

## CLASSROOM MANAGEMENT APPROACHES USED BY TEACHERS IN PUBLIC ELEMENTARY SCHOOLS AT DISTRICT TOBA TEK SINGH

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### ABSTRACT

*Educational management in schools includes the application of management rules and the utilization of resources in order to achieve educational objectives .This article focused on three classroom management approaches i.e. Interventionist, Noninterventionist and Internationalist. All the teachers teaching at 8<sup>th</sup> class level in public elementary schools at district Toba Tek Singh were the population of the study. The sample was selected by simple random method. The sample size consisted of 320 teachers including 160 males and 160 females. This study was a survey type and descriptive in nature. The questionnaire comprising 30 items interventionist (13 items) non- interventionist (8 items), internationalist (9 items. Mean, SD and Multiple Linear Regression were used as statistical tests. It was found that the interactionist approach of classroom management has a very significant impact on the academic achievement of the students.*

**Keywords:** Classroom Management, Classroom Management Approaches, Interventionist, Interactionist, Non-interventionist

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## INTRODUCTION

Classroom managing is the act taken by teacher to create an atmosphere that supports and eases instructions, academic, social and emotive learning. It is the process of generating favorable environments to facilitate instructions as well as modifiable social behaviour of pupils. (Dugguh, 2007) The action or reaction of something under some circumstances is called behaviour. The actions which are done by teacher and students in the classroom either they are effective or not are known as classroom behaviour. Thus, classroom behaviour contains educators' behaviour and learners' behaviour. The way what the pupils and instructors perform in the classroom are classroom behaviours (Naidu, 2009).

Teacher's conduct is crucial for an effective learning. Teacher's behaviour has been well-defined by Naidu (2009) "the activities of teachers' they go about doing whatever is required from them, particularly those activities which are concerned with the direction of the learning of others are known as teacher behaviour.

Students' behaviour in a classroom can be defined as school children' actions or reactions in something in the classroom circumstances. In other words, whatever is performed by them in a classroom is students' behaviour. Different forms of students' behaviour have been dealt by Mishra (2009). Students' behaviour in a classroom can be defined as schoolchildren's action or reaction in something in the classroom circumstances. In other words, whatever is performed by them in a classroom is students' behaviour.

In old times' teachers were authoritarian they did not allow students to share educational problems with their teachers i.e. asking something about reading and writing unless called upon by an educator. They often remained afraid of their teachers and teachers were very much respected by them. Educational rules were set by the teachers without any interference of their students; if the students' behaviour was rude they were beaten with a hickory stick. Rosos and Neuman (2012) opined that in old times teachers expected from their students that they must obey classroom rules imposed by teachers and act upon norm, truthfulness and good manners they were slapped and beaten with a stick. Classroom organization has also been reformed to a great extent along

with the refinement of our society. Unlike the past, in these days physical punishment and taunting have been prohibited because they are injurious to educational improvement of students. Teachers' skills and care are appreciated for students' educational development. Teachers should continuously adopt modern teaching strategies so that they may succeed in achievement of their goals. They should create a positive relationship with their students (Marzano et. al 2003).

In these days, educators' emphasis disciplining to such level that pupil begin escaping from the learning atmosphere. When pupils drop out from the class atmosphere begins, there is much damage of their time. Consequently, learning gaps occurs (Etheridge, 2010; Ingersoll and Smith, 2003).It has been observed that classroom management is being greatly ignored in the elementary public schools. This is more so in public schools in District Toba Tek Singh .The managerial requirements on the classroom management by teachers are not high. The keeping of records and reports, requisition of self-effort and supply of helping aids and equipment as well as the necessary routine of classroom managing, take much of the teacher's time.

According to the statement of Rosos (2012) schools are expected to provide a safe, well-ordered environment and educators are accountable for pupils' academic success, so classroom organization is a real concern for educators. Interventionists react to pupil behaviour with consequences in the background of this theoretical framework, whereas non-interventionists plan their environment to proactively treat the classroom. Interactionists follow to use the best aspects of interventionists and non-interventionists classroom managing (Martin and Sass, 2010).

### **Interventionist Classroom Management Approach**

To form pupil behaviour with consequences the teachers using interventionist classroom management approach, seek to manage the classroom by overruling. Anderson, (2005) described three types of encouragements i.e. social, graphic, and tangible. According to him an activity is also called encouragement. Self-efficacy influenced the choices made by people for the reason. In his views student learn from their classroom environment by watching behaviour and activities displayed by their companions and afterwards this knowledge is

displayed by them having beliefs in their capability through behaviour. The ground work of human agency is having beliefs in ones' capacity. Without people beliefs they cannot produce desired results cannot be produced without having beliefs in ones' capabilities.

McComb (2008) said that he had four behavioural goals i.e. attention, power, revenge, prevention of failure to be achieved while some people views were against the use of reprimand, supporting and admiration. As a substitute, he understood that for stopping discipline difficulties natural penalties and the technique of motivation are the most useful methods.

### **Non-Interventionist Classroom Management Approach**

Emmer, (2001) suggested that to switch off any behavioural issues beforehand they happen in the classroom Noninterfering classroom organization is geared towards planning ahead. The noninterfering classroom management approach which is more constructive than the interfering strategy, should lead to constructive behaviour and the growth of self-discipline, thus the students' moral behavior can be high. The noninterventionist teachers discuss precise ways to act in the classroom, also applause good behaviour and may pre-emptive in the classroom.

To act in the classroom and applause good behaviour, rules may be supported and correct ways may be conversed by non-interventionist the classroom. Some of the educationists advocate the noninterventionist (proactive) theory. According to Ghimire (2010) a constructive way to correction students is another supporter of noninterventionist management, and in achieving the educational goals of classroom management. Along with self-actualization empirical learning had been favored by some humanistics. The importance of using proper effective applause versus ineffective was remarked by Kelly (2009). He also suggested that a teacher should monitor their activities to ensure required behaviours.

### **Interactionist Classroom Management Approach**

A mixture of noninterventionist and interventionist styles is called interactionist classroom management. There is not a single formulation to successfully manage an interactionist classroom. All pupils demand safe and friendly place that offers the required academic

as well as societal and emotive supports. Kohens' "Progressive Educational Theory" encouraged interactionist classroom management approach. According to Kohn (2008), we cannot mention advanced education in one sentence because certain essentials of the theory can be inferred differently. There are although, elements of the theory that keep up interactionist classroom management approach. For example, teachers by whom advanced education theory is applied believe in collaboration among the educator and students. Progressive teachers appreciate academic, societal and emotive growth of pupils.

It has been explained by Kohn (2008) that in advanced schools, a vital role is played by pupils in serving to design the curriculum, communicate the questions, seek out answers, meditate through possibilities, and assess how effective they and their educators have been. Kohn's advanced education theory appreciated students' opinions and ideas. In student-centered classrooms, the next chapter in a scripted educators' manual does not verbalize the curriculum but student interests utter it. Kohn's advanced education theory should be referred by the schools and educators who want to use an interactionist approach.

### **Objectives:**

1. To identify teachers' different classroom management approaches in public elementary schools at district Toba Tek Singh.
2. To find out the impact of classroom management approaches on students' academic achievement.

## **METHODOLOGY**

### **Research Design:**

As the nature of this study was descriptive, so survey design was used to conduct the research.

### **Target Population:**

All the teachers teaching to class 8<sup>th</sup> in public elementary schools at district Toba Tek Singh were the population of this study.

### **Sample of the study:**

This research study was conducted at district Toba Tek Singh. It

has four tehsils i.e.TobaTekSingh,Gojra, Kamalia and Pirmahal. 80 elementary public schools including 40 girls and 40 boys were selected randomly from four tehsils. Four teachers teaching at 8th class level were selected randomly from each school. Hence the sample size of this research paper consisted of 320 teachers including 160 males and 160 females.

### **Research Instrument:**

A questionnaire for the teachers was prepared by the researcher for data collection. PEC results of 8<sup>th</sup> classes were taken from Educational website (Government of The Punjab) as students' academic achievement. A pilot test was conducted to check the reliability and validity of the instrument.

### **Data Collection Procedure:**

The Questionnaire comprised of 30 items: interventionist (13 items) non- interventionist (8 items), interactionist (9 items).The researcher herself collected data by survey method in this study and the research ethics were fully followed.

### **Data Analysis:**

SPSS (Statistical Packages for social Sciences) software was used for data analysis. Mean, SD, and Simple Linear Regression were applied as statistical test.

The following Mean range was used for decision making

<b>Weight</b>	<b>Scale Options</b>	<b>Range</b>
1	Strongly Disagree	1.00-1.50
2	Disagree	1.51-2.50
3	Undecided	2.51-3.50
4	Agree	3.51-4.50
5	Strongly Agree	4.51-5.00

**Table 1: Teachers' interventionist approach of classroom management**

S.N	Statements	M	SD
1	In my classroom I do not allow students to disobey my order.	3.11	1.27
2	If a student misbehaves in the classroom I will force him/ her to be obedient with classroom rules.	3.69	1.10
3	I have command on my students to make them obey my order in my classroom.	3.74	1.11
4	When I teach, I make usage of direct teaching regularly.	3.75	0.99
5	In my classroom students are forced to follow the rules at all the times.	3.80	1.13
6	I settle instructional regularity and act according to it.	3.84	1.04
7	I always interfere when pupils talk at improper times during class.	3.91	1.05
8	I restrict student's gossip in the classroom.	4.13	0.94
9	I prize pupils for showing good behaviour in the classroom.	4.14	0.78
10	I do not permit pupils to talk to each other during class time, if they do so I change their seats.	4.15	0.92
11	When students begin to lose interest in lesson I redirect them back to the topic.	4.21	0.92
12	I carefully monitor off task behaviour through class.	4.30	0.80
13	To ensure an organized classroom I use directions.	4.38	0.73
	<b>Overall</b>	<b>3.93</b>	<b>0.52</b>

The Mean score of Teachers' interventionist approach of classroom management is 3.09 which falls in the range of agree.

**Table 2: Teachers' interactionist approach of classroom management**

S.N	Statements	M	SD
1	I almost continuously use group work method in my classroom.	3.73	1.06
2	I allow my students to contribute in producing rules for classroom.	3.76	1.11
3	I use pupil input when giving them homework.	3.78	1.06
4	I am in the habit of using cooperative learning to ask questions in the classroom.	3.81	1.17
5	I engage my students in learning activities during class time.	3.93	0.94
6	I teach my students through inquiry-based learning in the classroom.	4.08	0.85
7	I always act upon pre-planned learning activities in the classroom.	4.11	0.82
8	The problems related to real world application are solved through discussion among students.	4.24	0.83
9	Students' behaviour is controlled through strictly enforcing classroom rules.	4.26	0.90
	<b>Overall</b>	<b>3.97</b>	<b>.53</b>

The Mean score of teachers' interactionist approach of classroom management falls in the range of agree.

**Table 3: Teachers' Non-interventionist approach of classroom management**

S.N	Statements	M	SD
1	I do not care student disobedience in my classroom.	1.78	1.07
2	When students begin to lose interest in lesson I dare not redirect them back to the topic.	1.78	1.09
3	I don't restrict pupils' gossip in the classroom.	1.87	1.07



4	I allow students to take primary responsibility for control.	1.93	1.09
5	I permit students for developing classroom rules without my guidance.	1.99	1.09
6	I allow students to talk at improper times in classroom.	2.02	1.19
7	I permit pupils to get out of their seats without my permission.	2.17	1.31
8	I always adapt my teaching according to individual student requirements.	3.54	1.25
	<b>Overall</b>	<b>2.13</b>	<b>.72</b>

The Mean scores of teachers' non-interventionist approach of classroom management falls in the range of disagree.

**Table 4: Multiple Regressions on the classroom management approach predicting academic achievement**

#### Model Summary of Regression

Model	R <sup>2</sup>	S.E	F	Sig.
1	.07	22.83	23.27	.00
2	.17	21.53	33.31	.00
3	.19	21.34	24.88	.00

The value of R<sup>2</sup> is smaller than generally accepted due to within categorization in data.

#### Coefficients of Regression

Model		Standardized Coefficients		
		$\beta$	t	Sig
1	(Constant)		3.05	.00
	Interventionist	.26	4.82	.00

2	(Constant)		.38	.70
	Interventionist	.09	1.56	.12
	Interactionist	.37	6.36	.00
3	(Constant)		.80	.42
	Interventionist	.09	1.58	.11
	Interactionist	.34	5.93	.00
	Non-interactionist	.13	2.61	.01

The results of the regression on the classroom management approach predicting the academic achievement indicated three models. The 3<sup>rd</sup> model provided the list of the predictors, which best explains the academic achievement. The 19% of the change in the criterion variable is determined by three of the predictors; interventionist, interactionist, and non-interactionist. In model 3<sup>rd</sup> a unit changes in interventionist, interactionist, and non-interactionist cause changes .09, .34, .13 respectively in academic achievement of the students.

## RESULTS

1. Respondents were “Undecided” regarding the statement “In my classroom I do not allow students to disobey my order”.
2. Respondents were “Agree” regarding the statements “If a student misbehaves in the classroom I will force him/her to be obedient with classroom rules”, “I have command on my students to make them obey my order in my classroom”, “When I teach, I make usage of direct teaching regularly”, “In my classroom students are forced to follow the rules at all the times”, “I settle instructional regularity and act according to it”, “I always interfere when pupils talk at improper times during class”, “I restrict student gossip in the classroom”, “I reward pupils for showing good behaviour in the classroom”, “I do not permit pupils to talk to each other during class time, if they do so I change their seats”, “When students begin to lose interest in lesson I redirect them back to the topic”, “I carefully monitor off task behaviour through class” and “To ensure an organized classroom I use directions”

3. Overall respondents were “Agree” that they use interventionist approach in classroom management.
4. Respondents were “Agree” regarding the statements “I almost continuously use group work method in my classroom”, “I allow my students to contribute in producing rules for classroom”, “I use pupil input when giving them homework”, “I am in the habit of using cooperative learning to ask questions in the classroom”, “I engage my students in learning activities during class time”, “I teach my students through inquiry-based learning in the classroom”, “I always act upon pre-planned learning activities in the classroom”, “The problems related to real world application are solved through discussion among students” and “I strictly enforce classroom rules to control student behaviour” respectively.
5. Overall respondents were “Agree” that they use interactionist approach in classroom management.
6. Respondents were “Disagree” regarding the statements “I do not care students’ disobedience in my classroom”, “When students begin to lose interest in lesson I dare not to redirect them back to the topic”, “I don’t restrict pupils’ gossip in the classroom”, “I allow students to take primary responsibility for control”, “I permit students for developing classroom rules without my guidance”, “I allow students to talk at improper times in classroom” and “I permit pupils to get out of their seats without my permission” respectively. However, respondents are “Agree” with the statement “I always adapt my teaching according to individual student requirements”.
7. Overall respondents were “Disagree” that they use non-interventionist approach in classroom management.
8. The interactionist approach of classroom management has a very significant impact on the academic achievement of the students.

## DISCUSSION

The results of this study showed that the teachers at elementary school level use interventionist and interactionist classroom management approaches. While the results of previous research conducted by Duman, Gelişli and Çetin, 2002 showed that the interventionist classroom

management approach was used by the teachers at high school level rather than interactionist approach. So outcomes of their research did not support the results of the present research because their study has been conducted at high school level teachers. The cause of this difference may be the diverse situations in high schools. The second reason was that research conducted by Duman and his companions was grounded on pupils' ideas while this study was grounded on tutors' own ideas about their actions in the classroom. Self-reported data collected in this research from teachers may not be representative of actual surroundings. The outcomes of this research indicated that the 19% of the change in the criterion variable was determined by three of the predictors; interventionist, interactionist, and non-interactionist. In model 3<sup>rd</sup> a unit changes in interventionist, interactionist, and non-interventionist cause changes .09, .34, .13 respectively. .34 indicated that Interactionalist approach showed the best scores in students PEC result. Interactionist classroom management approach had a significantly higher percentage of students' passing PEC exam. While Hope Kathryn Sowell (2013) conducted a study in which she showed the results of her study through the assessment of students' achievements by obtaining their results from educational web site. She noted that students, performance was not prominently differing by instructional management styles, while interactionist behaviour management classrooms had higher percentage of students, passing tests of English, math and art subjects than interventionist classrooms. The results of the study conducted by Hope Kathryn Sowell (2013) are consistent with present study.

## CONCLUSIONS

The overall teachers were agree that they were using interventionist approach regarding classroom management however they were undecided about the first statement "In my classroom I do not allow students to disobey my order" relating to interventionist classroom management approach. Interventionist is a classroom management approach that leads learners towards obedience and inactivity also an obstruction for attainment of the learning outcomes. Therefore, teachers must adjust their classroom managing approaches to the innovative learning situations.

Results have revealed that the overall teachers were agree that

they apply interventionist approach for classroom management in their schools. New curriculum grounded on progressive (constructivist) learning philosophies have been applied through the reform movements in elementary education since 2005. Unlike the previous one, in progressive classrooms information is not conveyed right by the educators; it is constructed through interaction among students making their own meaning. Pupils' self-rule ability to cognitively build the meaning from their skills in a learning atmosphere should be nurtured by the educators.

It has also been indicated through results that the overall teachers were not making usage of non-interventionist approach for classroom management although they were agree with the last statement "I always adapt my teaching according to individual student requirements" relating to non-interventionist approach. Due to this reason the results of 8<sup>th</sup> classes have not been satisfactory. Teachers should be agree with this approach to keep pace with progressive (constructivist) learning philosophies because the interactionist approach is the mixture of interventionist and non-interventionist approaches which is the best classroom management approach.

### **RECOMMENDATIONS/ IMPLICATIONS OF THE STUDY**

The study revealed that there was 19% of the change in the criterion variable determined by three of the predictors; interventionist, interactionist, and non-interactionist. Students' academic achievement indicated that interactionist approach has shown the best scores in results. It means that the teachers teaching at elementary school level should use interactionist approach and must adjust their classroom managing approaches to the innovative learning situations.

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