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DETERMINANTS OF CLASSROOM MANAGEMENT AS PERCEIVED BY FEMALE STUDENTS AT THE SECONDARY LEVEL

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ABSTRACT

Effective classroom management is directly associated with a positive class environment and positive outcomes. In this study, we examined the different determinants of the classroom management. This study was conducted in four secondary schools (private) in the District of Faisalabad in Punjab province. Students from class 10th were considered as the population, thus from each selected school, the total number of students was 350 which served as the population of this study. All the participants were female students. Of the total population, 25 students were chosen from each selected school, thereby the total sample size of the study was 100 female students. A questionnaire was administered for the data collection and was analyzed using Statistical Package for Social Sciences (SPSS). Results revealed that perceived challenges faced by students in the classroom, with mental illness, lack of self-confidence, personal issues, and poor listening emerging as the most prominent concerns. Whereas, factors perceived to significantly affect classroom management, highlighting disabilities, lack of interest, and self-esteem as primary considerations for educators and administrators. Investing in teacher training programs that focus on aspects of classroom management can enhance their ability to create a positive and conducive learning environment.

Keywords: Classroom management; Effective learning; Student behaviour; Learning outcome; Class size.

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INTRODUCTION

Classroom management plays a crucial role in educational settings, ensuring an environment conducive to learning. It involves strategies to establish a positive classroom culture, maintain student engagement, and address behavioural issues effectively. Research highlights the significance of effective classroom management in enhancing student learning outcomes and overall educational experience (Lee et al., 2017). By implementing appropriate classroom management techniques, educators can create a structured and supportive environment that fosters student success, engagement, and academic achievement.

Teachers can implement positive reinforcement in the classroom by using strategies such as teacher praise, social skills training, and group contingencies to encourage and strengthen desired behaviours (Jolstead et al., 2017; Riden et al., 2019). This can involve praising students for following rules, demonstrating positive social interactions, or engaging in academic tasks. Teachers can also provide tangible rewards, such as stickers, points, or privileges, to reinforce desired behaviours. Electronic behaviour management programs

(eBMPs) can also be used to implement positive reinforcement strategies, providing teachers with tools to track student behaviour and deliver rewards based on their performance (Riden et al., 2019). Additionally, teachers can create a positive classroom environment by using reinforcement strategies and the Premack principle, which involves reinforcing desired behaviours with more preferred activities.

To tailor positive reinforcement to individual students, teachers can use strategies such as individualized positive reinforcement plans and differentiated praise. This can involve identifying each student's unique motivators, such as preferred activities, social recognition, or tangible rewards, and using these to reinforce desired behaviours (Alsedrani, 2017). Teachers can also use individualized positive reinforcement plans to track student progress and adjust reinforcement strategies as needed. Differentiated praise, where teachers provide specific and personalized feedback, can also help to reinforce positive behaviour and encourage student growth (Woolley, 2017).

Understanding the determinants of classroom management is valuable for improving the learning environment because it allows teachers to create a positive, structured, and supportive learning environment that fosters student success, engagement, and academic achievement (Azam, 2024; Mitchell, 2019). By understanding the key components of effective classroom management, such as curriculum and instructional aspects, teacher behaviour, and the integration of management technology, teachers can tailor their teaching practices to meet the unique needs of their students (Azam, 2024). Additionally, understanding the relationship between teachers' self-efficacy and classroom management practices can help school administrators develop ways to enhance teachers' self-efficacy, leading to improved academic achievements of students (Mitchell, 2019). A meta-analysis of the effects of classroom management strategies and programs on students' academic, behavioural, emotional, and motivational outcomes highlights the importance of effective classroom management in promoting positive student outcomes (Korpershoek et al., 2016). Furthermore, in-service training on effective classroom management strategies can improve teachers' knowledge about classroom management, leading to a significant increase in the number of proactive strategies that teachers believe are effective for classroom management (Korb et al., 2016). By implementing effective classroom management strategies, teachers can create a positive learning environment that encourages student engagement, reduces behavioural issues, and enhances learning outcomes (Yousuf et al., 2023).

Objectives of this study include (i) finding out the problem being faced by classroom management and students' behaviour (ii) identifying the role of teachers in promoting the student's behaviour and (iii) probing out the factors that affect classroom management.

METHODOLOGY

In this study, descriptive research design was used. Descriptive research designs are well-suited for exploring and describing the characteristics of a phenomenon or population. They allow researchers to systematically observe, record, and report on various aspects of a subject without manipulation. Descriptive research designs, such as case reports, case series, and cross-sectional studies, provide a systematic plan to study a scientific problem (Indu & Vidhukumar, 2020). Descriptive study designs describe the characteristics of a single sample and are useful in generating hypotheses, but lack a comparative group for determining associations (Omair, 2015). According to Koh and Owen (2000), descriptive research is a study of the status, using observation, analysis, and description to solve problems and improve practices in various fields like education, nutrition, and behavioural sciences.

Study area

This study was conducted in District Faisalabad. Faisalabad, the second most populous district in Punjab, boasts a population of 7.87 million. With its primary focus on agriculture and industry, Faisalabad significantly contributes approximately \$5 billion to the national GDP through its textile exports. The district spans six densely populated urban, suburban, and rural tehsils, making it a hub for various

development projects in recent years. Despite these efforts, the public infrastructure remains grossly insufficient to meet the growing demands of Pakistan's third-largest metropolis. Similarly, the educational landscape in Faisalabad faces challenges, reflected in the district's literacy rate, which hovers close to 60%. There are large numbers of public and private schools in the district. This study was confined to private schools because of limited resources and limitations.

Population and sample

The population of this study comprised 350 female students from the four private schools. Students from class 10th were considered as the population, thus from each selected school, the total number of students was 350 which served as the population of this study. All the participants were female students. Of the total population, 25 students were chosen from each selected school, thereby the total sample size of the study was 100 female students.

Instrumentation, data collection and analysis

The questionnaire method is employed to survey the objectives of classroom management, specifically designed to gather insights into the opinions and experiences of individuals regarding the difficulties faced by students. Questionnaires serve as vital tools in teaching, enabling educators to collect both factual information and opinions from participants. It is widely acknowledged that the success and effectiveness of teaching hinge significantly on the skill and judgment applied in formulating questions. Indeed, questioning serves as a natural and enjoyable avenue for intellectual and social growth among students. In this study, the researcher utilized the questionnaire method to gain insights into the challenges encountered by students. Data were collected using a face-to-face interview technique and collected data were analysed using Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequency, percentage, mean and standard deviation were calculated.

Ethical Consideration

Before starting the interview, respondents were asked for formal verbal consent. Respondents were ensured that their personal information would be kept confidential. The obtained information will be used only for research purposes. They were also given a right to withdraw at any stage of an interview if they felt any insecurity.

RESULTS AND DISCUSSION

The Results and Discussion chapter in a research paper is where the findings of the study are presented and interpreted. In the Results section, a clear and concise summary of the data collected and analysed during the study. We used descriptive statistics and the results are interpreted in this section.

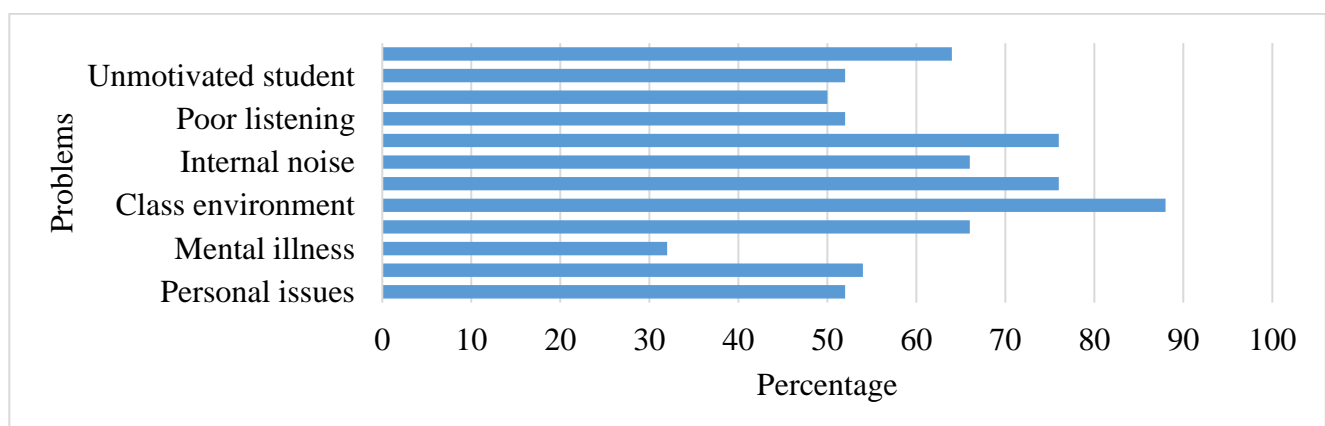


Figure 1. Problems regarding classroom management as perceived by respondents.

Figure 1 presents data on various challenges encountered by students in a classroom setting, represented as percentages. A significant portion of students, 88%, perceive issues with the class environment,

indicating potential dissatisfaction with the setup or conditions. Additionally, 76% report being affected by external noise, which could disrupt concentration and hinder learning. Internal noise, experienced by 66% of students, may also interfere with their ability to focus and engage with the material. For 66% of students, personalities clash, suggesting conflicts or disagreements with peers that could disrupt the learning atmosphere. Lack of concentration (54%), poor listening skills (52%), and feeling unmotivated (52%) are common challenges that impact students' ability to participate in class activities and absorb information effectively. Furthermore, 64% find it challenging to understand technical terminology, highlighting potential difficulties in comprehending course material. Mental illness affects 32% of students, indicating a significant proportion facing mental health issues that may impact their academic performance and well-being. Lack of self-confidence (50%) and shortage of time (76%) are additional concerns reported by students, further contributing to the complexity of factors affecting their learning experiences.

Table 1. The extent of problems faced by the respondents.

Problems	Mean	S. D	Rank
Mental illness	4.55	0.468	1
Lack of self-confidence	4.43	0.831	2
Personal issues	4.21	0.543	3
Poor listening	4.15	0.528	4
Unmotivated student	3.87	1.07	5
Lack of concentration	3.77	0.823	6
Use of technical words	3.71	0.936	7
Personalities clash	3.37	0.687	8
Internal noise	3.42	0.525	9
External noise	3.33	0.739	10
Shortage of time	2.53	1.034	11
Class environment	2.17	1.88	12

Table 1 presents the results of a study examining the perceived level of problems faced by students in a classroom environment, as assessed through a Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). The mean values and standard deviations (S.D.) are provided for each problem, along with their respective ranks based on mean scores. Mental illness emerges as the most significant problem, with the highest mean score of 4.55 and a relatively low standard deviation of 0.468, indicating a strong consensus among students regarding its prevalence. Lack of self-confidence follows closely behind, with a mean score of 4.43 and a slightly higher standard deviation of 0.831, suggesting some variability in perceptions among respondents. Higher self-confidence is positively related to lower academic anxiety in adolescents (Kiran et al., 2019). Personal issues and poor listening also receive high mean scores of 4.21 and 4.15, respectively, with relatively low standard deviations, indicating consistent perceptions among students.

Other notable problems include unmotivated students, lack of concentration, and the use of technical words, all of which receive moderate mean scores ranging from 3.87 to 3.71. However, these issues exhibit higher standard deviations, suggesting more varied opinions among students. Professors' knowledge and sufficient information on the subject matter, drowsiness, and noise pollution are important factors affecting the concentration and motivation of students to attend classrooms (Rahiminia et al., 2020). Meanwhile, problems such as personalities clash, internal noise, and external noise receive lower mean scores below 4, indicating that students perceive them as less significant issues in the classroom. Shortage of time and class environment rank lowest in terms of mean scores, with mean values of 2.53 and 2.17, respectively, suggesting that students perceive these as less prevalent problems. However, the high standard deviations for both variables indicate diverse opinions among students regarding these issues. This is deduced from the table that perceived challenges faced by students in the classroom, with mental illness, lack of self-confidence, personal issues, and poor listening emerging as the most prominent concerns. Low self-

confidence, speech anxiety, and low self-esteem are common problems faced by both students and teachers in the classroom, impacting the effectiveness of activities (Arifin, 2017). Students face adversities such as being afraid to make mistakes and lacking vocabulary when speaking and listening, with self-confidence being the best strategy for developing listening and speaking skills (Tambunan et al., 2018). Students face challenges such as anxiety (41.6%) and depression (36.4%), and addressing these needs requires addressing power/oppression in the classroom (Godfrey et al., 2018).

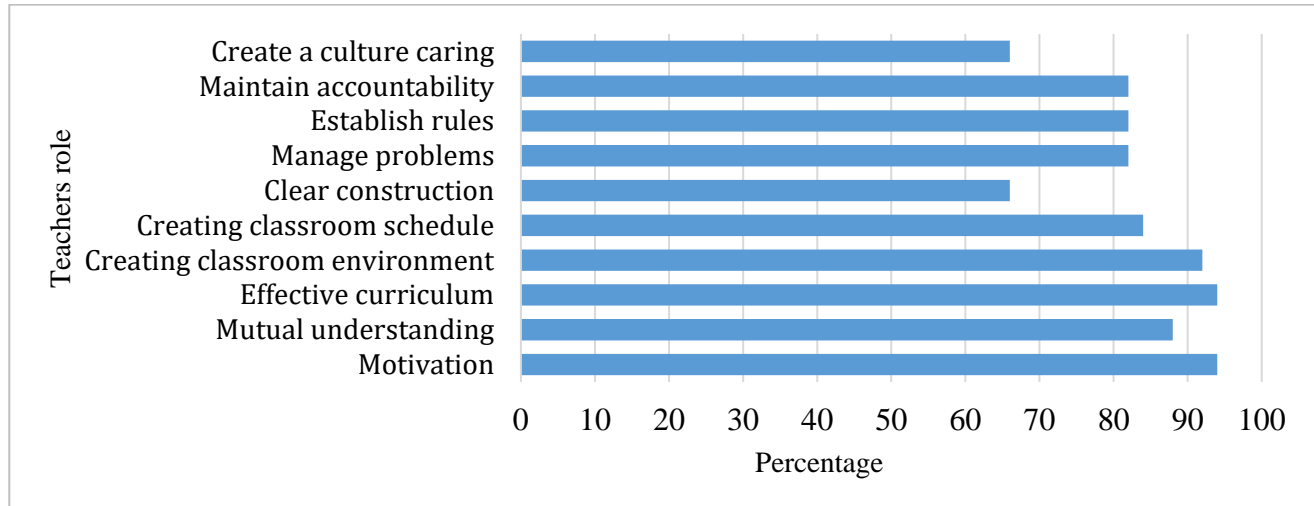


Figure 2. The perceived role of teachers in promoting classroom management.

Figure 2 outlines the perceived roles of teachers in a classroom environment, represented as percentages. A vast majority of respondents, 94%, emphasize the importance of teachers in motivating students, indicating that encouragement and inspiration play a crucial role in student engagement and performance. Similarly, 88% highlight the significance of teachers fostering mutual understanding among students, suggesting that promoting a harmonious and respectful classroom atmosphere enhances learning outcomes. Effective curriculum design is also highly valued, with 94% of respondents recognizing the role of teachers in developing engaging and relevant course materials that facilitate student learning. Creating a conducive classroom environment is identified by 92% of respondents as a key responsibility of teachers, indicating the importance of setting a positive tone and ensuring a comfortable learning space. Establishing a classroom schedule (84%) and managing problems (82%) are also acknowledged as essential tasks for teachers, suggesting the importance of organization and proactive problem-solving skills. Furthermore, 82% emphasize the importance of teachers in establishing rules and maintaining accountability, underscoring the role of structure and discipline in promoting a productive learning environment. Lastly, creating a culture of caring is recognized by 66% of respondents, indicating that fostering empathy and support among students is considered a valuable aspect of teaching.

Table 2. Role of teachers in promoting student behavior.

Role of teachers	Mean	S. D	Rank
Clear construction	3.88	0.927	1
Create a culture of caring	3.38	1.253	2
Manage problems	3.31	0.688	3
Establish rules	3.11	0.968	4
Maintain accountability	3.05	0.413	5
Creating classroom schedule	2.88	1.145	6
Mutual understanding	2.82	1.225	7
Creating classroom environment	2.42	0.712	8
Motivation	2.32	0.13	9
Effective curriculum	2.21	0.84	10

Table 2 illustrates the perceived role of teachers in promoting student behavior, based on mean scores and standard deviations (S.D.) obtained from respondents. Clear construction emerges as the most influential factor, with the highest mean score of 3.88 and a relatively moderate standard deviation of 0.927, indicating broad agreement among participants regarding its importance. Creating a culture of caring follows closely behind, although with a higher standard deviation of 1.253, suggesting more variability in perceptions among respondents.

Managing problems and establishing rules are also considered significant roles of teachers, receiving mean scores of 3.31 and 3.11, respectively. These factors exhibit relatively low standard deviations, indicating a more consistent perception among respondents regarding their importance in promoting student behaviour. Maintaining accountability and creating a classroom schedule rank slightly lower in terms of mean scores, with mean values of 3.05 and 2.88, respectively. However, the standard deviations for these factors are relatively low, indicating a more uniform perception among respondents regarding their role in shaping student behaviour.

Factors such as mutual understanding, creating a classroom environment, motivation, and effective curriculum receive lower mean scores, suggesting that respondents perceive them as less influential in promoting student behaviour. Among these, motivation and effective curriculum exhibit particularly low mean scores, indicating a consensus among respondents regarding their lesser significance in influencing student behaviour. Overall, the data insights into the perceived importance of various roles of teachers in promoting student behaviour, with clear construction, creating a culture of caring, managing problems, and establishing rules emerging as the most influential factors, according to respondents. Teachers play an important role in managing and preventing bullying by modelling appropriate behaviours and dealing with it effectively (James et al., 2008). Teacher behaviours that foster relevance and allow criticism are important predictors of students' engagement in schoolwork while suppressing criticism is a key predictor of feelings and engagement (Assor et al., 2002). Teachers' behaviour can either help or hinder student learning, and they should develop appropriate behaviours such as optimism, emotional intelligence, and commitment to work to promote positive relationships (Adebayo, 2023).

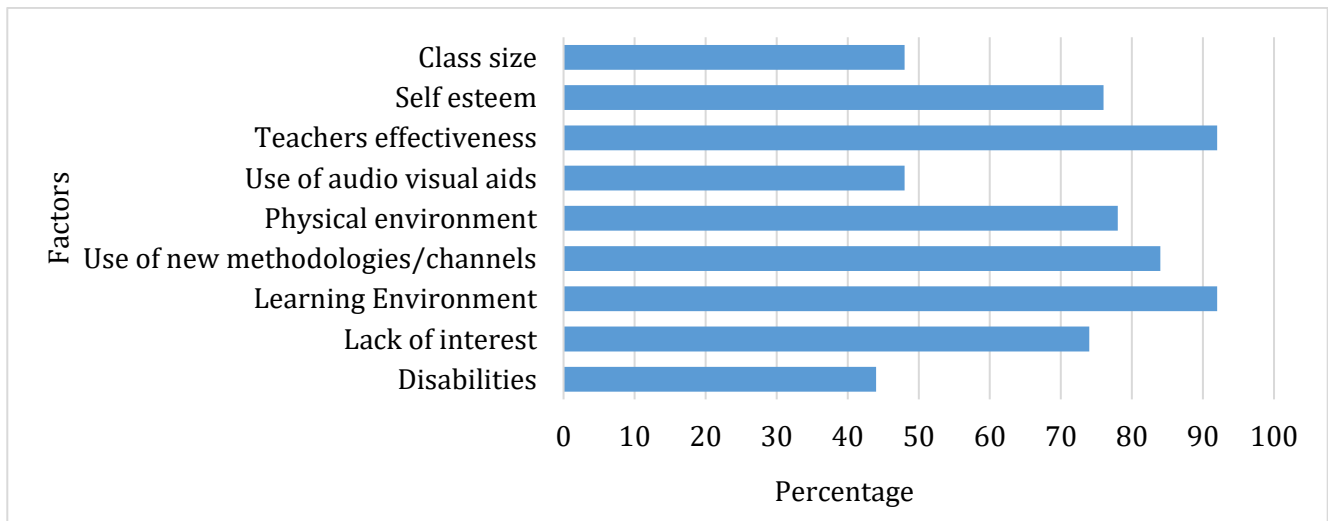


Figure 3. Factors affecting classroom environment.

Figure 3 illustrates various factors influencing students' learning experiences, presented as percentages. The learning environment ranks highest among respondents, with 92% identifying it as a significant factor. This suggests that the overall setting and atmosphere in which learning takes place play a crucial role in students' educational outcomes. Similarly, the effectiveness of teachers is recognized by 92% of respondents, indicating that the quality of instruction and pedagogical approach greatly impact student learning. Lack of interest (74%) and self-esteem (76%) are also notable factors, suggesting that students' motivation and confidence levels significantly influence their engagement and performance in class.

Physical environment (78%) and use of new methodologies/channels (84%) are also considered important, highlighting the impact of both the physical space and innovative teaching methods on student learning. Disabilities (44%) and class size (48%) are identified as factors, though they are perceived as slightly less influential compared to other factors listed. Additionally, the use of audiovisual aids (48%) is recognized but ranks lower in importance compared to other factors. Overall, the table underscores the multifaceted nature of factors influencing students' learning experiences, encompassing both internal and external elements within and outside the classroom environment.

Table 3. Factor affecting classroom management.

Factors	Mean	S. D	Rank
Disabilities	3.53	0.878	1
Lack of interest	3.20	0.785	2
Self-esteem	3.11	1.025	3
Physical environment	3.03	0.750	4
Class size	2.67	0.718	5
Use of audio-visual aids	2.55	0.89	6
Use of new methodologies/channels	2.36	0.88	7
Use of new methodologies	2.51	0.42	8
Teachers' effectiveness	2.36	0.08	9
Learning Environment	1.16	0.40	10

Table 3 outlines factors affecting classroom management, presenting mean scores and standard deviations (S.D.) as indicators of their perceived importance and variability among respondents. Disabilities emerge as the most significant factor, with the highest mean score of 3.53 and a moderate standard deviation of 0.878, suggesting broad agreement among respondents regarding its impact on classroom management. Lack of interest follows closely behind, with a mean score of 3.20 and a relatively moderate standard deviation of 0.785, indicating a notable influence on classroom dynamics. Self-esteem ranks third, with a mean score of 3.11 and a higher standard deviation of 1.025, suggesting some variability in respondents' perceptions. Lack of student interest in learning results in pre-determined learning goals not being achieved, requiring a teacher to have various teaching skills to achieve learning objectives (Gultom et al., 2020). Class management has a significant effect on students' interest in learning, with a 5% significant effect between class management and interest in learning (Azizatunnisa et al., 2022). The physical environment and class size also exert considerable influence, receiving mean scores of 3.03 and 2.67, respectively, with relatively low standard deviations, indicating consistent perceptions among respondents. Overcrowded classrooms cause problems in discipline, student participation, evaluation, and physical issues for teachers (Fatima et al., 2019).

Factors such as the use of audiovisual aids, new methodologies/channels, and teachers' effectiveness exhibit lower mean scores, suggesting a lesser perceived impact on classroom management. Eliminating methodological mistakes in audiovisual teaching aid applications led to an increase in student achievements and learning skills by 15-20 percent (Akhmetshin et al., 2019). Audio-visual aids significantly improve students' understanding and increase their interest and ability to remember content in teaching lower-secondary science (Tang et al., 2018). Audio-visual aids positively affect students' academic performance in social studies, with no significant difference between male and female students (Alabi et al., 2021).

The learning environment ranks lowest, with a mean score of 1.16, indicating a consensus among respondents regarding its limited influence on classroom dynamics. Overall, the table provides insights into the factors perceived to significantly affect classroom management, highlighting disabilities, lack of interest, and self-esteem as primary considerations for educators and administrators. Results are more or less similar to those of Emmer and Stough (2001) who stated that factors affecting classroom management include teacher expertise, affect, cooperative learning activities, and inclusion of children with special needs. Affective

factors influencing students' silence in the classroom include feeling nervous, lack of self-esteem, self-confidence, fear of making mistakes, and inability to meet teacher's expectations (Muhayyang et al., 2023).

CONCLUSIONS

We concluded that various challenges exist within the classroom environment, affecting both students and teachers. Students face significant hurdles such as mental illness, lack of self-confidence, personal issues, and poor listening skills. These challenges can impede their academic performance and overall well-being. Therefore, interventions aimed at promoting mental health support, boosting self-esteem, and enhancing communication skills among students are warranted. Additionally, efforts to create a supportive and inclusive classroom environment are crucial for addressing these concerns effectively. Teachers play a pivotal role in shaping student behaviour and managing classroom dynamics. Clear communication, creating a culture of caring, and effective problem management emerge as key responsibilities of educators. Investing in teacher training programs that focus on these aspects can enhance their ability to create a positive and conducive learning environment. Factors affecting classroom management, such as disabilities, lack of student interest, and self-esteem issues, highlight the need for tailored instructional approaches and supportive interventions. Utilizing audiovisual aids, implementing innovative teaching methodologies, and optimizing the physical learning environment can contribute to better classroom management and student engagement. In conclusion, addressing the challenges identified in this study requires a multifaceted approach involving collaboration between educators, administrators, and policymakers. By prioritizing mental health support, providing targeted teacher training, and implementing student-centred instructional strategies, schools can create an environment conducive to learning and growth for all students.

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