Investigation of Classroom Management Strategies used by University Teachers

* Yasir Ali

** Nazia Akhtar

*** Dr. Shaista Irshad Khan

Abstract
The main goal of this study was to find out how university lecturers felt about the classroom management tactics they utilized. This was a quantitative study. The study's goals were to look into university teachers' perceptions of physical and psychological practices 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 behavior, time management, and teaching methodology and professional effective teaching, and an average standard of observance when it comes to the teaching method of analysis and skilled teaching techniques. While organizing workshops, training, and seminars for university professors, it is suggested that some of the deficiencies connected to teaching techniques 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 integration of work operations so that they are accomplished quickly and successfully with the help 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 & 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 2006, Evertson, & Weinstein, 2006). For all present, one well lecture can deliver an engaging and dynamic teaching community. Sadly,

*   Department of Education, Abasyn University, Peshawar, Khyber Pakhtunkhwa, Pakistan
**   Department of Sport Science, Sarhad University of Science & Information Technology Peshawar, Khyber Pakhtunkhwa, Pakistan.
***   Department of Education, Abdul Wali Khan University Mardan

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 are 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, 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.

Objectives

This research study was conducted to achieve the following objective

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

Significance of the study

The finding of this study will be beneficial for teachers, students, Heads, policymakers, prospective teachers, and trainers at the university level.

Delimitation of the study

Due to limited time and resources, the study was delimited to male and female teacher who is teaching in BS programs at the university of Malakand.

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, 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 Evertson and Weinstein (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 importance 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 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 capacity to collaborate and manage time, space, resources, and students' roles and actions to create a learning environment. Classroom management is both an art and science with distinct characteristics 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 teacher creates a daily lesson plan to guide class instruction. Details will vary according to the teacher's preferences, the subject being addressed, and the student's needs and/or curiosity. A lesson plan is a teacher's strategy for delivering a particular lesson. A lesson plan is a step-by-step strategy 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 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 fundamental ideas, pedagogy, and classroom management tactics that are employed in the classroom. Your teaching technique is determined by your educational philosophy, classroom demographics, topic areas, and school purpose statement, among other factors. Teacher-centered and student-centered methods are the two most common types of teaching theories.

Teacher-Centered Approach to Learning

In this approach, the major authority role is the teacher. Students are considered "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. Teaching and assessment are considered 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 major responsibility of the instructor is to guide and support student learning and general grasp of the content. Formal and informal modes of assessment, including group projects, student portfolios, and class participation, are used to assess student learning.

Importance of Communication Skills for Students

Communication skills are crucial for a student's future employment success. Communication abilities in business are the most sought-after attribute of an educated individual in today's competitive market. The three most crucial communication skills for pupils are reading, writing, and paying attention. These talents, like other communication skills, sound too familiar, and we take them for granted as a consequence.

When it comes to reading and writing, all we have to do is adjust to our increasing age and attentiveness. Reading, oral communication, and writing abilities may all be developed with these two traits. Reports and speeches, in addition to reading and writing presentations, are part of the educational curriculum. This has been used in schools and colleges for the sake of students' general growth. As a result, a student's communicative and management abilities are crucial. In relationships, it's equally critical to improving 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 feelings, ideas, 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 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 knowledge 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 and feelings. Instructors must 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 you prioritize 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 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, the organization is essential. Have your entire classroom organized and labeled before the first day of school. Everything that can be put in a box, tote, or cabinet should be carefully labeled 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 labeled 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, a safe environment, acoustic effects (noiseless environment), a good and visible black/white/green board, and a good and visible black/white/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 organized is also an element of having an accessible atmosphere. The instructor should be able to readily access all kids to manage a discipline problem or assist with an assignment so that teachers and students may move around the classroom freely. You must 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 staff or a group of staff who teach the subject or topic.

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 concerning 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 a random sampling technique 60 university teachers out of 233 working at the University of Malakand were selected as samples 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 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.

Validity and Reliability

The survey's 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.

Analysis and Interpretation of Data

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

SN.	Statement	Ex	G	Av	Poor	V poor	M	St. d
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

SN.	Statement	Ex	G	Av	Poor	V poor	M	St. d
1	Relate ideas to prior knowledge.	16	33	3	1	0	4.08	.69
		27%	57%	15%	2%	0%		
2	Share an example from everyday life.	18	30	12	0	0	4.10	.70
		30%	50%	20%	0%	0%		
3	Restate questions and answers when necessary.	11	26	20	3	0	3.75	.816
		18.3%	43.3%	33.3%	5%	0%		
4	Encourage students to ask questions.	20	30	8	2	0	4.13	.76
		33.3%	50%	13.3%	3.3%	0%		
5	Share information apart from textbooks.	11	37	10	2	0	3.95	.69
		18.3%	62%	17%	3.3%	0%		
6	Incorporate students' responses.	11	22	27	0	0	3.73	.75
		18.3%	37%	45%	0%	0%		
7	Use the whiteboard effectively.	12	32	9	4	3	3.77	1.01
		20%	53.3%	15%	7%	5%		
8	Motivate the students towards practical use of concepts.	11	28	18	3	0	3.78	.80
		18.3%	47%	30%	5%	0%		

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' Perceptions of Communication

SN.	Statement	Ex	G	Av	Poor	V poor	M	St. d
1	Speak audibly and clearly.	18	32	8	1	0	4.98	6.6
		30%	53.3%	13.3%	2%	0%		
2	Use understandable language during the teaching-learning process.	21	27	11	1	0	4.13	.76
		35%	45%	18.3%	2%	0%		
3	Use various intonation patterns to keep students alert.	10	30	19	1	0	3.82	.725
		17%	50%	32%	2%	0%		
4	Establish and maintain eye contact with students.	14	24	12	9	1	3.68	1.04
		23.3%	40%	20%	15%	2%		
5	Respond to the wrong answers constructively.	10	22	25	3	0	3.65	.82
		17%	37%	42%	5%	0%		
6	Do not pass poor remarks on students' wrong answers or misunderstandings.	15	26	17	1	1	3.88	.86
		25%	43.3%	28.3%	2%	2%		

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

The following conclusions were drawn through data analysis:

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. 1. 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 textbook, integrating students' responses, effectively using the whiteboard, 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, altering intonation patterns to keep students awake, making eye contact with students, using incorrect responses constructively, and avoiding making derogatory remarks about students' misunderstandings.

Conclusions

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 promptly, 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 textbook, combining student feedback, and efficaciously using the chalkboard.

3 It was found that the majority of university teachers have above-average communication skills, speaking audibly and, 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' understandings.

Recommendations

Based on conclusions following recommendations were made:

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 textbook, incorporating student responses, effectively using chalkboard, 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 techniques and skills.

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, and encourage students to ask questions and share information outside of the textbook 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, and encourage students to ask questions and share information outside of the textbook 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. 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 the lesson in allotted time effectively, and avoid procrastination during the teaching-learning process.

References

Brophy, J. (2006). History of research on classroom management. *Handbook of classroom management: Research, practice, and contemporary issues*, 17-43.

Chuan, C. H., Regina, E., & Guardino, C. (2014, December). American sign language recognition using a leap motion sensor. In *2014 13th International Conference on Machine Learning and Applications* (pp. 541-544). IEEE.

7uu3Din, J., Khan, S. U., Ali, I., & Gurmani, A. R. (2011). Physiological and agronomic response of canola varieties to drought stress. *J Anim Plant Sci*, *21*(1), 78-82.

Evertson, C. M., & Weinstein, C. S. (2006). *Handbook of classroom management: research, practice, and contemporary issues*. Mahwah, New Jersey, Lawrence Erlbaum Associates.

Leonard, K. E., & Quigley, B. M. (1999). Drinking and marital aggression in newlyweds: an event-based analysis of drinking and the occurrence of husband marital aggression. *Journal of studies on alcohol*, *60*(4), 537-545.

Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). Classroom management that works. Research-based strategies for every teacher. Alexandria, VA: Association for Supervision and Curriculum Development.

Murtaza, G. (2012). Ethylcellulose microparticles: A review. *Acta Pol Pharm*, *69*(1), 11-22.

Terrell, G. R. (1990). The maximal smoothing principle in density estimation. *Journal of the American statistical association*, *85*(410), 470-477.

Weimer, M. (2009). Talk about teaching that benefits beginner and those who mentor them. *Leader*, 15.