

Teachers' Perspectives on Strategies for Effective Classroom Management: A Qualitative Inquiry

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Abstract



Classroom is a place where students interact and socialize which is one of the major goals of education. Although, literature provides ample evidence regarding positive correlation between maximized students' learning outcomes and effective classroom management. However, there are several issues and challenges that teachers face during classroom teaching which need to be addressed. This study aimed to explore effective strategies for classroom management at high schools. For this purpose, data were collected from 15 high school teachers in District Lower Dir, Khyber Pakhtunkhwa province of Pakistan. Using a case study approach, data were collected from the teachers through semi-structured interviews. Based on thematic analysis, the collected data were analyzed. The findings of the study discovered seven key strategies for effective classroom management such as setting rules and routines, developing student interest, acknowledging appropriate behaviour, building cooperative and friendly environment, proper seating arrangements, interactive teaching techniques and fostering sense of collaboration. The study has some generalizability limitations. Hence, further studies are recommended to validate these findings in another context.

Keywords: Classroom Management, Coping Strategies, Secondary School

Introduction

Classroom management is an important component of effective instruction. It refers to all the arrangements that a teacher does to organize students, space, time, and materials so that students' effective learning can take place (Burden, 2020; Koutrouba, Markarian & Sardianou, 2018). Managing the human and physical resources in classroom is essential for the achievement of education goals. It helps in maximizing students' achievement and accomplishing learning outcomes (Gage, Scott, Hirn & MacSuga-Gage, 2018). However, unfortunately, it has been found that not all teachers find it easy to effectively manage their classrooms (Wills, Caldarella, Mason, Lappin & Anderson, 2019). Classroom management means those techniques which teachers use to maintain control in the classroom (Scherzinger & Wettstein, 2019). These techniques are used to ensure that students are organized, on task, well-behaved and productive during the teaching learning process. Previous research has revealed that teachers may achieve maximum learning outcomes and students' overall wellbeing through managing classroom effectively (Babadjanova, 2020). Classrooms are managed, controlled, and organized for the purpose of fostering a sense of community and connection among educators and their learners (Cook, Fiat, Larson, Daikos, Slemrod, Holland & Renshaw, 2018).

Classroom is not only a setting place but a context where students interact and socialize with each other. Many studies have identified classroom management as one of the essential determining factors for shaping students' behaviour, attitude, and academic performance. Hence, it is important for teachers to have some skills and abilities like time management, resource mobilization, positive interaction, and interpersonal skills to manage class effectively (Hettinger, Lazarides, Rubach & Schiefele, 2021; Sieberer-Nagler, 2016). Managing a classroom is a challenging activity for teachers due to its multidimensionality.

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Teachers face problems due to lack of positive approach, poor classroom structuring skills and lack of knowledge to implement routines in classroom (Eisenman, Edwards & Cushman, 2015). It has been found on the contrary by some studies that classrooms may be successfully managed by proper implementation of class rules and routines, active student supervision, formulating procedures for behaviour control, promoting encouraging environment and adopting strategies for checking disruptive behaviors (Cho, Mansfield & Claughton, 2020). Researchers have reported that use of modification procedures for behaviour management and use of data for developing interactive learning atmosphere in the classroom may help in reducing undesirable classroom disruptions (Allen, 2010; Dicke, Parker, Marsh, Kunter, Schmeck & Leutner, 2014).

Classroom Management Strategies

The concept of classroom management at its most routine level concerns a large variety of activities such as simple clerical duties, ordering, maintaining, and distributing classroom materials and routines (Gaastra, Groen, Tucha & Tucha, 2020). Studies have pointed out there are two important elements that work under the heading of classroom management namely conditions and teachers' skills. First, conditions refer to the climate within which learning takes place. Second, teachers' skills stand for the ways through which multiple teaching tasks and lessons are organized and planned. It is assumed that both elements have cause and effect relationship. In other words, when instructions are given effectively the conditions/climate will be ultimately productive (Cho et al, 2020; Collier-Meek, Sanetti & Boyle, 2019). Despite this, researchers have indicated that classroom management can be affected by lack of proper alignment of teaching resources with instructional goals and activities. Lack of teachers' ability for the orchestration of classroom life may end in poor curriculum planning, less effective organizing procedures and resources, poorly arranging the environment to maximize efficiency, lack of skills for monitoring students' progress, lack of ability for anticipating potential problems, preventing latent misbehavior, and remedying overt disruptive behavior (Hagermoser Sanetti, Williamson, Long & Kratochwill, 2018).

There is strong correlation between classroom management and students' learning outcomes. Studies have found that unsupportive classroom environment affects students' learning negatively. Lack of proper class structuring, and monolithic classroom hardly allows students to participate fully and hence, cannot contribute to students' learning (Kelly, 2015; Beaty-O'Ferrall, Green & Hanna, 2010). Many teachers identify classroom management and control as the aspect of teaching that presents the greatest challenge. In fact, classroom management is regarded as a "make or break" skill in teaching-profession because it is essential for quality instruction. Due to societal changes over the past 100 years, schools particularly secondary schools have more behavioral issues that affect the way a teacher manages the classroom (Milner, 2013). Previous research in the field of classroom management have indicated that classroom disciplinary issues today are worse than those in the past, which has impacted students' achievement. Researchers have precisely explained that poor and ineffective classroom management skills can waste instructional time, reduce time-on-task, and interrupt learning environments. In addition to interrupting the classroom environment, if proper classroom management is not exercised, disruptive behavior by students can have a negative effect on teacher's instruction (Szép, Dantchev, Zemp, Schwinger, Chavanon & Christiansen, 2021).

Research has indicated that the major classroom management barriers include students' disruptive behavior, poor arrangement of learning materials, lack of responsiveness by teachers to students' problems and poor response to slow learners (Campbell & Lassiter, 2020). Studies have further discovered that lack of teachers' clear instruction and poor management skills affect students' learning and lead to complex issues in the class. Most of the researchers have termed managing classroom as part of students' behaviour, but it also encompasses other elements such as planning for lesson, organizing resources, controlling undesirable behaviors, minimizing noises, and maintaining cordial relation with students (Erdogan, Kursun, Sisman, Saltan, Gok & Yildiz, 2010).

Some researchers have indicated that students' strong sense of belongingness can result in positive outcomes such as academic motivation, a sense of efficacy, a liking for school, and a sense of emotional well-being. A strong sense of belonging has been associated with a desire to learn and an increase in learning. Whereas a lack of belonging has been associated with negative academic outcomes such as absenteeism and most likely withdrawal from school. Others have concluded that heterogeneous classes, lack of academic interest, affective factors, parental neglect, and education policies contribute to indiscipline in classrooms (Sebastian, Herman & Reinke, 2019).

Use of different strategies and techniques for effectively managing classrooms may help in decreasing undesirable behaviors and disruption by students (Herman, 2019). The existing classroom management literature suggests that classroom management problems can be addressed by establishing target rules and procedures, maintaining conducive and friendly environment, rewarding positive behavior, promoting positive peer relationships, and structuring stimulating classroom environment. Teachers may allow students to evaluate their own performance and change their inappropriate behavior to appropriate behavior. A well-planned and well-implemented instruction can possibly prevent classroom problems. In addition, teachers should have full regulatory power in the classroom (Bozkus, 2021). Studies have pointed out that teachers must have knowledge about the strategies regarding effective management of classrooms and to have control over the class (Babadjanova, 2020).

Moreover, it is also important on part of teachers to study and examine instructional and behavioral classroom management. It requires specific skills such as planning, organizing, teachers' willingness to adjust, initiatives, aptitude for teamwork, creative thinking, and actions as well as a great deal of commitment. It has been found by researchers that students have shown high performance in classroom where teacher uses positive and cooperative techniques to motivate students for learning as compared with those classrooms where the teachers do not use it (Grube, Ryan, Lowell & Stringer, 2018). Setting clear expectations, routines, giving positive feedback as essential remedies for managing classroom effectively have been recommended by various research studies (Nagro, Fraser & Hooks, 2019). Teachers may create an interactive environment by engaging learners in activities thus avoiding disruptive behaviour.

Students get positive gestures when teachers take care of their interest by paying attention and giving praise. This may help in reducing disruptive tendencies among students in the class (Lathifah, Helmanto & Maryani, 2020). Studies have revealed that lack of skills to effectively managing time in the classroom can also cause chaos and stress. Poor time management may further create stress among teachers who fail to deliver as per the curriculum requirement (Sieberer-Nagler, 2016). Effective teaching and positively functioning classrooms with low levels of disruptive behavior require proper planning and consistency by the teacher who must play his role as manager (Egeberg, McConney & Price, 2016).

Statement of the Problem

The need for effective classroom management can never be underestimated. The atmosphere of classroom determines the quality of learning. However, teachers and students always face different issues and challenges which needs to be addressed to enable the teachers to ensure maximum learning for students. This study aimed to explore potential barriers to classroom management and suggest strategies for effective management of classroom. The study provides a rationale for teachers that what strategies they may use to manage and control classroom effectively. To achieve this; the present study explores perspectives of teachers on effective strategies for classroom management in secondary schools.

Research Questions

1. What are the perspectives of high school teachers about effective strategies for managing classroom?
2. How these strategies can be used to inform and improve teaching and learning practices in high school classrooms?

Significance of the Study

This study is significant in a sense that it is has the potential to cover the immediate concerns of teachers, students and administrators regarding problems of classroom management and control in secondary schools. Moreover, this study provides new opportunities/avenues for future researchers to explore and investigate problems of effective classroom practices in such under-privileged schools. By using the findings and suggestions of this study the Management Boards, administrative faculties and especially teachers in schools would possibly opt for effective classroom management practices and control in schools at secondary level.

Theoretical and Conceptual Framework

The concept of classroom management is very complex. It encompasses different elements which needs to properly be understood by teachers. The classroom teaching takes place in varying phases. In each phases different strategies are applied. There are different perspectives on how to conduct

teaching. The behaviorist theorist believe that behaviour can be shaped with both positive and negative reinforcements. It is important to teach students how make associations during teaching and learning. The behaviorist approach focuses on encouraging positive behaviour among students in classroom. The assertive discipline theorists favor use of clear rules and routines to shape student behaviour in classroom. Theses theorist even recommend punishment as a strategy to enable the students to adhere to the rules and routines. In contrast the current democratic theorists emphasize on giving more autonomy to students. These theorists argue that human behaviour can be positively shaped and controlled through power sharing and respect rather than coerce and fear. It is clear that there are different perspectives on classroom management, however, the most suitable strategies always emphasize on positive interaction among teacher and students in classroom, defining goals and developing a supportive environment in which the maximum around development of the learners personality take place.

Method

The aim of the study was to explore strategies for effective classroom management and control at secondary level. The researcher adopted the qualitative case study design to conduct the study. Because qualitative study design offers an in-depth investigation of the problem which is under-consideration. This design was adopted because its nature is exploratory and the data which was collected through this design was in the form of words or narrations rather than numbers and vice versa. The data included interview transcripts that is more in depth to evaluate the perceptions and observations of secondary school teachers about this study.

Instrumentation

For this study, the researcher developed a semi-structured interview guide based on the related literature. The interviews consisted of open-ended questions to enable the secondary school teachers to provide details about their experiences regarding classroom management and control. The researchers approached each teacher for appointment and then interviewed them to know their personal views.

Respondents

In this study, 15 teachers participated in interviews from two secondary schools in District Dir Lower, Khyber Pakhtunkhwa, Pakistan. Sometime a single qualitative interview is appropriate when the purpose of the research is to establish or provide a rich account. Hence, keeping in mind the saturation point, the researcher stopped further interviews, when the researcher realized that no new information was being shared by the participants. All the participants in this study were-secondary school teachers.

Data Collection

The procedure of data collection was done through semi-structured interviews. The approach for data collection for this study involved open-ended questions developed around the central focus of the study as a means of collecting specific information (Knox & Burkard, 2009). First, the researcher approached the teachers who were intended to be part of the study. Second, the researcher personally visited each teacher through a proper permission for appointment. Third, for each interview an appropriate time was selected according to teachers' convenience. Then, upon their willingness the researcher decided to either conduct an interview or collect the required data through the pre-designed interview protocol/guide. Unfortunately, interviewing the respondents turned-out as a challenge for the researchers because the respondents didn't take it seriously and behaved quite unprofessionally. They didn't commit to the time which was selected for the interview.

In addition to that, the respondents didn't cooperate with the researchers to get things done on time but rather they were showing tantrums. Anyhow, before data collection, teachers were briefed about the aims of the study for the purpose to avoid any false assumptions to become part of the study. This whole process took overall one week, and the each of the interviews lasted normally from 20 to 40 minutes. Before conducting interviews, the researcher provided full freedom to the participants for enabling them to feel free to share their views. They were told that their identity will be kept confidential. Moreover, the consent of the participants was obtained to record their views in tape recorder before the interviews. Hardly, few interviews were recorded while many were written down as notes. After each of the tape recorder interview and recorded notes, later the researchers transcribed the statements for further process.

Data Analysis

Data were analyzed by a procedure known as thematic analysis. This technique was used to analyze the data collected through semi-structured interviews and interview protocols. Thematic analysis works well when the purpose of the study is exploratory and descriptive thematic analysis offers an opportunity for comprehending the potential of any issue more broadly and precisely. Due to the nature of the study, the researcher sought to enhance the accuracy of the themes by providing the relevant and supporting data for the selected themes in the form of participants' own words. Quotations were the primary source of in-depth and open-ended questions. So, for the analysis of the data, the five steps of thematic analysis of Braun and Clarke (2006) were used which is detailed below. The researchers initially started with data familiarization, then generating initial codes, searching for theme, reviewing themes, and defining theme.

Data Familiarization

During the first phase of thematic analysis, the researchers started to familiarize themselves with the collected data. The researcher continuously listened to the tape recorders audios to make transcriptions from it and then read it several time to know more about the data. The researchers transcribed each and everything that was said during the interview to analyze each aspect of the data. Moreover, the data which were collected through interview guide was also fully transcribed by the researchers. However, some of the parts were neglected for being repetitions.

Generating Initial Codes

The researchers started to organize the data from the transcription of the interviews. The researchers created codes from the data that contains a chunk of information and brief description of what is said in the interview for arranging it into different meaningful groups. So, all the information was converted to codes and then these codes were separated based on similarities and differences among them by using pen and paper.

Searching for Theme

The created codes contained interesting information about the data. That is why the researcher started to sort the codes into different themes. The researcher again read out codes of each group and then a broader theme was set for them according to the relevant interpretation of the codes Even some codes were enough interesting, so they become themes themselves. Anyhow, some themes were emerged as subthemes due to their inter-relation with each other, so the researcher collected the subtheme and converted it into a broader theme.

Reviewing Theme

At this stage, the researcher review and refine the identified themes. Again, the researchers read out all the extracts related to the codes to explore whether it supported the theme or not. During that, the researchers found some contradiction between themes and sometimes the themes overlap, so the researcher split that theme as it was too broad. Also, some of the codes were moved to the themes where they fit better. So, during this stage, the researchers went back and forth between themes, codes and extracts until the researchers became sure that all the themes truly represent the data and are linked to the research problem.

Defining Theme

In this phase the researchers defined and described each of the theme that was identified in the previous phase. So, the researchers first described the title of the theme and then defined, what the theme was about. In Braun and Clarke's (2006), words "define the essence that each theme is about". The researcher further strengthened the quality of each theme by adding the description of the interviews. At the end of each opinion, the researcher used quotations of what the participants had said during the interviews as evidence, without mentioning their names or designations. When researchers described all the themes and identified what story each theme proposed then the researchers critically compared them with other themes to see their interrelationship (Braun & Clarke, 2006).

Ethical Consideration

As part of the ethical consideration, the researcher obtained the consent of the participants before data collection. Some teachers did not allow tape recorders, so the researchers wrote down their views in the form of field notes. Moreover, some participants were interviewed through interview guide. The researcher did not ask about the name of the respondents and mentioning designation was also optional, but it was obvious that the study was designed in such a way that the data were-intended to

be collected from secondary school teachers. Time and place for interviews were decided based on the consent of teachers. The researcher ensured all the participants that their views will be used for research purpose only and will be kept confidential. That is why all the transcriptions were kept in a secure custody.

Results

This study explored some essential strategies for effective classroom management based on the interviews conducted with teachers at high schools in district Dir lower, Khyber Pakhtunkhwa, Pakistan. For data collection semi-structured interviews were conducted with 15 participants. During thematic analysis of interviews 7 important themes emerged which are discussed below.

Setting Rules and Routines

Setting rules and routines for overall inclusive classrooms is very essential. Because rules and routines serve many functions, that is why during this study of exploring strategies for effective classroom management, it was highly reported and suggested by majority of the respondents that rules and routine for classrooms are explicitly helpful when they are applied properly. They added that it is important to make a set of rules and routines to be followed by the students to facilitate learning. For example, one of those respondents said:

"I have been teaching here since 2015, and I can assure you that a series of rules and regulations control students' behavior as well as avoid many other disruptions as students have a fear of strict punishment in their minds".

Some of the respondents said that it is worth mentioning that they must cope with every sort of behavioral issues by students of different ages and environment which creates pressure on teachers' teaching process and concentration. As one of the respondents said:

"To make teaching learning process effective and to manage classroom effectively, let students make classroom rules and after involving them in the process, let them decide the possible consequences for breaking out those rules".

This study also found that setting rules and routines for classrooms significantly increase instructional time and minimizes disruptions as students find less time to get chance to disturb fellow students as compared to not following up any rules and routines. As one of the respondents among them expressed that:

"If you set rules for your class, you must also have to be abide by them e.g. if your class timing is 9 O'clock, you should reach 1 or 2 minutes before the class. In this way, you can show ideal behavior and encourage it if students do so".

A sizeable number of teachers shared out the same views. They also said, it is not enough to make rules, guidelines and set daily routines and display them on the walls but what most important is to make sure that students follow those rules without questioning as it is for their utmost benefit. One of the respondents added to this by saying:

"It should be a collaborative effort from the side of institution, administration, teachers and students to foster and/or carry out rules and routines in the school especially in classrooms where teaching learning process occurs".

The respondents further extended the view by saying that the best management practices can only be possible if rules are established properly and followed by every student without any exception.

Developing Students' Interest

It is an important consideration on the part of students to identify to share their choices with teachers in a classroom context. Of course, every student wishes to be recognized and stand out among all classmates, but it is only possible if teachers develop and maintain students' interest in learning. Understanding individual differences among students and providing an appropriate corrective response are also necessary. During, the interviews, quite a lot number of teachers mentioned that developing students' interest in learning is of great importance to manage a classroom effectively. One of the respondents further added that:

"I personally prefer to make learning a bit more interesting by adding useful activities in my teaching and engaging students to work collaboratively".

The respondents pointed out that healthy competition among students promote and increase students' interest level in learning. They also shared their views about student-centered classrooms that this approach comes up with fruitful results when implemented in classrooms. For example, one of the respondents said:

"The concept of student-centered classrooms is significant in a sense that students will not be spoon feed anymore..... They will have to seek information for themselves. Anyhow, I am glad that traditional methods are gradually replacing".

Many respondents reported that creating and maintaining a positive classroom environment was essential for successful classrooms. They added that teachers may focus on structuring the instruction for effectively engaging and motivating the students which may increase their interest in learning. In this regard, one of the respondents said:

"Being a teacher, I want the active participation and interest of students in learning, because it is the only way to bring expected learning outcomes, so I use to plan activities accordingly for my students in order to enhance their interest in learning".

Another respondent further added:

"look, it is important that we need to upgrade ourselves and our teaching practices with the changing era, as there is no room for conventional approaches where students were bound to books only. Now, it's time to implement and enforce other strategies to gain students' attention and increase their interest in learning".

Acknowledge Appropriate Behavior

This strategy was mentioned multiple times by specific respondents during interviews. They mentioned that reward, appreciation, and praise increase one's tendency to perform better and to demonstrate expected behaviors. Moreover, they said that it boosts the morale of students when they are provided positive reinforcement for demonstrating appropriate behaviors. They argued that praising and giving rewards were useful for structuring effective learning environment in classrooms. That is why they called this strategy as a main component for effective classroom management and control. Explaining further, one of the respondents expressed out as:

"Being a teacher, I believe that reward strengthens the behavior of students as well as it motivates students to do right job in a right manner that is why I often acknowledge appropriate behaviors done by the students".

Another respondent claimed that,

"Acknowledging appropriate behaviors results in engagement of students in learning and/or decrease in inappropriate behaviors".

A considerable number of respondents said that giving prompt and constructive feedback over students' demonstration of appropriate behaviors increases the probability of repetition of that behavior. They also said that giving students choices turn out to be the best strategy as it allowed them to develop a strong sense of belongingness with the class community and may help in preventing the challenging behaviors. The respondents added that teachers prefer to use varying standards and expectations from students. They know what is acceptable and what is unacceptable in certain situation during the teaching learning process. Even the classroom managing plans also differ as per the situation and needs of the students and context. As one of the respondents shared out:

"In my opinion, minimizing inappropriate students' behavior by giving them fear of punishment is not an effective classroom management technique. But what is more needed at this point is..... the teacher may apply this strategy for promoting and accepting positive gestures from students. This will positively reinforce their behaviour in the class".

Further, they added that by saying some kind words such as good work, nice try and so on! "Thanks for taking a chance", "Not bad", "keep it up", and good work and so on may encourage the students to easily share their views and opinions with the teacher without any hesitation. Although, these words are short and easy to speak but their echoes and impacts are powerful and endless. That is how students become more passionate and enthusiastic about learning and begin to volunteer during instructional process such as raise their hand for giving response to teacher when they ask a question. Among the respondents, one of them shared out as:

"At the end of each class, I recognize and appreciate at least two or three students for something they did that deserves recognition and acknowledgement..... It may be dressed up nicely, wearing neat uniform, competing homework on time, scoring good grades, or helping fellow students in any way".

So acknowledging good behavior minimizes disruptive behaviors in class and maximizes effective behavioral management of students.

Building Co-operative and Friendly Environment

This strategy was also proposed by quite many respondents. They mentioned that building positive, friendly, and cooperative environment is essential to other aspects of effective classroom management and control such as rules and procedures, disciplinary interventions, and behavior acknowledgement.

They said that there are some simple ways to build friendly environment among teacher and students such as, modeling good listening skills and paying attention when students speak; creating classroom rituals and procedures which build a sense of community, greeting students at the doorway and in the halls, asking them about their progress and current situation, providing opportunities for every student to perform, using names of the students, offer help and consultation to students, show enthusiasm, and use humor to make them attentive and prevent them from boredom. A respondent during interview said:

"It is necessary that teacher understands student's narrative by conveying the message the teacher may understand the issues faced by students individually and collectively only then they will be able to share a positive bond with the teacher".

This strategy was further elaborated by the respondents by saying that there are three key skill sets which teachers need to develop to support students' learning and effectively manage the class. When all these three skill sets are present, a friendly and positive classroom environment will be built to foster students' success. One of the respondents indicate these skills and said:

"The very first thing is having positive expectations of student success.....secondly, good instructional skills are inevitable and thirdly, having excellent classroom management skills. So all these skill sets collectively build a positive learning environment in the classroom".

During the interviews, the respondents pointed out an important component of teaching-learning process that is student-teacher relationship. They said that through maintaining friendly relations with students the teacher may address different types of needs of the students. They further added, trustworthy relations between teacher and student enable the students to accept the set classroom routine and procedure and less likely cause disruptions in the class.

"In my entire teaching career, I learned that if you encourage and praise student attempts..... and let them know that you believe in them and that they can do it! Trust me, they develop zeal to perform more enthusiastically to prove themselves as best students"

The respondents further added that stimulating classroom environment, incorporating students' interest into lessons, and conducting community building activities strengthen student-teacher relationships and promote conducive environment for learning.

Proper Seating Arrangements

During the interviews, this strategy was excessively proposed by many respondents. They believed a good classroom arrangement facilitate discipline and reduces frequent occurrence of disruptions. The respondents stated that the seating arrangement in the classroom should enable the students to easily interact among themselves, with the teacher. This will help induce discipline among students as they will be face to face with the teacher during the instruction. They added up to this notion that inside the classroom, high traffic areas must keep free from congestion. For example, one of the respondents said:

"Classrooms is a hub of learning, so I make sure to arrange it in such a way that students can easily and clearly see the teacher, board, A.V aids, and the teacher".

They further added that the furniture and the different areas inside the class must be designed flexibly and in such a manner that it accommodates a variety of learning activities. There should be enough space in the class for activities and on the wall to put their work up. Moreover, there should be such a seating arrangement for where they could easily see the board, teacher and through the windows. Adding to this, one of the respondents said:

"I promote and appreciate good classroom structure, because I know a well and orderly arranged classroom supports effective classroom management"

The respondent shared out more and said that:

"I constantly remind my students that everyone in the classroom is responsible for keeping the classroom in good condition..... and I also appreciate their efforts when they show responsible behavior regarding classroom arrangement".

Many other respondents expressed that seating arrangements should be done to create heterogeneous working groups and that students should be disperse in the class. They said that proper seating

arrangements allow teachers to move around the classroom, and to get closer to problem spots in the classroom and doing decorations.

Interactive Teaching Techniques

During this study, majority of the respondents shared out that using interactive teaching techniques in classrooms foster academic growth and development, maintains interest of students, promote a sense of responsibility, and support social interconnectedness. The respondents supported the idea of using participatory approach during instructional time because it not only regulates and ensures students' learning but also maintains a pleasant environment in the class (conducive to learning). Among those, one of the respondents affirmed that:

"I believe that a teacher should interact with students positively and make himself/herself available to students all the time..... this positive interaction with students then reflects in their behaviors and they tend more obligatory and passionate about learning".

Some of the respondents mentioned that interactive teaching technique means providing a variety of learning experiences to ensure students' learning such as peer teaching, cooperative learning, large- and small-scale group-work, group assignments, independent work, and opportunities to perform activities by themselves. The respondents expected that using interactive teaching techniques gives teachers the opportunities to discover students' weaknesses, strengths, interests and talents etc. For instance, one of the respondents said:

"I implement the use of interactive techniques in my classroom to foster learning of students..... due to the fact that the first line of defense in instruction".

Adding to this, another respondent said that classroom is not solely about managing behaviors, delivery of quality instruction is also a critical component of it which requires appropriate techniques and approaches. That is why demystifying learning results brings drastic improvement in students' achievement and behavior. Demystifying learning include students establishing his/her learning goals, monitoring own learning, participation in developing classroom rules and procedures and relating lessons to students' own lives and interests. The respondent supported this view and said:

"Use of interactive teaching techniques improves the quality of learning when administer in right manner".

The views of the respondents showed that interactive teaching techniques helps in making effective use of the instructional time and managing classroom effectively.

Foster a Sense of Collaboration

During the study, the respondents highlighted the significance of this strategy. They mentioned that when a positive attitude is promoted and maintained, there are greater chances to foster a sense of collaboration among students and teacher. They added that allowing students to work in groups gives an opportunity to students to connect with one another. Moreover, it encourages relationship building, and leads to a more positive learning environment. Among those, one of the respondents said:

"You know the best thing about developing a sense of collaboration among students is..... whenever a student face barriers and problems whether in tasks or understanding a concept, other students are there to help him/her..... no matter what".

Some of the respondents suggested the use of cooperative learning groups and recommended extra-curricular activities as well as conducting community building activities. They argued that doing so results in developing a sense of collaboration among students and it reflects in their behavior in context of classroom learning.

"For effective management processes, it is necessary that teachers make students feel that they belong and perceive the work of school as having great value".

The respondents further suggested that development of peer relationships must be facilitated by means of various activities which in turn provides opportunities to students to know each other.

Discussion

This study summed that developing rules and routines was helpful to effective classroom management. Establishing classroom rules and routines is the core component of effective classroom management and control as suggested by secondary school teachers. Although, rules and procedures vary from one teacher to another and from one classroom to another. The application of class routines may help more effectively when it is used as strategy. Developing students' interest in learning was identified as an effective strategy to manage classroom environment and avoid disruptive behaviors. The findings of this study support the findings of (Allen, 2010) that to be effective, the classroom

rules need to be observable, specific, and clear. Other researchers have mentioned that classroom rules and routines may help in minimizing disruptions and supporting students' active engagements in learning activities (Campbell & Lassiter, 2020).

Studies have indicated classroom routines help students to know what they needed to do in the class during and after the lesson. This will help reinforce positive behaviour on the part of students and minimize disruptions. Establishing explicit rules, routines and procedures are necessary for instruction to continue without major disruptions. Rademacher and Calahann (1999) stated that effective classroom management procedures promote independent learning and success for all students in classroom (Cook et al, 2018). Another study found that classroom rules help in maintaining discipline in the class (Burden, 2020). The same finding is supported by others that classroom routines and rules were essential to regulate disruptive behavior and direct students' responses towards positive activity. These may include providing guidelines and rules for late coming to class, use of cell phone in classroom during instructional time and other distracting actions (Eisenman et al, 2018).

This study was found that challenging students to think actively involves them in learning and prevent them from showing disruptive behaviors. Likewise, to make learning interesting by relating lesson content to the students' life and local setting. Develop lessons at level that challenges students but is not too difficult or confusing. So, the students start taking interest in lesson and somehow inappropriate behaviors are less likely to be occurred. The same finding is supported by several researchers that engaging student in meaningful tasks, supporting sense of competence, allowing some decision making and providing optimal challenges are some factors that develop students' interest in learning, so that students get indulged in learning (Collier-Meek et al., 2019). The respondents also claimed that choices and timely access to the planned classroom activity may increase interest of students and reduce problem behavior. Proactive and consistent planning as well as positive reinforcement of appropriate behaviors may help in lowering disruptive behaviour.

Among all the strategies that are explored, behavior acknowledgement is fundamental in managing classroom effectively. The same finding is supported by Herman (2019) that frequently using praise whether verbally and non-verbally boosts up students' morale and increase the probability of repeating the same appropriate behaviors. The finding of this study is supported by other studies. For example, research has declared that teachers may use unconditional positive reinforcers like praising and acknowledging students' participation during teaching. This will help create an atmosphere of trust in classroom among teachers and students. Other studies have pointed out that classroom disruptions and undesirable behaviour might be controlled by showing helping and encouraging behaviors by teachers.

This study also found that building positive and conducive environment in the classroom has pleasant effects on teaching-learning process as well as it enables teachers to effectively manage his/her classroom. According to a recent study Cho et al, (2020), to build friendly classroom environment and school community, teachers must develop a strong positive relationship with each student. Also, teachers must encourage strong student-peer relationships. The finding of this study is supported by other research that building positive relationship with students may help in reducing problem behaviors and enhancing the cooperative behaviors and in promoting students' learning achievements (Sieberer-Nagler, 2016).

Milner (2013) opines that teachers may greet students while entering classroom and focus on informal talks with students outside of classes. This will help in bringing major reduction of attention seekers in the classroom. The same finding is supported by other researchers that classrooms can be effectively structured and managed by promoting warmth, respect and showing positive responses to students. Teachers may find it helpful to not only control the unnecessary distractors but also manage students' unsupportive tendencies during teaching. Our study also revealed that positive classroom environment influences a high degree of students' academic performance. Positive teacher-student relationships help in providing a basic learning foundation for students in the class (Wills et al, 2019). In the same way, other studies have suggested that for effective classroom engagements it was necessary to develop relationship of trust between teachers and students. It will help in increasing the degree of appropriate behaviors and in decreasing undesirable disruptions in classrooms.

This study also found that interactive teaching techniques play important role in managing classroom effectively. Use of these techniques encourages and expects learners to participate, engages

them in learning, provides a range of learning styles, and helps to use teaching aids to gain and retain attention. Research also reported that using interactive teaching strategies is beneficial for teachers in several ways. It ensures flexibility in teaching because the two-way communications (interactions) enable teachers to dispel students' passivity. Moreover, it supports and extend students' learning and enable students to make progress (Hettinger et al, 2021). Due to all these reasons, interactive teaching techniques when used in classrooms they altogether maximize students' learning and prevent them from being disruptive in class. Researchers have stated that to accomplish effective management of classroom, adapting interactive teaching techniques is a must. Because it encourages students' participation as using questions that stimulates responses, discussions, and a hands-on experience, use of various teaching aids that capture/hold student's attention, setting up a work group environment, altogether involve teachers as well as students.

During analysis of interviews, it was found that interactive teaching techniques help promote cooperative learning. Because it encourages students of mixed abilities to work together by promoting small group or whole class activities under the considerate support and supervision of the teacher. Our findings are supported by many researchers like; a study revealed that interactive teaching best helps students to get maximum involvement in the learning process. The reason they gave for using interactive techniques was that interactive teaching helps the learner not only to activate creative thinking and self-regulatory patterns but also to follow class procedures in an efficient way (Gaastra et al, 2020).

This study also found that developing a sense of collaboration among students influence conducive learning environment in classroom which ultimately results in controlling of students. During this study, many respondents expressed that it is essential to work on students to deepen collaboration among students. Earlier researchers have suggested that teachers should frequently engage students in collaborative activities by creating and designing various learning activities. Designing good collaborative activities not only strengthen students' skills but also promotes positive interactions among them (Erdogan et al, 2010). Moreover, assigning meaningful roles to students such as monitor, manager, and leaders for each subtask of the activity ensures a high degree of collaboration among them. An example of this can be taken as if, for example, a student is much stronger in one skill than his/her peers in the group, he/she can teach others and her grades can be contingent upon how much her peers learn.

Conclusion

This study concludes that implementation of proper rules and routines has a significant role in managing and controlling classroom environment. Classroom rules and routines play important role in controlling students' disruptive behaviors. The teachers need to draft class routines to manage disruptions and distractive actions. Therefore, setting classroom rules and routines are considered crucial to maintain orderliness in the classroom environment. It is important that the rules are mutually fair and practical as well as constructive. It is also important to be consistent with the guidelines and rules once they are put into practice. Identifying students' core of interest is a key strategy for managing classroom efficiently. Meanwhile, developing, and arousing students' interest is a technique which can be used by teachers to run their classrooms smoothly. In this regard, making the lessons relatable to students' lives also seemed to have good impacts on classroom climate as students display less disruptive behavior during the instructional process. Choice and access to preferred activities reduce problematic behavior on part of students. Behavior acknowledgement of students appear to have great impacts on students' academic performance. Acknowledging student's appropriate and positive behavior enables them to become more motivated. As student behavior is motivated by both the promise of rewards and the fear of punishments. Overall, student behavior temporarily improves immediately after another student is reprimanded. In simple words, appreciation and praise spark students' motivation to do hard work and put efforts. In a nutshell, such procedures should be enacted that encourage appropriate behavior. Positive and friendly classroom environment is a key component of effective classroom management. A positive class environment enables students to work productively and share his/her opinion openly without being hesitant. In such kind of environment, both teachers as well as students feel better. Positive class environment promotes students' maximum learning and prevent them from display of disruptive behaviors to a great extent. Effective classroom management strategies also help students to build positive relations with their

classmates as well as teachers. These strategies help them interact with each other with ease and mutual respect.

Finally, creating a comfortable physical classroom environment through structuring and equipping classroom in an organized way increase students' engagement in lesson and reduce disruptions. A well-structured classroom allows easy management of material and human resources. That's why majority of the teachers emphasize proper seating arrangements inside the classroom. Seating should be done in such a manner that students are able to see the teacher/presentation area without having to move or turn around. Seating arrangement must also allow teacher to easily move across and always observe all students. Strategies such as using interactive teaching techniques and foster collaboration are also potential strategies for managing classroom effectively.

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