interactions (2003). Furthermore, Evertson and Weinstein (2006) noted that professors should promote students' participation in academic work, which may be accomplished through the use of group management methods.. Instructors must encourage children to acquire social skills and self-control. This is referred to by Marzano et al. (2003) as "holding pupils accountable for their actions." Finally, according to Weinstein and Evertson (2006), instructors should be able to utilize appropriate interventions to help pupils with behavioral issues. Effective classroom management, according to the last two acts described by Evertson and Weinstein (2006), improves student conduct. As a result, classroom management involves a continuous dialogue between instructors and pupils. "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, and maintaining students' attention to lessons and engagement in activities)," according to Brophy (2006). Both concepts highlight the significance of the teacher's activities in facilitating student learning.

### **Strategies for Classroom Management**

Students at universities must receive high-quality education since it has a major influence and contributes to human growth (Regina, 2014). Many aspects, according to researchers, are involved in providing high-quality education at the university level. They also listed a few qualities of effective education that assist pupils acquire a variety of useful talents.

Classroom management is a critical component of high-quality education, but it is lacking in our university system due to a variety of factors. Teachers and students are the two main components of classroom management. However, the teacher is the manager of the classroom, and he or she is responsible for the construction of productive classroom environments. The classroom is a location where students may learn and study in a comfortable setting. As a result, classrooms must be well-managed and maintained in order for kids to receive effective and high-quality instruction.

Additionally, the key to effective classroom management is to build and maintain a pleasant production learning atmosphere as well as high-quality performance. Classroom management is also characterized as a teacher's ability to collaborate manage time, space, resources, students' roles and actions in order to create a learning environment for the students in classroom. Classroom management is both a science and an art with distinct features that result in a smooth learning session.

Considering the significance of classroom management tactics throughout the teaching and learning process at various stages and levels of education. The researcher's goal was to look at the classroom management tactics used by university lecturers on the campus of the University of Malakand. Lesson preparation, teaching approach, communication skill, time management, homework, organizing everything, and physical resources are among the classroom management tactics investigated in this research study.

#### **Definition of a Lesson Plan**

A lesson plan is a thorough statement of a teacher's planned course of instruction for a single class. A good teacher synthesis a daily lesson plan for every subject to guide class instruction. Details will be different according on the teacher's preferences, the subject being addressed, and the students' need and/or curiosity. A lesson plan is a teacher's strategy for delivering a particular lesson. For a teacher a lesson plan is a step-by-step scheme for delivering a lesson. It's a step-by-step roadmap that explains the teacher's goals for the day's activities with the kids.

A lesson plan, according to Melissa Kelly, is a framework and a road map that each teacher will build in their own unique way. A solid lesson plan considers the "big picture" while still providing specific details for each activity. The following items will be included in a good unit plan:

#### **Teaching Methodology**

The word "teaching technique" refers to the pedagogy, fundamental ideas, and classroom management tactics that are employed in the classroom. A teaching technique is determined by classroom demographics, educational philosophy, topic areas, and school purpose statement, among other factors. Student-centered methods and teacher-centered method are the most common types of teaching theories.

#### **Teacher-Centered Approach to Learning**

In this approach, the major authority role is the teacher. Students are considered as "empty vessels" whose primary function is to passively acquire information (through lectures and direct teaching) in preparation for testing and evaluation. Teachers' principal responsibility is to provide knowledge and information to their students.

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Teaching and assessment are considered as two distinct entities in this concept.

### **Student-Centered Approach to Learning**

Instructors are authoritative figures, and both teachers and pupils participate actively in the learning process. The key responsibility of the teacher is to support student learning, guide students and general grasp of the content. Informal and formal modes of assessment, including student portfolios, class participation, and group projects are used to assess student learning process.

### **Importance of Communication Skills for Students**

Communication skills are very much important in every sort of job which will be adopted by students in future. In competitive market communication abilities is considered vital for an individual after educational ability. The three most important communication skills for students are writing, paying attention and reading. When it comes to writing and reading, all we have to do is adjust to our attentiveness and increasing age. Writing abilities, oral communication and reading may all be developed with these two traits. Speeches, reports, reading and writing presentation are the parts of the educational curriculum.

This has been used in schools and colleges for the sake of students' general growth. As a result, management abilities and a student's communicative ability also improved. In relationships, it's equally critical to improve communication abilities. What needs to be addressed more is the fact that the majority of students lack confidence in their ability to give presentations and speeches. However, most decent schools have made it a regular component of their curriculum, recognizing the relevance of these abilities in modern life. Here's where expressive and management skills come into play. Expressive abilities are those that allow us to express our ideas, feelings and expressions in a way that effectively communicates our message to the listener. Students must learn how to communicate effectively and capture the listeners' complete attention in order to improve expressive abilities. Following that, because management is such an essential aspect of a student's life, developing management skills is equally critical to the student's success.

### **Developing Communication Skills**

Students' ability to convey what they know, or believe they know, is a key element of learning. Classroom conversation or small group work are the greatest ways for teachers to encourage all students to communicate (Rika, 1996). As a result, teachers must encourage students to communicate their own knowledge in order for them to learn more effectively. Journaling is another approach to encourage children to communicate, especially if they are too hesitant to speak up. According to research (Terrell, 1990), discussion diaries are a useful tool for students to express their views

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and feelings. It is critical that instructors gather and respond to these journals.

Teachers can also provide their pupils the opportunity to develop their communication abilities through debate. Debate, according to research, stimulates a variety of answers, aids students in developing persuasive arguments, and allows teachers and students to learn from one another (Leonard, 1999).

### **Time Management Tips for Teachers**

In today's fast-paced world, managing your time may be a challenging issue. Have you ever heard the expression "A teacher's labor never ends?" That statement pretty much covers it up. Teaching is a demanding career that requires you to juggle daily activities, goals, and a mountain of paperwork. Here are some time management techniques to help your priorities essential classroom chores and boost your productivity so you can spend more time teaching. Social media has the potential to become your most valuable ally. Rather than wasting hours searching the internet for lesson plan ideas, simply ask a question on Facebook or Twitter. Then, in a matter of minutes, other instructors from across the world will provide you with some suggestions. For instance, if you're organizing a lesson on map skills and need a project idea for second grade, simply tweet or post, "Looking for a second-grade map project, any ideas?" Your page will be filled with ideas in minutes. This will save you hours of time that you may put to better use elsewhere.

### **Give Homework**

Don't be scared to leave the repeated assignments for homework if they help reinforce crucial topics. This frees up more time in class for those crucial teachings.

### **Organize Everything**

If you're a busy teacher, organization is essential. Have your entire classroom organized and labelled before the first day of school. Everything that can be put in a box, tote, or cabinet should be carefully labelled and arranged. This is necessary if you wish to keep a self-contained classroom. You'll find you have a lot more time to focus on teaching if you have everything arranged and labelled properly.

### **Plan for Transition Times**

Prepare five-minute activities to fill in the gaps between lunch, specials, and classes. Transition periods will flow more smoothly if you have some small time-saving activities planned ahead of time.

### **Maximize Lesson Planning**

Some districts require instructors to retain a lesson planning notebook including all plans, activities, standards, and grades. This notepad is an excellent tool for keeping

things organized and staying on track. Use applications or websites that have lesson ideas already created as another wonderful tool to help you maximize your lesson planning. Websites like interest let you visualize lessons graphically, and programmers like Teacher Plan can help you link all of your lesson plans to the Common Core.

### **Physical Resources**

Sufficient light, proper circulation, acoustic effects (noiseless environment), a safe environment, a good and visible, white/black/green board, Seating should be arranged according to the classroom's demands. The physical environment of the classroom refers to how a classroom is set up. Relevant Pasted Visual Material is used to establish an educational environment in the classroom. Accessibility, visibility, and distractibility are all important factors. The materials in the room should be easily accessible. Students should know where supplies are kept and how to get to them.. Creating the furniture organised is also an element of having an accessible atmosphere. The instructor should be able to readily access all kids in order to manage a discipline problem or assist with an assignment so that teachers and students may move around the classroom freely. It is critical that you examine the resources available at your university in light of your right to education. (ACT 2009 Rte), under 'The Schedule Norms and Standards for a School,' highlights a variety of issues, including instructors, the building, the maximum number of working days or instructional hours in a school year, and so on. Teachers must work a certain number of hours each week, as well as provide teaching and learning materials, a library, and a play area. and engage in material games and activities. Choose a subject area or a specific aspect of the curriculum (e.g., a topic that is taught) that you are familiar with (you may have gained knowledge of it by teaching it yourself or by seeing your staff teach it). To gain more insight into resource challenges, collaborate with a number of staff or a group of staff who teach the subject or topic.

### **RESEARCH OBJECTIVE**

1. To examine the perception of university teachers in terms of classroom management strategies, especially physical and psychological practices to maintain conducive environment in classroom.

### **RESEARCH QUESTION**

1. How do university teachers perceive to maintain physical and psychological environment of classroom through applying classroom management skills or practices?

### **RESEARCH METHODOLOGY**

The study's major goal was to look into the classroom management tactics employed by university lecturers at Malakand University. The research method used was a

descriptive survey, and the study design was quantitative. This chapter included data collection, analysis, and interpretation in relation to the study's goals.

**Population**

The target demographic of this research study was the whole teaching faculty of the University of Malakand. At the university, there were 233 teaching faculty members.

**Sample**

By using random sampling technique 60 university teachers out of 233 working at the University of Malakand were selected as sample for this study.

**Research Instrument**

With the guidance of the supervisor, the researcher created a questionnaire utilizing a five-point Likert scale after reviewing the relevant literature, which included books, journals, and articles. Their recommendations were incorporated into the survey.

**Data Collection**

The researcher employed a questionnaire to gather information from university professors. The information was gathered using a questionnaire by the researcher in order to avoid any discrepancies. The researcher paid a personal visit to the university for this aim. 100% of the data from the sampled universities was obtained correctly.

**Data analysis**

The researcher utilized SPSS version 20 to conduct the data analysis. The researcher employed mean scores and standard deviation to assess instructors' perceptions. The surveys' validity was assessed by a team of specialists. These individuals have adequate teaching and learning experience, as well as Ph. D. degrees in the field of social sciences from various university departments. The questionnaire's reliability was determined to be (.934), indicating that the instrument is quite dependable.

**DATA ANALYSIS AND RESULTS**

The study's main goal is to look into the classroom management tactics employed by university professors. This chapter provides the researcher's analysis and interpretation of data gathered via the use of a questionnaire.

**Table 1 A: University teachers' Perception of Lesson Planning**

S	Statement	Ex	G	Av	Poor	V	M	St.
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1	Make sure the availability of quality lesson planning.	10 17%	37 62%	10 17%	2 3.3%	1 2%	3.88	.783
2	Clearly states the lesson objectives.	10 17%	32 53.3%	17 28.3%	00 0	01 2%	3.83	.763
3	Begin class in an orderly, organized fashion	11 18.3%	26 43.3%	19 32%	04 7%	00 0	3.73	.841
4	Select appropriate teaching methods for the content.	13 22%	33 55%	12 20%	01 2%	01 2%	3.93	.800
5	Select appropriate teaching aids for effective instruction.	07 12%	27 45%	19 32%	06 10%	01 2%	3.55	.891

**Table 1 B: Lesson planning collective mean**

Content	Number	Mean	Std. Deviation
Lesson Planning	60	3.78	.53

Table 1 A. displays the frequency and percentage of university teachers' responses to a five-item construct on lesson planning. The mean score (3.93) for university instructors' perceptions of "Select suitable teaching techniques for the material" was found to be above the highest degree of observance among the five assertions. On the other hand, the aforementioned mean score (3.55) was observed for "Select appropriate teaching tools for successful instruction," which is the average degree of observation across the five elements of lesson preparation. The collective mean (3.78) of all the items relevant to the concept of lesson preparation is shown in Table 1 b.

**Table 2 A: University teachers' Perception of Teaching Methodology**

S	Statement	Ex	G	Av	Poor	V poor	M	St. d
1	Relate ideas to prior knowledge.	16 27%	33 57%	3 15%	1 2%	0 0%	4.08	.69
2	Share example from everyday life.	18 30%	30 50%	12 20%	0 0%	0 0%	4.10	.70
3	Restate questions and answers when necessary.	11 18.3%	26 43.3%	20 33.3%	3 5%	0 0%	3.75	.816
4	Encourage students to ask questions.	20 33.3%	30 50%	8 13.3%	2 3.3%	0 0%	4.13	.76

5	Share information apart from text books.	11 18.3%	37 62%	10 17%	2 3.3%	0 0%	3.95	.69
6	Incorporate students' responses.	11 18.3%	22 37%	27 45%	0 0%	0 0%	3.73	.75
7	Use whiteboard effectively.	12 20%	32 53.3%	9 15%	4 7%	3 5%	3.77	1.01
8	Motivate the learner towards practical use of concepts.	11 18.3%	28 47%	18 30%	3 5%	0 0%	3.78	.80

**Table 2 B: Teaching methodology collective mean**

Content	Number	Mean	Std. Deviation
Teaching methodology	60	2.50	.33

The responses of university instructors on teaching methods as a construct of eight elements are shown in table 2 A. The mean score (4.13) for university professors' perceptions of "Encourage students to ask questions" was observed, indicating that this statement has the highest level of observation among the eight assertions. On the other hand, the mean score (3.73) for "Incorporate students' reaction" was observed, which is the average degree of observation among the eight teaching approach components. The collective mean (2.50) of all the items relevant to the notion of teaching methodology is shown in Table 2 b.

**Table 3 A: University teachers' Perception of Communication**

S N	Statement	Ex	G	Av	Po or	V po or	M	St .d
1	Speak audibly and clearly.	18 30%	32 53.3%	8 13.3%	1 2%	0 0%	4.98	6. 6
2	Use understandable languages during teaching learning process.	21 35%	27 45%	11 18.3%	1 2%	0 0%	4.13	.7 6
3	Use various intonation patterns to keep students alert.	10 17%	30 50%	19 32%	1 2%	0 0%	3.82	.7 25
4	Establish and maintain eye contact with students.	14 23.3%	24 40%	12 20%	9 15 %	1 2%	3.68	1. 04
5	Respond the wrong answers constructively.	10 17%	22 37%	25 42%	3 5%	0 0%	3.65	.8 2

6	Do not pass poor remarks on students' wrong answer or misunderstanding.	15 25%	26 43.3%	17 28.3%	1 2%	1 2%	3.88	.8 6
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**Table 2 B: Communication collective mean**

Content	Number	Mean	Std. Deviation
Communication	60	4.02	1.25

The responses of university instructors to communication as a six-item construct are shown in table 2 A. The average score of university professors' perceptions of "Speak plainly and clearly" was found to be (4.98), indicating that this statement has the highest level of observation among the six assertions. On the other side, the mean score for "Responding to incorrect replies constructively" was shown to be the highest (3.65). This is the average level of communication observance across the six items. The collective mean (4.02) of all the items relevant to the concept of Communication is shown in Table 2 b.

**FINDINGS**

1. The majority of university professors ensured the availability of high-quality lesson plans, with mean scores and standard deviations of 3.88 and 0.78, 3.83 and 0.76, 3.73 and 0.84, and 3.93 and 0.80, respectively (3.55, 0.89), should clearly explain the lesson goals, begin class in a structured manner, use acceptable teaching methods for the material, and choose relevant teaching aids for effective instruction.
2. The majority of university lecturers link ideas to past knowledge, as measured by the mean and standard deviation (4.08 & .69), (4.10, 0.70), (3.7,.81), (4.13, 0.76), (3.95, 0.69), (3.73,.75), (3.77, 1.01), and (3.78, .80). sharing real-life examples; similarly, restating questions and answers when necessary, allowing students to ask questions, sharing information outside of the text book, integrating students' responses, effectively using the white board, and inspiring students to apply ideas.
3. It was shown that the majority of university lecturers talk clearly and audibly; similarly, the mean score and standard deviation (4.98 and 6.6), (4.13, 0.76), (3.82, 0.72), (3.68, 1.04), (3.65, 0.82), and (3.88, .86). Utilizing intelligible languages during the teaching-learning process, making eye contact with students, altering intonation patterns to keep students awake, using incorrect responses constructively, and avoiding making derogatory remarks about students' misunderstandings.

**DISCUSSION**

1. It was found that the majority of university teachers adhere to above-average lesson planning strategies such as preparing a quality lesson plan, stating clear goals in the study guide, starting class in a timely manner, selecting appropriate teaching methodology, and choosing suitable audio-visual aids for teaching.
2. It was found that the majority of university teachers adhere to an average level of

teaching methodology and skills, such as relating ideas to prior knowledge, sharing examples from daily life, repetition of questions and answers, encouraging students to ask questions, sharing information outside of the text book, combining student feedback, and efficaciously using the chalk board.

3. It was found that the majority of university teachers have above-average communication skills, speaking audibly and clearly, using understandable languages during the teaching-learning process, varying intonation patterns to keep students alert, establishing eye contact with students, responding constructively to incorrect answers, and not making derogatory remarks about students' mis understandings.

### **RECOMMENDATIONS**

1. The majority of university teachers have an average level of observance regarding teaching methodology and skills such as relating ideas to prior knowledge, sharing examples from daily life, repetition of questions and answers, encouraging students to ask questions, sharing information other than what is in the text book, incorporating student responses, effectively using chalk board, and motivating students toward practical application of concepts. As a result, it is suggested that the aforementioned shortcoming be addressed by holding workshops, training, and seminars for university professors on topics relating to teaching technique and skill.

2. It is suggested that university teachers ensure the availability of quality lesson plans, select appropriate teaching methods for the content, and appropriate teaching aids for effective learning, encourage students to ask questions, and share information outside of the text book in order to meet instructional objectives.

3. It is suggested that university teachers ensure the availability of quality lesson plans, select appropriate teaching methods for the content, and appropriate teaching aids for effective learning, encourage students to ask questions, and share information outside of the text book in order to meet instructional objectives.

4. To achieve learning and instruction objectives, university teachers should provide appropriate seating arrangements in the classroom, a conducive classroom atmosphere, display pupils' class work, appropriate light in the school environment, good and visible writing in the classroom, and take care of the sound effect.

5. In order to achieve instructional objectives, university teachers should ask questions to the entire class, allow students to raise their hands to answer the questions, encourage active participation of students in discussions, start class on time, provide adequate time for various concepts of the lesson, deliver lesson in allotted time effectively, and avoid procrastination during the teaching learning process.

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