

**A STUDY OF CLASSROOM MANAGEMENT
PROBLEMS AT ELEMENTARY LEVEL IN TEHSIL
MIAN CHANUU**

T07070



BY

**KAMRAN MASOOD
REG.NO 35-SS-PHD(EDU)/05**



**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD, PAKISTAN
2009**

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A Master level thesis submitted as a pre-requisite
of PhD Education Degree

**DEPARTMENT OF EDUCATION
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ISLAMABAD, PAKISTAN**

2010

DEDICATION

This humble piece of research work is dedicated

To

My Parents

&

My Daughters

Whose prayers and affections were source of strength in my life

APPROVAL SHEET

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By

KAMRAN MASOOD

Reg. No 35-SS -PhD(EDU)/05

Accepted by the Department of Education, Faculty of Social Sciences, International
Islamic University, Islamabad, Master level thesis as a pre-requisite for PhD Education
Degree

Supervisor: _____

(Dr. Muhammad Munir Kayani)


Internal Examiner: _____


Dr. Azhar Mehmood

External Examiner: _____

Dr. Ayesha Akbar

Dated: 21-01-2010


Head
Department of Education
International Islamic University
Islamabad


Dean
Faculty of Social Sciences
International Islamic University
Islamabad

ACKNOWLEDGEMENTS

Praise and glory be to ALLAH whose blessings are unlimited, Who created us, Who enlightened our minds and hearts with the knowledge and enabled the researcher to accomplish this research work. Blessings of ALLAH be upon the Holy Prophet Muhammad (PBUH) who guided the humanity to the right and bright path.

The researcher greatly acknowledges and appreciates the sincere and compassionate guidance of his supervisor Dr. Muhammad Munir Kayani who left no stone unturned to unveil the different vistas of research for him.

Extreme gratitude is due to Dr. Khalid Hassan Bukhari, Dr. A.R, Sagher and Dr. Maqsud Alam Bukhari for their expert advice and guidance during his research work. Thanks are also due to Dr. Assad Abbas Rizvi , Dr. Azher Mehmood, Sheikh Tariq Mehmood, for their valuable suggestions during the process of data collection, analysis and report writing.

Acknowledgements are also due to dear friends Aftab Ahmad, M. Nafees, Nisar Ul Haq Kayani, Ghulam Farooq, Qaiser Farooq, Asif, Athar, Safdar, Amir Zaman, Arif, Rabia kayani, Asma Kayani and Aliya for their valuable help during research work.

Thanks are also to Mrs. Kishwar, Mr. Akhtar Imran, Khurram Riaz, and Awais and all other family members for the patience displayed by them during this period.

Recognition is also due to all the head teachers and teachers, who spared time for responding the questionnaires and interviews. Without their participation and interest it would have not been possible to complete this work.

Kamran Masood

ABSTRACT

The study was conducted to find out the classroom management problems at elementary level in Tehsil Mian Channu district Khenewal, and to find out physical facilities available in the classroom at elementary level and to suggest some improvements to solve the classroom management problems.

Sample of the population consisted of 100 teachers and 20 heads out of total population of 298 teachers and 40 head working in elementary schools in Tehsil Mian Channu. Survey study method was used for collection of data. Two questionnaires were developed for collection of data for this study. The data were collected through personal visits to the sample schools. The collected data were tabulated and analyzed in the light of objectives of the study.

The major findings of the study were that most of the teachers were satisfied with professional qualifications in general and the ability to resolve classroom problems in particular. They were of the opinion that professional training helped in minimizing the classroom problem.

It was concluded that teachers not enough knowledge about the classroom activities. Most of the teachers followed lecture method and used question answer technique in their teaching to some extent. Some attention was being paid to discussion, use of AV aids, demonstration and individual exercises. A large number of teachers did have some deficiencies in some educational aspects like planning for teaching, needs of learners, examinations, co-curricular activities and home work. Most of the teachers were facing the problems of misbehavior of students, lack of responsibility on the part of students, absenteeism, quarreling among themselves, unfair means and general

disturbance in class. A large number of teachers identified that non-cooperation of parents, poverty, indiscipline, and overcrowded classes were the major causes followed by, inappropriate methods of teaching, misbehavior of teacher with students, lack of guidance, unsatisfactory school environment, inappropriate system of education and lack of co-curricular activities. Schools had shortage of teachers, classrooms, AV aids and other physical facilities. The deficiencies in classroom facilities seemed to contribute towards classroom problems. Most of the teachers were not satisfied with their socio-economic status in society. The teachers identified the problems like unsatisfactory condition of classrooms, defective syllabus, weak management, illiterate parents and lack of individual attention in the schools.

LIST OF CONTENT

CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Guidelines of good classroom management practice	4
1.3 Statement of the problem	4
1.4 Objectives of the study	4
1.5 Significance of the study	4
1.6 Delimitation of the study	5
1.7 Procedure of the study	5
1.7.1 Population	6
1.7.2 Sample	6
1.7.3 Collection and tabulation of data	6
CHAPTER 2 REVIEW OF RELATED LITERATURE	7
2.1 Role of the teacher in education	7
2.2 Classroom	9
2.2.1 Management	9
2.2.2 Basic principle for effective to efficient management	10
2.2.3 Function areas of educational management	10
2.2.4 Improving programmes quality	11
2.2.5 Programme reviews	11
2.2.6 Needs of assessment	12
2.2.7 Institutional assessment	12
2.2.8 Students outcomes	13

2.2.9	Financial planning and budgeting	13
2.2.10	Decision support systems	13
2.2.11	education and industry	14
2.2.12	Evaluation	14
2.3	Classroom management	14
2.4	Factors affecting on learning in classroom	15
2.4.1	external factors	15
2.4.2	Internal classroom factors	16
2.5	Analysis of classroom problems in educational institution	17
2.5.1	External causes	18
2.5.2	Internal factors	19
2.6	Command of teacher in planning and organization of the subject matter or content and activities	19
2.7	Class control and discipline	20
2.8	Basic laws of classroom learning	20
2.8.1	The law of effect	20
2.8.2	the law of exercise	21
2.9	Four facts of classroom life	21
2.9.1	Fact-1	22
2.9.2	Fact-2	22
2.9.3	Fact-3	23
2.9.4	Fact-4	23
2.10	Basic rights in the classroom	23

2.10.1	Student rights	24
2.10.2	Teacher's rights	24
2.11	The best possible situation	25
2.12	Twenty strategies for classroom management	25
CHAPTER 3 RESEARCH METHODOLOGY		31
3.1	Population of the study	31
3.2	Sample of the study	31
3.3	Instrument and collection of data	31
3.4	Analysis and interpretation of data	32
CHAPTER 4 ANALYSIS OF DATA		33
4.1	Analysis of data of questionnaire for teachers	33
4.2	Analysis of data of questionnaire for head teachers	44
CHAPTER 5 SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS		53
5.1	Summary	55
5.2	Findings	56
5.3	Conclusions	59
5.4	Recommendations	60
	Bibliography	63
	Annexure	67
	Questionnaire for teachers	67
	Questionnaire for head teachers	68
	List of boys elementary schools	70

LIST OF TABLES

Table 1:	Professional qualifications helpful in teaching	33
Table 2:	Classroom management problem's relevance with professional qualification	34
Table 3:	Professional qualification helps in minimizing the classroom problem	34
Table 4:	Use of lecture and demonstration method	35
Table 5:	Discussion method is useful for the solution of classroom problem	35
Table 6:	Use of av aids to improve teaching process	36
Table 7:	Relevance of teaching method with classroom management	36
Table 8:	Knowledge about classroom activities	37
Table 9:	Awareness about the importance of classroom management	37
Table 10:	Satisfaction about socio-economic status in society	38
Table 11:	Needs of learners filled accordingly	38
Table 12:	Misbehavior of students in classroom	39
Table 13:	Class missing problem faced by teachers	39
Table 14:	Cooperation of parent for classroom problems	40
Table 15:	Interest of school administration for the solution of classroom management problems	40
Table 16:	Classroom activities arranged properly	41
Table 17:	Schools are overcrowded	41
Table 18:	Contribution of school facilities for the solution of classroom problems	42
Table 19:	Provision of sufficient classrooms	42

Table 20:	Discipline problems being faced in classroom	43
Table 21:	Professional qualification helpful in management responsibilities	44
Table 22:	Relevance of professional qualification with classroom Management	44
Table 23:	Professional qualification helps in minimizing the classroom problem.	45
Table 24:	Satisfaction by the teaching method of teachers	45
Table 25:	Use of av aids in teaching process	46
Table 26:	Relevance of teaching method with classroom management	46
Table 27:	Use of teaching method to fulfill learner's needs	47
Table 28:	Training of teachers according to needs of curriculum	47
Table 29:	Proper training for lesson planning	48
Table 30:	Cooperation of parents for children's educational problems	48
Table 31:	Interest of higher administration for the solution of classroom management problems	49
Table 32:	Classroom activities arranged properly	49
Table 33:	Provision of teachers according to the students	50
Table 34:	Provision of sufficient classroom	50
Table 35:	Satisfaction by the performance of higher authorities	51
Table 36:	Solution of discipline problems at school level	51
Table 37:	Higher authorities help for solution of classroom management problem	52
Table 38:	Compression of Teachers and Head Teachers statements	53

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

The elementary education forms the foundations of all subsequent education. It is now being realized by all the educationists that the first seven, eight years of a child's life are the important in the formation of character. Elementary education starts from class 1st and ends at class 8th. Teachers teach at this level having BA, B.Ed, MA, M.Ed qualifications. The subjects which are being taught from class one to fifth, are English, Urdu, Math, Islamiat, Social Studies and Science. From 6th to 8th the more extended subjects are followed alongwith Arabic, Agriculture for boys and Home Economics for girls.

In elementary classes children are innocent with fresh minds. They learn fast and remember their lesson but it is possible only if teacher is doing his job effectively and if the teacher is well trained and experienced. He has a command on lesson and he has good personality and good teaching skills. Teacher should also be a good motivator, observer and evaluator.

It is necessary for teacher to know about:

1. Psychology of students
2. Capability to do work
3. Level of intelligence of each student in class
4. Family background of students
5. Status of living in society

6. Health and physical growth of students
7. Mental development of student
8. Learning skills of students
9. Hobbies and activities after school
10. Attitudes of students in classroom
11. Friendship and grouping in classroom
12. Satisfaction of students upon school, teacher and lesson

The imparting and acquiring of knowledge through teaching and learning, especially at a school or similar institution is an informative experience. Education is the backbone of a country and development of country is based on it. It is the basic need of individual. Basic components of formal education system are:

1. Classroom
2. Teacher
3. Students
4. Curriculum

According to Quddus(1998)

Classroom is place where teacher gives knowledge and the students gain knowledge. Here learning takes place. A well managed classroom is an ideal place for learning. Every classroom is a distinct social unit with its own psychological atmosphere. It is set of role relationship. It is a special blend of behavioural expectancies. Every classroom has a social climate unlike that of any other classroom.

Transfer of knowledge is the key to classroom learning. Transfer of knowledge takes place when learning takes place; when learning task (a) influences learning takes (b) transfer may be positive or negative when learning (a) facilitates learning (b), positive transfer is said to have taken place, conversely, when (a) inhibits learning (b) negative transfer has occurred.

According to Aftab(2009)

Management is the process of achieving organizational goals by engaging in the four major functions of management planning, organization, leading, and controlling this definition recognizes that management is an ongoing activity, entails reaching important goals, and involves knowing how to perform the major functions of management. These functions are crucial to effective management.

Planning is a process of setting goals and deciding how to achieve. Organizing is the process of allocating and arranging human and non-human resources so that plans can be carried out successfully. Leading is the management function that involves influencing others to engage in the work behaviour necessary to reach organizational goals. Leading includes communications with others, helping to outline a vision of what can be accomplished, providing direction and motivating organization members to put forth the substantial effort required. This function also includes encouraging the necessary levels of change and innovation. Controlling is the process of regulating organizational activities so that actual performance conforms to expected organizational standards and goals.

When we talk about classroom management, first of all we have to see the:

- Number of students in class

- We see level of class
- Subject, we are going to teach

1.2 GUIDELINES OF GOOD CLASSROOM MANAGEMENT PRACTICE

In elementary classes, students also face adolescent age problems. Teachers have to guide about it. Sometimes family background and home problems effect learning and disturb student's minds. Teacher may be a good psychologist, judge and also friend of his students. According to Norman (1990) "Teacher may know the importance of classroom management, positive reinforcement in the classroom is necessary and it is used for motivation. Teacher has to deal with class as a social unit".

1.3 STATEMENT OF THE PROBLEM

This study was designed to diagnose the classroom management problems at elementary level in Tehsil Mian Channu.

1.4 OBJECTIVES OF THE STUDY

Following were the objectives of the study:

1. To investigate the classroom management problems at elementary level in Tehsil Mian Channu.
2. To find out physical facilities in the classrooms at elementary level.
3. To suggest some improvements to solve the classroom management problems.

1.5 SIGNIFICANCE OF THE STUDY

The teaching learning process is committed and implemented in classroom situation. The teacher faces many hurdles and hindrances during the implementation of educational strategies. If the classroom situation is not conducive, (not proper for learning) the learning cannot be effect.

The basic purpose of this study was to investigate and identify the problems which are faced by elementary school teacher in the classroom.

This study was significant to help the teacher in classroom management, to provide knowledge to teacher about classroom management, to propose the solution for the classroom management problem, to facilitate learning and teaching process and to provide guidelines for teachers in using of the teaching skills effectively.

1.6 DELIMITATION OF THE STUDY

The study was delimited to:

1. Male Teachers of elementary schools of Tehsil Mian Channu.
2. Male Head teachers of elementary schools of Tehsil Mian Channu.

1.7 PROCEDURE OF THE STUDY

To achieve the objectives of this study, the related aspects were considered so that the problems of the elementary school teachers could be investigated. The study followed descriptive research design involving survey of opinion through questionnaire. To investigate the problems of elementary school teachers in the classroom situation, the following steps were taken.

1. A list of the selected elementary schools of Tehsil Mian Channu was prepared.

1. A list of the selected elementary schools of Tehsil Mian Channu was prepared.
2. A sample of randomly selected hundred (100) teachers was drawn for study.
3. A questionnaire for teachers was designed and administered to these selected teachers.
4. A questionnaire for the head teachers was also designed.
5. The data collected by these questionnaires were interpreted and recommendations were made from the findings and conclusions of the study.

1.7.1 Population

Population of the study was:

1. 298 teachers working in elementary schools of Tehsil Mian Channu.
2. 40 head teachers working in elementary school in Tehsil Mian Channu.

1.7.2 Sample

The sample of the study was as follows:

1. 100 teachers working in elementary schools of Tehsil Mian Channu.
2. 20 head teachers working in elementary school in Tehsil Mian Channu.

1.7.3 Collection and Tabulation of Data

As the research was survey of opinion type, the instrument was consisted of structured questionnaire for elementary school teacher. The questionnaire was constructed in the light of the related literature on five point rating scale.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Teaching-learning process is as old human beings on earth. It has been carried out not only by human beings but also by animals to teach their young ones to adjust themselves successfully within their environment. With the passage of time, it has undergone revolutionary changes. If the teaching-learning process is effective, the child is able to make the best use of things in the world around him. If a child has not learnt the art of living harmoniously with others, he will find himself best with more difficulties than a person who has learnt how to establish social relations with these fellows. So the acquisition of knowledge, skills and attitudes, which enable us to adjust ourselves in an effective manner to the environment are the major aims of teaching-learning.

Teaching-learning process is mean whereby society trains its young ones in a selected environment (usually school) as quickly as possible to adjust themselves to the world in which they live. In primitive societies this adjustment meant conformity with the things as they were. In advanced civilization of the modern times, effort is made not only to adjust to things as they are but also to make an advance in the improvement of conditions of life by training the young ones in the modes of thinking and acting. Teaching-learning includes situation for the student. The process is the interaction between the student and the teacher. Teaching and learning relationship or interaction may be explained as two way communication system.

Teaching-learning process is a mean through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner to attain pre-determined goals and objectives. Teaching-learning process implies that all the various elements of the teaching learning situation have to be brought into intelligence whole. The teaching-learner activities which are varied and complex have to be harmonized. These elements and activities include learners and their individual differences. The method of teaching, the material to be taught, classroom conditions, teaching devices and aids, questioning and answering, assignment, thinking, enjoying, practical skills, discussions and many other. According to Quddus (1998) Teaching-learning process is influenced by the totality of the stationing. Teaching-learning is fruitful and longer lasting if the total situation is related to the life situations. Teachers can play an important role in facilitating learning when they take into account the needs of the learners.

2.1 ROLE OF THE TEACHER IN EDUCATION

In the learning process, the teacher has to play his/ her role at various levels. First, he/ she have to streamline classroom teaching, according to the needs and requirements. This obviously involves command of the subject together with those of the allied, in consonance with standards that the teachers are expected to achieve. This also means particularly at school level a right knowledge of instructional technology. The teacher has to remain in the foreground at the lower stages but gradually he/ she must know how also to recode into the background. The students must be guided to work on right lines.

According to Sultana (1994):

It is essential for a successful teacher to have the following characteristics; he should be academically well read in the subjects he teaches; he should have sound professional training in the methodology of the subject and the psychology of the students in his charge and he should possess a deep sense of professional honour. It is also essential for him to have security of tenure and a scale of pay commensurate with his status. Besides, he should work in an environment which honors him for the contribution he makes to society.

2.2 CLASSROOM

Classroom is a central place in teaching learning process. According to Aggarwal (1997):

Teaching and learning are interlinked. We cannot think of teaching without learning. The teacher teaches and the students learn. Teaching does not take place in a vacuum. It is therefore obvious that for making teaching learning sound and effective in our educational institutions, we must look into its various aspects very carefully and critically so that they contribute in making teaching learning inspirational and relevant. He has identified the following chief aspects.

2.2.1 Management

Management is the process of achieving organizational goals by engaging in the four major functions of planning, organization, leading and controlling, this definition recognizes that management is an ongoing activity, entails reaching important goals and involves knowing how to perform the major functions of management.

2.2.2 Basic Principle for Effective to Efficient Management

1. Operational plans clearly defined and combined to those responsible for their implement task simplified into elementary activities that could be systematically programmed of executed.
2. Specific task would be assigned to functional units that were readily compressible throughout the education system formalized planning and scheduling procedures would be used to allocation personnel, materials, equipment and other resources.
3. Hierarchy would be clearly defined to allow coordination of functional areas. Authority would be delegated based on assigned responsibilities.
4. Each level within on educational organization would be staffed with efficient and qualified personal. Unity of command and common objectives would be pursued throughout the organization.
5. All resources used and production would be regularly recorded. Coordination and communication between different departments, institutional or organizational levels would be encouraged.

2.2.3 Function Areas of Educational Management

Strategic Planning

In order to gain control of the future management must understand values and aspirations and the extended opportunities of the threats it faces. Strategic planning requires an examination of a variety of factors that are often overlooked the participation of key pre-planning in organization, i.e. those who will have to implement the strategies and plans.

Managing Projects

An educational manager must know:

- How to manage projects within a predetermined time frame and budget.
- How to attain specific objectives.
- How to reduce the functions among those associated with the project.
- How to maximize a project's chances of success.

2.2.4 Improving Programmes Quality

It is true function of management of educational organization, institutions to help those responsible for academic programmes to understand and assess the various strategies to impart programme quality. Some strategies would focus on:

- Improving the assets of the institutions (faculty and facilities)
- The curriculum and teaching learning process
- The students who are admitted and retained
- The graduation requirements of students

2.2.5 Programme Reviews

- It is important to conduct periodic reviews of the programmes being offered (by managers)
- They have to ensure that these programmes are balanced
- Worth while
- Of high quality
- Meet manpower needs (local, national and regional)

- Educational managers must know the review process relevant to their own institution
- They should be familiar with many kinds of data for review process
- They must also know how they will use the result of programme reviews in decision making
- Decision making regarding the modification or addition of programmes
- Changing in staff patterns
- Re-allocation of resources

2.2.6 Needs of Assessment

The success or in some cases survival of the education institutions will depend upon their ability to respond more effectively to the rapidly changing needs of the pre-planning of various groups they serve:

- It should be carried out in a systematic and organized way and on a continual base
- Their results will provide the educational managers with new information valuable for decisions
- About problems
- Success
- Staff

2.2.7 Institutional Assessment

- Institutional assessment for the purpose of self study and self renewal.
 - Introduce a framework that would be enabling to understand what things are to be assessed.
 - Provide an overview of the assess tools to be used.

- Setup an assessment process.
- Manage the process constructively.
- Demonstrate how the results of the assessment are to be prepared and used.

2.2.8 Students Outcomes

- Necessary for management to learn about effects or outcomes of the instructional programme on students.
- Educational managers must therefore be to achieve three main objectives.
- Introduction of framework that would help to identify, classify and relate different kind of student's outcomes.
- Production of different techniques of assessment of student outcomes.
- Utilization of times informal in ways that will improve the institution's strategic planning, enrolment, management and programme review activities.

2.2.9 Financial Planning and Budgeting

- All educational institutions have to develop budgets and academic plans.
- It is the function of the management to help to establish close linkage between those two resource distributions should be according to the requirements of academic plan.

2.2.10 Decision Support Systems

- Supports systems are computer base tool that help the managers to assess the consequences of scientific actions or tend to bore they make decisions.
- These systems can be modified to the needs of those institutions.

- Educational managers should have the knowledge of basic concepts of decision sports system in order to be able to design their own decision sports system.

2.2.11 Education and Industry

- The education management should stimulate and strengthen the relation between institution and industry.
- It should be able to assess the educational needs of specific industrial groups and to assess their institution's capacity to respond to the industry's needs.
- The industry can also provide direct and indirect support to the educational programmes of particular relevance to them.

2.2.12 Evaluation

- Educational management undertakes the task of analysis and evaluation. It must be able to:
 - Identify issues, policies and programmes needing analysis and evaluation.
 - Understand the context involved in which issues exist.
 - Clarify the objectives involved in programme or problem situations.
 - Initiate direct, or conduct analysis and evaluation focused on programme and issue.
 - Review critically the work of staff.
 - Deal systematically with uncertainty and constraints.

2.3 CLASSROOM MANAGEMENT

Problems associated with classroom management and discipline is serious, it is a mistake to conclude that the elementary school is out of control. Elementary school teachers tend to report less interference with teaching from student misbehavior. Kind of behaviour that elementary teachers are concerned about include some relative minor problems such as student's inattention, talking, tardiness and missed homework assignments. More serious behaviors are relatively infrequent.

So with regard to classroom management problems according to Armstrong and Savage the following are dimensions of classroom management. It refers to the way a teacher organizes and manages time, materials and space to promote smooth and efficient operation of the classroom. It is directed at the perversion of problems. The classrooms of experienced teacher almost seem to "run itself". These smooth functioning classrooms are not chance occurrences. Neither have they stemmed from teachers, good fortune in drawing group of students who are naturally cooperative. Rather than these well managed classroom rebuild from careful teachers preparation and planning that began even before the school year began. These teachers develop systematic management procedure and clearly convey their expectation to students.

2.4 FACTORS AFFECTING ON LEARNING IN CLASSROOM

Learning is affected by total situation. This total situation is dependent upon a number of factors.

2.4.1 External Factors

Some are external while others are internal among the external factors to the classroom situation, we may mention to important factors of heredity and the status of the home. A classroom teacher can neither change nor increase heredity of course, he can use it and develop it. Some children are very rich in hereditary endowment while others are very poor. The native intelligence is difference in individuals. Children vary also in particular abilities. The intelligent children can establish and see relationship very easily and more quickly. Or ability to learn and the rate of learning are conditioned by our heredity. Maximum use should be made of the hereditary endowment.

Attempts should be made to see to it that children get opportunities to use and develop their heredity endowment.

Physical conditions and home conditions also matter. Bodily weakness, chronic illness, malnutrition, fatigue and bad health are a great hindrance and learning. The home condition bad ventilation, unhygienic living, bad light, over crowding etc. affect the rate of learning and general response of the child. Sometimes children have to walk long distances to and from the school and this also influence learning.

2.4.2 Internal Classroom Factors

Internal classroom factors affecting on learning are:

1. Goals and purpose
2. Motivation
3. Interest
4. Attention
5. Drill or practice
6. Boredom of fatigue
7. Aptitude
8. Attitude
9. Emotional factors – Instincts
10. Speed, accuracy and retention
11. Learning activities provided in teacher
12. Testing
13. Guidance

The major and basic aim of education is provide the physical, intellectual, social and moral training and guidance to the students. To achieve the above objectives, the particular institutions are being established, where the building of character is alongwith existing knowledge and skills are being taught to the learners, because when they have these institutions they can adjust the society and beneficial for parents as well as nation. They are strong in physique, aware full and good in character so that they can fulfill their social needs. They know their duties and rights and abide by social values. To derive these goals, arrange the different activities. It is essential the educational activities are

being arranged such a way that the learners can take part with great interest alongwith their school fellows and teaches. They respect their teachers. They cooperate with their class fellows. There should be principles for this purpose. The working according to these principals is called discipline. (Aggarwal, 1997)

2.5 ANALYSIS OF CLASSROOM PROBLEMS IN EDUCATIONAL INSTITUTION

According to Sattar (1997) "Classroom problems are following:

1. There are some discipline problems in every school which directly effect on school performance. These problems have negative effect on school result. We cannot produce a national building up character among with learners. Now the situation of discipline in institutions is very dangerous. The following are discipline problems in the institution:
 - a. Lack of responsibility
 - b. Lack of hard working
 - c. School/ class missing
 - d. Classes boycott
 - e. Grouping in students
 - f. Absenteeism
 - g. Quarreling
 - h. Non respective/ rudeness
 - i. Disturbance
 - j. Ethic problems

- k. Lack of interest in study
- l. Non cooperation of parents
- m. Unfair means
- n. Lack of control the teachers in class

There are some causes of these problems but we are not aware of these causes and use the unfair methods of remove these problems as corporal punishment and strung off from the school. We do not try to seek the real causes of these problems.

We can divide the causes of these problems into two parts:

- 1. External causes
- 2. Internal causes

2.5.1 External Causes

- 1. Family factors (poverty, improper training, heredity parent's attitude, parent relation, second parent etc).
- 2. Social factors (bad company, cinema, literature etc).
- 3. Institutional factors (in appropriate method of teaching, imbalance curriculum, harsh discipline of school, teacher personality, non-cooperation of teacher and parents etc).

2.5.2 Internal Factors

Family, society and school are effected the student personality. All these things produce the negatives attitude in the students. Due to these negative effects, the character building in student is not in proper way and his personality remains in complete.

2.6 COMMAND OF TEACHER IN PLANNING AND ORGANIZATION OF THE SUBJECT MATTER OR CONTENT AND ACTIVITIES

There are two opinions about the important factor that the success of teaching learning of process greatly depends upon the thoroughness of knowledge of the subject matter to be taught by the teacher. The soul of the effective teaching learning is good command of the subject matter. The next aspect is to present the subject matter to the class. Here we enter into the field of organization of subject matter and the use of methods of teaching and teaching technology. The teacher endeavor will be to use different dynamic and progressive methods of teaching and learning. He should encourage the students to develop proper habits of learning. He should stress self learning on the part of students.

2.7 CLASS CONTROL AND DISCIPLINE

Appropriate class control and discipline is one of the most important characteristics of a successful teacher.

2.8 THE BASIC LAWS OF CLASSROOM LEARNING

Every teacher of any classroom in developing countries as well as advanced countries faces many problems during teaching in a classroom. They can be physical, instructional technology related and psychological. Sometime, the teacher fees that his teaching is not effective when his learners are not showing interest in learning. There are some basic laws to make the learning effective. They are as under:

2.8.1 The Law of Effect

Learning occurs if and only if the response produces some effect on the environment. The law of effect maintains that connection between stimulus response is strengthened when it results in satisfaction and is weakened when it lead to annoyance. The law of effect has been under criticism by psychologists who complained that the law of effect the flavor of the principle of hedonism using satisfier and annoyer.

Classroom application of the law of effect: The teacher can use this law in the classroom learning teaching situations in the following ways:

1. The classroom experiences should be satisfactory and pleasant. The teacher must enjoy his teaching world.
2. Learning experiences and other activities must be meaningful and understandable in terms of personal life of the learners.
3. School activities and experiences must be arranged in such a way that learners may have some degree of confidence and success in their work.
4. School activities should be organized in increasing difficulty order so that the students may progress without any failure.
5. Material should be provided in varied ways so that novelty may be maintained.
6. Guidance, praise and encouragement that give pleasure and satisfaction of knowing that he/ she is on the right path, should be properly used.

2.8.2 The Law of Exercise

The second law is divided into two parts as:

1. Law of use
2. Law of disuse

The law of use states that, other things being equal, the more frequently a modifiable connection between stimulus-response is made, stronger that the connection will be. The law of disuse states the other; things being equal, when a modifiable connection between stimulus responses is not made over a period of time, the strength of that connection is weakened.

2.9 FOUR FACTS OF CLASSROOM LIFE

According to Masood,

Teachers enter practice with a variety of views about human nature and how young learners are likely to act. Some believe that students are angels and never willingly misbehave, that if misbehavior does occur it is not the fault of the student but of conditions or bad teaching. Others think that students will all misbehave unless thwarted that the devil is in their blood. Some know that students misbehave, but believe that a caring attitude by the teacher will craze the bad and bring out only good behaviour. Since teachers have so many different beliefs about students and most of the beliefs are at least partly true it is important in planning a personal system of discipline that teachers understand and accept four basic facts about student behaviour in the classroom.

2.9.1 Fact-1

Students are going to misbehave in school. Students are not always angels. Sometimes they act up, misbehave and disrupt. Some do it a little bit and others to it a lot. Even the best have their bad moments. Therefore, teachers should not be so native as to think that given nurturing atmosphere students will always do what is right and

good. They will frequently display behaviour that works against their ultimate well being. That is when discipline is needed.

2.9.2 Fact-2

Students need discipline. Although some students misbehave a great deal and even the best misbehave occasionally, teachers should not conclude that something uncontrollable makes them do it. All students can behave appropriate if they wish to do so. The pursuit of mistaken goals (attention), power, revenge, withdrawal) that occurs when students do not readily find the desired sense of acceptance and belonging may result in misbehavior. Sometimes students just feel a little bit naughty and do some things they know they should not do and at other times, they may be trying out a variety of behaviors as they must do in the process of socialization and some of those behaviors are not acceptable. Discipline helps students learn what they may and may not do and it shows them that someone cares enough about them to restrict their erroneous behavior. Discipline makes better people of us all, students and adults alike.

2.9.3 Fact-3

Teachers cannot teach well without discipline. Many teachers see teaching and discipline as entirely separate realms in actuality; they are very much the same. Both are process of bringing, about a lasting change in behaviour. But even if considered separate tasks, good teaching cannot occur without discipline. If no attempt is made to discipline chaos is almost certain to result and students are severally hampered in learning in such an environment. If attempts are made to discipline, but they are not successful, much teaching time is lost. Without discipline teachers cannot fill their prime functions, which is to teach.

2.9.4 Fact-4

Teachers can learn to discipline well. Teachers used to say you either had it or you did not. They meant that discipline was instinctive; you could not learn it. We know that discipline is a skill, a procedure and a set of techniques that all teachers can acquire and implement effectively. That of course is what this book is about.

2.10 BASIC RIGHTS IN THE CLASSROOM

Basic rights to which students and teachers are entitled in the classroom. These rights do not reflect idealized, hoped for conditions but rather conditions that all classroom participants have a right to expect. Students, administrators, and parents all have parts to play in securing these rights, but it is primary responsibility of the teacher to see to it that they are obtained, for these rights form the infrastructure on which discipline is built. Without that structure, discipline is but a façade that falls away as soon as it is tested. Let us review certain of the basic rights of student and teacher.

2.10.1 Student Rights

Students may be considered to have several basic rights in the classroom. These are rights to which they are entitled and which they should expect, but which unfortunately they often do not enjoy. Three such rights are:

1. The right to a learning environment that is appropriately well ordered, peaceful, safe, non-threatening, and conducive to learning.
2. The right to have a caring well prepared teacher who instructs well and who limits student's inappropriate self destructive behaviour.

3. The right to choose how to behave, with full understanding of the consequences that automatically follow their choices.

2.10.2 Teacher's Rights

Teachers like students are entitled to certain conditions that are so crucial to teaching and learning that they are to be considered basic rights. Teachers should insist, for the good of everyone concerned, that these rights be established and easily afforded.

Such rights include the following:

1. The right to establish optimal learning environments that are consonant with the teacher's individual strengths and weaknesses.
2. The right to teach in ways that meet the learning needs of the students in the class.
3. The right to except behaviour from students that contributes to their optimal growth, while also meeting the reasonable needs of the teacher.
4. The right to teach in a climate that is free from disruptions.
5. The right to ask and receive help and backing from administrators and parents.

Guaranteeing the rights of students and teachers does not of course automatically ensure the best educational experiences, but those rights do form the essential basic from which excellence can proceed. Without them, quality instruction cannot be maintained over the long run. With them, teachers are freed to instruct in accord with their talents and students are freed to concentrate on learning in accord with their individual potentials.

2.11 THE BEST POSSIBLE SITUATION

The aim of the study as a whole was to provide a sufficiently wide range of information in order to throw light on the factors influencing the strategies routinely used by the teachers to cope with their interaction with pupils in the classroom as a regular part of their professional work in the schools. To this end we have to so far document some of the many aspects of the ways in which the teachers organized, or attempted to organize purposes' activities during lessons. In order to extend this description the activities of pupils were specifically studied as well.

2.12 TWENTY STRATEGIES FOR CLASSROOM MANAGEMENT

To this point several realities of student and teacher behaviour in the classroom have been established. Students will misbehave their misbehavior is self defeating, behaviour is a matter of choice students can always choose to behave properly rather than improperly students have a basic rights to a calm, threat free classroom in which to learn teachers have a basic right to teach without disruptions from misbehave in students, and they have a right to expect strong support from administrators and parents. Given these rights and realities, little question remains about whether teachers should use discipline techniques to maintain a quality learning atmosphere, limit student self defeating behaviour, and meet their own needs to teach without disruptions. What remains is for teachers to construct systems of discipline that assure basic rights, maintain quality learning environments are consistent with the realities of the situations in which they find themselves, and that are consonant with their personal philosophies of working with students.

To begin that construction, let us consider 20 strategies of discipline that have been given much emphasis in literature and classroom practice.

Strategy-1: Take charge in the classroom. Every authority on discipline agrees, teachers must take charge firmly in their classes, and there should be no doubt about it. They can be pleasant, but they must at the same time be forceful. They usually call for some student input, but they make the final decisions.

Strategy-2: Make good rules for class conduct. Rules should be short and clear, five or six in number. Students should be involved in establishing them. The rules should be stated positive, if possible, and posted in the room. They should be explained so that all students understand. Consequences for abiding by the rules and for breaking them should be explained also the rules be reviewed periodically.

Strategy-3: Expect the best of students say it and show it. Rules are made and posted to inform students and remind them of expectations. Every student can abide by them and every student is expected to do so voluntarily because they are in students' best interest.

Strategy-4: Enforce the rules consistency. Rules are worthless if not enforced. Students understand them and (be consequences that entail from breaking the rules plainly). When they choose to break the rules, they choose the consequences. Teachers should without hesitation invoke the consequences that are chosen.

Strategy-5: Allow no destructive behavior. Never allow students to behave in ways that disrupt reaching or learning. Such behaviour is destructive. Good discipline assists constructive behaviour, permitting good instruction and promoting good learning.

Strategy-6: Manage groups and lessons efficiently. Pace lessons so that boredom does not become a problem. Move from one lesson to another smoothly, without wasting time. Boredom and rough transitions provide fertile grounds in which undesired behaviour can grow.

Strategy-7: Teach students how to choose good behaviour. Show students that they can choose between good and bad behaviour. Show them that good choices lead to success, acceptance, and esteem. Help them to decide whether their choices are good or bad. Reinforce them when they made good choices.

Strategy-8: Use effective styles of talk with students. Ginott stressed effective communication that addressed the situation rather than attacking the student. Glasses described how to confront misbehaving students in productive ways as did Canter and Dreikurs. Hostile talk and wish washy talk are both ineffective. Speak plainly and matter of study. Be calm, but forceful and insistent.

Strategy-9: Provide an abundance of genuine success. Every student longs for success and recognition. Provide genuine success through progress and acknowledgment. Reinforce students in ways most effective for the group and individual. Help students keep charts that show graphic evidence of progress. Call this progress to the attention of their parents.

Strategy-10: Reduce failure to a very low level. Failure and errors are not synonymous. One can make errors and still be successful. Failure results from lack of growth. Even with growth, lack of recognition can cause the feeling of failure. Failure should be kept to a minimum because it tends to feed on itself. When people see themselves as failures, they tend to behave more often as failures.

Strategy-11: Shape behavior through systematic reinforcement. Implement a system of behaviour modification. Be sure it is in keeping with the maturity level of the students. Systematic reinforcement motivates and shapes behaviour for all types of students at all age levels. It is the single most effective technique for building the kind of behaviour you want to see in your students.

Strategy-12: Confront misbehavior forcefully but positively. Some misbehavior can be ignored, but when it becomes disruptive to teaching and learning it must be dealt with. Teachers must have the fortitude to confront students who are disruptive. Skills of confrontation have been described by several authorities, including Ginott, Glasser, Jones, Dreikurs and Canter.

Strategy-13: Invoke the logical consequences of good and bad behaviour then students comply with rules, they should be rewarded. When they break rules should be punished. In either case they are aware of the consequences prior to their actions. When students choose to behave or misbehavior, at the same time they are choosing rewards or punishments. This principle must be made absolutely clear to the students. The teacher in turn must apply it consistently and dispassionately.

Strategy-14: Do all you can support good behaviour? Discipline tends to focus on misbehavior, since that is a major source of problems for teachers. However, good behaviour should continually be supported, as one of the ounces of prevention that save pounds of cure. How to support good behaviour was explained in the works of several authorities, including Skinner, Canter, Ginott and Jones.

Strategy-15: Teach good behavior through good example. Be the best model you can be for your students. Show concern, manners, and courtesy. Be polite and helpful.

TH 7070

Have students practice the behaviors modeled for them. Reinforce them when they repeat desired behaviors that have been modeled.

Strategy-16: Stress good manners and living by the golden rule. Make it plain from the outset that you have high standards of student conduct. You expect students to use good manners. You expect them to live by the golden rule. Forbid their use of sarcasm or cruelty. Reward them when they show kindness and consideration.

Strategy-17: Establish a good support system for your programme of discipline. It is very difficult for teachers to work in isolation from other teachers. Cooperation is often needed in discipline. At times students may refuse to obey rules. On those occasions a teacher must be able to count on immediate positive support from principal, other teachers and parents. Means of establishing such a support system were described in the Canter model.

Strategy-18: Setup a production communication system with parents. Parental support is very important. You can secure it if you inform parents of your programme, activities, and expectations regarding student behaviour. Rules, consequences and enforcement procedures should be described in writing and furnished to parents. Success that your control system is necessary for maximum learning and that it teaches students to relate to each other in positive ways.

Strategy-19: Communicate regularly with students. By talking with students finally and informally you show that you are concerned about them, that you care about their learning and behaviour. One way to maintain good communication is through the use of classroom meetings conducted as suggested by Glsser. Students feel involved when kept informed about their learning, behaviour, problems and future activities. They

are then more likely to support the teacher and other class members, causing fewer behaviour problems.

Strategy-20: Be persistent, never give up. Do not quit do not excuse misbehavior; do not cave in before student hostility. Keep your poise. Keep trying. The essence of discipline is caring enough that you will let nothing interfere with teaching and learning. This caring is one of the best contributions you can make to the welfare of your students.

CHAPTER 3

RESEARCH METHODOLOGY

To achieve the objectives of the study, the related aspects were considered so that the problems of the elementary school head teachers and teachers can be investigated.

3.1 POPULATION OF THE STUDY

Population of the study was:

3. 298 teachers working in elementary schools of Tehsil Mian Channu.
4. 40 head teachers working in elementary school in Tehsil Mian Channu.

3.2 SAMPLE OF THE STUDY

The sample of the study was as follows:

3. 100 teachers working in elementary schools of Tehsil Mian Channu.
4. 20 head teachers working in elementary school in Tehsil Mian Channu.

3.3 INSTRUMENT AND COLLECTION OF DATA

Two questionnaires were developed and administered among the sample teachers and head teachers on five point rating scale.

This questionnaires were administered personally. So the responses were hundred percent.

3.4 ANALYSIS AND INTERPRETATION OF DATA

The researcher surveyed 100 teachers and 20 head teachers. Opinions regarding existing classroom problems of elementary school teachers were secured from the teachers and head teachers.

The data thus secured, was tabulated and put in the form of tables. Mean of each item was used in the table. This was followed by general analysis and interpretation of the statistical data. On the basis of the tabulated data analysis, findings and conclusions were drawn and those conclusions led the researcher to the formulation of recommendations finally.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

The research data regarding the study were collected through questionnaire personally by the researcher. The respondents were the teachers and head teachers of elementary schools in Tehsil Mian Channu. The questions were asked at five point rating scale ranging from strongly agreed to strongly disagreed. The collected data are presented in the form of tables. The percentage of every item was collected.

4.1 ANALYSIS OF DATA OF QUESTIONNAIRE FOR TEACHERS

Table 1: Professional qualifications helpful in teaching

Statement	Level	Frequency	Percentage	Mean
Professional qualifications are helpful in your teaching.	SA	50	50	3.85
	A	20	20	
	UNC	5	5	
	DA	15	15	
	SDA	10	10	

Table 1 shows that 70% respondents were agreed, 5% were uncertain while 25% were disagreed with the statement. The mean score was 3.85 which mean that professional qualification is helpful in your teaching.

Table 2: Classroom management problem's relevance with professional qualification

Statement	Level	Frequency	Percentage	Mean
Your professional qualification is relevant to classroom management problems.	SA	40	40	3.50
	A	20	20	
	UNC	10	10	
	DA	10	10	
	SDA	20	20	

Table 2 indicates that 60% respondents were agreed, 10% were uncertain while 30% were disagreed with the statement. The mean 3.50 shows that professional qualification is relevant to classroom management problems.

Table 3: Professional qualification helps in minimizing the classroom problem.

Statement	Level	Frequency	Percentage	Mean
Professional qualification helps in minimizing the classroom problem	SA	40	40	3.55
	A	10	10	
	UNC	20	20	
	DA	25	25	
	SDA	5	5	

Table 3 reveals that 50% respondents were agreed, 20% were uncertain while 30% were disagreed with the statement. The mean score was 3.55 which mean that professional qualification helps in minimizing the classroom problem.

Table 4: Use of lecture and demonstration method

Statement	Level	Frequency	Percentage	Mean
Teachers use lecture as well as demonstration method during teaching at elementary level.	SA	25	25	2.75
	A	45	45	
	UNC	10	10	
	DA	20	20	
	SDA	-	-	

Table 4 reveals that 65% respondents were agreed, 10% were uncertain while 20% were disagreed with the statement. The mean score was 2.75 which mean that teachers use lecture as well as demonstration method during teaching at elementary level

Table 5: Discussion method is useful for the solution of classroom problems

Statement	Level	Frequency	Percentage	Mean
Discussion method is useful for the solution of classroom problems.	SA	40	40	3.80
	A	35	35	
	UNC	-	-	
	DA	15	15	
	SDA	10	10	

Table 5 shows that 75% respondents were agreed while 25% disagreed. The mean score was 3.80 which shows that with the statement that discussion method is useful for the solution of classroom problems

Table 6: Use of AV aids to improve teaching process

Statement	Level	Frequency	Percentage	Mean
Use of AV aids improves the teaching process.	SA	20	20	3.56
	A	42	42	
	UNC	12	12	
	DA	26	26	
	SDA	-	-	

Table 6 indicates that 62% respondents were agreed while 38% disagreed with the statement. The mean score was 3.56 which mean that use of AV aids improves the teaching process.

Table 7: Relevance of teaching method with classroom management

Statement	Level	Frequency	Percentage	Mean
Your teaching method is relevant to the classroom management.	SA	35	35	3.45
	A	25	25	
	UNC	5	5	
	DA	20	20	
	SDA	15	15	

Table 7 reveals that 60% respondents were agreed, 5% were uncertain about the statement while 35% were disagreed. The mean score was 3.45 which mean that teaching method is relevant to the classroom management.

Table 8: Teachers have enough knowledge about the classroom activities.

Statement	Level	Frequency	Percentage	Mean
Teachers have enough knowledge about the classroom activities.	SA	10	10	2.95
	A	35	35	
	UNC	20	20	
	DA	10	10	
	SDA	25	25	

Table 8 shows that 45% respondents were agreed while 35% were disagreed. The mean score was 2.95 which mean that teachers have enough knowledge about the classroom activities.

Table 9: Teachers have awareness about the important of curriculum.

Statement	Level	Frequency	Percentage	Mean
Teachers have awareness about the importance of classroom management.	SA	30	30	3.70
	A	45	45	
	UNC	-	-	
	DA	15	15	
	SDA	10	10	

Table 8 shows that 75% respondents were agreed while 25% were disagreed. The mean score was 3.70 which mean that teachers have awareness about the importance of classroom management.

Table 10: Satisfaction about socio-economic status in society

Statement	Level	Frequency	Percentage	Mean
You are satisfied about the socio-economic status in society.	SA	25	25	2.95
	A	10	10	
	UNC	10	10	
	DA	45	45	
	SDA	10	10	

Table 10 indicates that 35% respondents were agreed. 10% were uncertain while 55% were disagreed with the statement. The mean score was 2.95 which mean that they were satisfied about the socio-economic status in society.

Table 11: Needs of learners filled accordingly

Statement	Level	Frequency	Percentage	Mean
The needs of the learners are fulfilled accordingly.	SA	20	20	3.83
	A	53	53	
	UNC	17	17	
	DA	10	10	
	SDA	-	-	

Table 11 indicates that 73% respondents were agreed, 17% were uncertain about the statement while 10% were disagreed. The mean score was 3.83 which mean that the needs of the learners are fulfilled accordingly

Table 12: Misbehavior of students in classroom

Statement	Level	Frequency	Percentage	Mean
Usually students misbehave in the class.	SA	20	20	3.50
	A	45	45	
	UNC	10	10	
	DA	15	15	
	SDA	10	10	

Table 12 shows that 65% respondents were agreed, 10% were uncertain about the statement while 25% were disagreed. The mean score was 3.50 which mean that usually students misbehave the class

Table 13: Classroom missing problems faced by teacher.

Statement	Level	Frequency	Percentage	Mean
Classroom missing problems faced by teacher.	SA	45	45	3.60
	A	20	20	
	UNC	10	10	
	DA	25	25	
	SDA	-	-	

Table 13 shows that 65% respondents were agreed, 10% were uncertain while 25% were disagreed about the statement. The mean score was 3.60 which mean that usually students misbehave the class

Table 14: Cooperation of parent for classroom problems

Statement	Level	Frequency	Percentage	Mean
Parents cooperate for their children classroom problems.	SA	10	10	2.50
	A	15	15	
	UNC	10	10	
	DA	45	45	
	SDA	20	20	

Table 14 reveals that 25% respondents were agreed, 10% were uncertain while 65% were disagreed about the statement. The mean score was 2.50 which mean that parents cooperate for their children classroom problems

Table 15: Interest of school administration for the solution of classroom management problems

Statement	Level	Frequency	Percentage	Mean
School administration takes interest for the solution of classroom management problems.	SA	25	25	2.50
	A	40	40	
	UNC	0	0	
	DA	15	15	
	SDA	20	20	

Table 15 shows that 65% respondents were agreed while 35% were disagreed. The mean score was 2.50 which mean that school administration takes interest for the solution of classroom management problems.

Table 16: Classroom activities arranged properly

Statement	Level	Frequency	Percentage	Mean
Classroom activities are arranged properly.	SA	15	15	3.55
	A	45	45	
	UNC	20	20	
	DA	20	20	
	SDA	-	-	

Table 16 indicates that 55% respondents were agreed, 20% were uncertain while 20% were disagreed about the statement. The mean score was 3.55 which shows that classroom activities are arranged properly

Table 17: Schools are over crowded

Statement	Level	Frequency	Percentage	Mean
Schools are overcrowded.	SA	35	35	4.15
	A	45	45	
	UNC	20	20	
	DA	-	-	
	SDA	-	-	

Table 17 reveals that 80% respondents were agreed, while 20% were uncertain about the statement. The mean score was 4.15 which mean that schools are overcrowded.

Table 18: Contribution of school facilities for the solution of classroom problems

Statement	Level	Frequency	Percentage	Mean
The school facilities do contributes on classroom problems in your school.	SA	25	25	3.45
	A	35	35	
	UNC	10	10	
	DA	20	20	
	SDA	10	10	

Table 18 shows that 60% respondents were agreed, 10% were uncertain about the statement while 30% were disagreed. The mean score was 3.45 which mean that school facilities do contributes on classroom problems in your school.

Table 19: Provision of sufficient classrooms

Statement	Level	Frequency	Percentage	Mean
Sufficient classrooms are provided according to the strength of the students.	SA	30	30	3.30
	A	15	15	
	UNC	20	20	
	DA	25	25	
	SDA	10	10	

Table 19 indicates that 45% respondents were agreed, 20% were uncertain about the statement while 35% were disagreed. The mean score was 3.30 which mean that sufficient classrooms are provided according to the strength of the students

Table 20: Discipline problems being faced in classroom

Statement	Level	Frequency	Percentage	Mean
Discipline problems like lack of responsibility, grouping in students, absenteeism, quarreling and late comers are being faced in the classroom.	SA	45	45	4.00
	A	30	30	
	UNC	15	15	
	DA	10	10	
	SDA	-	-	

Table 20 reveals that 75% teachers were agreed, 15% were uncertain about the statement while 10% were disagreed. The mean score was 4.00 which mean that discipline problems like lack of responsibility, grouping in students, absenteeism, quarreling and late comers are being faced in the classroom.

4.2 ANALYSIS OF DATA OF QUESTIONNAIRE FOR HEAD TEACHERS

Table 21: Professional qualification helpful in management responsibilities

Statement	Level	Frequency	Percentage	Mean
Professional qualifications are helpful in your management responsibilities.	SA	45	45	3.70
	A	20	20	
	UNC	5	5	
	DA	30	30	
	SDA	-	-	

Table 21 shows that 65% head teachers were agreed, 5% were uncertain while 30% were disagreed about the statement. The mean score was 3.70 which mean that professional qualifications are helpful in your management responsibilities

Table 22: Relevance of professional qualification with classroom management

Statement	Level	Frequency	Percentage	Mean
Your professional qualification is relevant to classroom management.	SA	30	30	3.50
	A	35	35	
	UNC	10	10	
	DA	5	5	
	SDA	20	20	

Table 22 indicates that 65% respondents were agreed, 10% were uncertain while 25% were disagreed with the statement. The mean score was 3.50 which mean that professional qualification is relevant to classroom management.

Table 23: Professional qualification helps in minimizing the classroom problem.

Statement	Level	Frequency	Percentage	Mean
Professional qualification helps in minimizing the classroom problem.	SA	20	20	3.45
	A	45	45	
	UNC	5	5	
	DA	20	20	
	SDA	10	10	

Table 23 reveals that 65% respondents were agreed, 5% were uncertain while 30% disagreed with the statement. The mean score was 3.45 which mean that Professional qualification helps in minimizing the classroom problem

Table 24: Satisfaction by the teaching method of teachers

Statement	Level	Frequency	Percentage	Mean
You are satisfied by the teaching method of teachers.	SA	20	20	2.90
	A	15	15	
	UNC	10	10	
	DA	45	45	
	SDA	10	10	

Table 24 reveals that 35% respondents were agreed, 10% were uncertain while 55% were disagreed about the statement. The mean score was 2.90 which mean that they were not satisfied by the teaching method of teachers

Table 25: Use of AV aids in teaching process

Statement	Level	Frequency	Percentage	Mean
Do you encourage the use of AV aids in the teaching process?	SA	35	35	3.50
	A	20	20	
	UNC	15	15	
	DA	20	20	
	SDA	10	10	

Table 25 shows that 55% head teachers were agreed, 15% were uncertain while 30% were disagreed with the statement. The mean score was 3.50 which mean that they encourage the use of AV aids in the teaching process

Table 26: Relevance of teaching method with classroom management

Statement	Level	Frequency	Percentage	Mean
In your opinion teaching method of teachers are relevant to the classroom management.	SA	25	25	3.25
	A	10	10	
	UNC	10	10	
	DA	30	30	
	SDA	25	25	

Table 26 indicates that 35% respondents were agreed, 10% were uncertain while 55% were disagreed with the statement. The mean score was 3.25 which mean that teaching methods of teachers are relevant to the classroom management.

Table 27: Use of teaching method to fulfill learner's needs

Statement	Level	Frequency	Percentage	Mean
Use of various methods fulfills the basic educational needs of the learners.	SA	30	30	3.64
	A	42	42	
	UNC	-	-	
	DA	18	18	
	SDA	10	10	

Table 27 reveals that 72% respondents were agreed while 28% were disagreed with the statement. The mean score was 3.64 which mean that use of various methods fulfills the basic educational needs of the learners

Table 28: Training of teachers according to needs of classroom activities.

Statement	Level	Frequency	Percentage	Mean
Teachers are trained according to the needs of classroom activities.	SA	20	20	2.70
	A	15	15	
	UNC	5	5	
	DA	35	35	
	SDA	25	25	

Table 28 shows that 35% head teachers were agreed, 5% were uncertain while 60% respondents were disagreed with the statement. The mean score was 2.70 which mean that teachers are not trained according to the needs of classroom activities.

Table 29: Proper training for lesson planning

Statement	Level	Frequency	Percentage	Mean
Proper training for the lesson planning is given to the teachers.	SA	20	20	3.36
	A	38	38	
	UNC	10	10	
	DA	22	22	
	SDA	10	10	

Table 29 indicates that 58% respondents were agreed, 10% were uncertain while 32% were disagreed about the statement. The mean score was 3.36 which mean that proper training for the lesson planning is given to the teachers

Table 30: Cooperation of parents for children's classroom problems.

Statement	Level	Frequency	Percentage	Mean
Cooperation of parents for children's classroom problems.	SA	15	15	2.85
	A	30	30	
	UNC	5	5	
	DA	30	30	
	SDA	20	20	

Table 30 indicates that 45% respondents were agreed, 5% were uncertain while 50% were disagreed about the statement. The mean score was 2.85 which mean that Cooperation of parents not for children's classroom problems

Table 31: Interest of higher administration for the solution of classroom management problems

Statement	Level	Frequency	Percentage	Mean
Higher administration takes interest for the solution of classroom management problems.	SA	55	55	4.15
	A	20	20	
	UNC	10	10	
	DA	15	15	
	SDA	-	-	

Table 31 shows that 75% respondents were agreed, 10% were uncertain while 15% were disagreed about the statement. The mean score was 4.15 which mean that higher administration takes interest for the solution of classroom management problems

Table 32: Classroom activities arranged properly

Statement	Level	Frequency	Percentage	Mean
Classroom activities are arranged properly.	SA	40	40	3.70
	A	30	30	
	UNC	-	-	
	DA	20	20	
	SDA	10	10	

Table 32 indicates that 70% respondents were agreed while 30% were disagreed with the statement. The mean score was 3.70 which mean that that classroom activities are arranged properly.

Table 33: Provision of teachers according to the students

Statement	Level	Frequency	Percentage	Mean
Teachers are provided according to the strength of students.	SA	-	-	2.35
	A	20	20	
	UNC	15	15	
	DA	45	45	
	SDA	20	20	

Table 33 reveals that 20% head teachers were agreed, 15% were uncertain while 65% were disagreed with the statement. The mean score was 2.35 which mean that teachers are not provided according to the strength of students.

Table 34: Provision of sufficient classroom

Statement	Level	Frequency	Percentage	Mean
Sufficient classrooms are provided according to the strength of students.	SA	-	-	2.50
	A	25	25	
	UNC	20	20	
	DA	35	35	
	SDA	20	20	

Table 34 shows that 25% respondents were agreed, 20% were uncertain while 55% were disagreed about the statement. The mean score was 2.50 which mean that sufficient classrooms are not provided according to the strength of students.

Table 35: Satisfaction by the performance of higher authorities

Statement	Level	Frequency	Percentage	Mean
Satisfaction from the performance of higher authorities.	SA	20	20	3.30
	A	35	35	
	UNC	10	10	
	DA	25	25	
	SDA	10	10	

Table 35 indicates that 55% respondents were agreed, 10% were uncertain while 35% disagreed about the statement. The mean score was 3.30 which mean that satisfaction from the performance of higher authorities.

Table 36: Solution of discipline problems at school level

Statement	Level	Frequency	Percentage	Mean
Discipline problems faced by the teachers are being solved at school level.	SA	45	45	3.95
	A	30	30	
	UNC	-	-	
	DA	25	25	
	SDA	-	-	

Table 36 reveals that 75% head teachers were agreed while 25% were disagreed with the statement. The mean score was 3.95 which mean that discipline problems faced by the teachers are being solved at school level

Table 37: Higher authorities help for solution of classroom management problems

Statement	Level	Frequency	Percentage	Mean
Higher authorities help in the solution of classroom management problems at elementary level.	SA	35	35	3.75
	A	40	40	
	UNC	-	-	
	DA	15	15	
	SDA	10	10	

Table 37 shows that 75% respondents were agreed while 25% were disagreed with the statement. The mean score was 3.75 which mean that higher authorities help in the solution of classroom management problems at elementary level.

Table 38: Compression of Teachers and Head Teachers

Statement		SA	A	UNC	DA	SDA	Mean
Professional qualifications are helpful in teaching.	Teacher	50	20	5	15	10	3.85
	Head-teachers	45	20	5	30	-	3.70
professional qualification is relevant to classroom management problems	Teacher	40	20	10	10	20	3.35
	Head-teachers	30	35	10	5	20	3.50
Professional qualification helps in minimizing the classroom problem	Teacher	40	10	20	25	5	3.55
	Head-teachers	20	45	5	20	10	3.45
Your teaching method is relevant to the classroom management.	Teacher	35	25	5	20	15	3.45
	Head-teachers	25	10	10	30	25	3.25
Parents cooperate for their children classroom problems.	Teacher	10	15	10	45	20	2.50
	Head-teachers	15	30	5	30	20	2.90

Table 38 shows that 70% teachers were agreed, 5% were uncertain and 25% were disagreed while 65% head teachers were agreed, 5% were uncertain and 30% were disagreed with the statement. The mean of both teachers and head teachers were 3.85 and 3.70 respectively which shows that professional qualifications are helpful in teaching.

According to above table 60% teachers were agreed, 10% were uncertain and 30% were disagreed while 65% head teachers were agreed, 10% were uncertain and 25% were disagreed with the statement. The mean of both teachers and head teachers were 3.35 and 3.50 respectively which shows that professional qualification is relevant to classroom management problems

This table shows that 50% teachers were agreed, 20% were uncertain and 30% were disagreed while 65% head teachers were agreed, 5% were uncertain and 35% were disagreed with the statement. The mean of both teachers and head teachers were 3.55 and 3.45 respectively which shows that Professional qualification helps in minimizing the classroom problem

Table shows that 60% teachers were agreed, 5% were uncertain and 35% were disagreed while 35% head teachers were agreed, 10% were uncertain and 55% were disagreed with the statement. The mean of both teachers and head teachers were 3.45 and 3.25 respectively which shows that teaching method is relevant to the classroom management.

This table shows that 25% teachers were agreed, 10% were uncertain and 65% were disagreed while 45% head teachers were agreed, 5% were uncertain and 50% were disagreed with the statement. The mean of both teachers and head teachers were 2.50 and 2.90 respectively which shows that parents did not cooperate for their children classroom problems. *with the teacher*

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

This study was designed to diagnose the classroom management problems at elementary level in Tehsil Mian Channu. The objectives of the study were to a- identify the needs of classroom management problems at elementary level b- investigate the classroom management problems at elementary level in Tehsil Mian Channu c- find out physical facilities in the classroom and d- suggest some improvements in classroom management problems.

To achieve the objectives of this study, the related aspects were considered so that the problems of the elementary school teachers could be investigated. The study followed descriptive research design involving survey of opinion through questionnaire. To investigate the problems of elementary school teachers in the classroom situation, a list of the selected elementary schools of Tehsil Mian Channu was prepared. A sample of randomly selected hundred (100) teachers was drawn for study and a questionnaire for teachers was designed and administered to these selected teachers. A questionnaire for the head teachers was also designed.

Population of the study was 298 teachers working in elementary schools of Tehsil Mian Channu and 40 head teachers working in elementary school in Tehsil Mian Channu.

The sample of the study was 100 teachers working in elementary schools of Tehsil Mian Channu and 20 head teachers working in elementary school in Tehsil Mian Channu.

The researcher surveyed 20 male schools of Tehsil Mian Channu. The questionnaire was administered to the respondents personally and they were asked to fill the questionnaires.

The data collected by these questionnaires was analyzed using percentage of each item of the questionnaires and was interpreted and recommendations were made from the findings and conclusions of the study.

5.2 FINDINGS

1. Majority of the respondents (75%) agreed that professional qualification was helpful in their teaching. (Table 1)
2. Majority of the respondents (60%) agreed that professional qualification was relevant to classroom management problems. (Table 2)
3. About half of the respondents (50%) agreed with the statement that Professional qualification helped in minimizing the classroom problem. (Table 3)
4. Most of respondents (70%) agreed that teachers used lecture as well as demonstration method during teaching at elementary level. (Table 4)
5. Majority of the respondents (75%) agreed with the statement that discussion method was useful for the solution of classroom problems. (Table 5)
6. Majority of the respondents (62%) agreed that use of AV aids improved the teaching process. (Table 6)
7. Most of the respondents (60%) agreed that teaching method was relevant to the classroom management. (Table 7)
8. Less than half of the respondents (45%) agreed that teachers had enough knowledge about the classroom activities. (Table 8)
9. Majority of the respondents (75%) agreed that teachers had awareness about the importance of classroom management. (Table 9)

10. More than half of the respondents (55%) disagreed that they were satisfied about the socio- economic status in society. (Table 10)
11. Majority of the respondents (75%) agreed that the needs of the learners were fulfilled accordingly. (Table 11)
12. Majority of the respondents (65%) agreed that usually students misbehaved in the class. (Table 12)
13. Majority of the respondents (65%) agreed with the statement that class missing problems were faced by the teachers. (Table 13)
14. Most of the respondents (65%) disagreed that parents cooperated for their children classroom problems. (Table 14)
15. Majority of the respondents (65%) agreed with the statement that school administration took interest for the solution of classroom management problems. (Table 15)
16. More than half of the respondents (55%) agreed that classroom activities were arranged properly. (Table 16)
17. Majority of the respondents (80%) agreed that schools were overcrowded. (Table 17)
18. More than half of the respondents (60%) agreed that school facilities did contribute on classroom problems in your school. (Table 18)
19. Less than half of the respondents (45%) agreed that sufficient classrooms were provided according to the strength of the students. (Table 19)
20. Majority of the teachers (75%) agreed that discipline problems like lack of responsibility, grouping in students, absenteeism, quarreling and late comers were being faced in the classroom. (Table 20)

ANALYSIS OF DATA OF QUESTIONNAIRE FOR HEAD TEACHERS

1. Majority of the head teachers (65%) agreed that professional qualifications were helpful in your management while 5% were uncertain about the statement. (Table 21)
2. Majority of the respondents (65%) agreed with the statement that professional qualification was relevant to classroom management. (Table 22)
3. Majority of the respondents (65%) agreed that Professional qualification helped in minimizing the classroom problem. (Table 23)
4. About half of the respondents (55%) disagreed that they were satisfied by the teaching method of teachers. (Table 24)
5. About half of the head teachers (55%) agreed that they encouraged the use of AV aids in the teaching process. (Table 25)
6. More than half of the respondents (55%) disagreed that teaching method of teachers were relevant to the classroom management. (Table 26)
7. Majority of the respondents (72%) agreed that use of various methods fulfilled the basic educational needs of the learners. (Table 27)
8. Majority of the head teachers (60%) disagreed that teachers were trained according to the needs of classroom activities. (Table 28)
9. About half of the respondents (58%) agreed that proper training for the lesson planning was given to the teachers. (Table 29)
10. Half of the majority of head teachers (50%) disagreed with the statement that parents cooperated with teachers for their children's classroom problems. (Table 30)
11. Majority of the respondents (75%) agreed that higher administration took interest for the solution of classroom management problems. (Table 31)

12. Most of the head teachers (70%) agreed with the statement that classroom activities were arranged properly. (Table 32)
13. Majority of the head teachers (65%) disagreed that teachers were provided according to the strength of students. (Table 33)
14. About half of the respondents (55%) disagreed that sufficient classroom were provided according to the strength of students. (Table 34)
15. About half of the head teachers (55%) agreed that satisfaction from the performance of higher authorities. (Table 35)
16. Majority of the head teachers (75%) agreed that discipline problems faced by the teachers were being solved at school level. (Table 36)
17. Majority of the head teachers (75%) agreed that higher authorities helped in the solution of classroom management problems at elementary level. (Table 37)

5.3 CONCLUSIONS

The quality of education requires conducive environment in the schools. The center of teaching learning process in the school is classrooms. It is obvious if classrooms are confronted with problems the quality education cannot be imparted. The study addressed various aspects of classrooms which have bearing on teaching learning process. From the study it can be concluded that:

1. Majority teachers follow lecture method,
2. They do not use AV aids.
3. They do not check home work regularly.

4. The schools face shortage of teachers and physical facilities. In addition to these teachers in the classrooms face problems like misbehaviors of students, irregular attendance, lack of responsibility and interest in study, unfair means in the examination etc.
5. The teachers consider deficiency in curriculum, training of teachers and lack of guidance in the schools as cause of problem. The classes are overcrowded and that render teacher helpless.
6. If we want to improve our education, we need to pay the attention to the classroom problem as well as issues related to the schools.

5.4 RECOMMENDATIONS

On the basis of the findings and conclusions, following recommendations are drawn:

Classroom Issues

1. Most teachers are using old methods of teaching which create a lot of classroom problems. Teachers are not being properly trained. They have deficiency to guide the learners. It is recommended that teachers curriculum and training programme may be revised and reviewed time by time.
2. Classes may not be more than 40 students.
3. Classroom, furniture and physical facilities might be provided according to the needs of the school.
4. Proper learning environment may be created in schools and classrooms. Co-curricular activities may be arranged. Corporal punishment may be restricted so that learners take interest in study.

5. There is shortage of teachers in schools. The number of teachers may match with the number of students.
6. Educational institutions might be equipped with AV aids so that teaching learning process may be effective.
7. Proper discipline and management of the schools and classrooms may maintain to avoid the disciplinary problems among the students.

Administrative Issues

8. Curriculum should be revised and changed when and where it is needed. It may be according to the learner's needs.
9. An accountability system for teachers and administrator may be organized. Teacher's annual increment may be attached with their performance. A comprehensive training programme for administrators may be made compulsory.
10. Educational training programmes may be organized according to the needs of practical activities.
11. System of examination may be revised so that students cannot students by unfair means.
12. Our educational system may be Islamized so that students develop good behaviors.

Social Issues

13. Parent's teacher associations may be established in every school. A comprehensive adult education may be launched to develop awareness.
14. Poverty is one of the factors which create classroom problems therefore, free education and stipend schemes for poor students may be launched.

15. Social and welfare organizations may arrange social activities for the students so that extra time of the adolescents may be used in positive direction.

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QUESTIONNAIRE FOR TEACHERS

Respected Teachers:

I am the students of International Islamic university, Islamabad. I am working on the topic "The classroom management problems at elementary level in Tehsil Mian Channu" for my MA level research.

I will be thankful if you kindly fill the questionnaire. I ensure you that information's provided by you will be used for the purpose of Research.

Thanks,

Kamran Masood

QUESTIONNAIRE FOR TEACHERS

S.No	Statement	SA	A	UNC	DA	SDA
1.	Professional qualifications are helpful in your teaching.					
2.	Your professional qualification is relevant to classroom management problems.					
3.	Professional qualification helps in minimizing the classroom problem.					
4.	Teachers use lecture as well as demonstration method during teaching at elementary level.					
5.	Discussion method is useful for the solution of classroom problems.					
6.	Use of AV aids improves the teaching process.					
7.	Your teaching method is relevant to the classroom management.					
8.	Teachers have enough knowledge about the classroom activities.					
9.	Teachers are awareness about the importance of classroom management.					
10.	You are satisfied about the socio-economic status in society.					
11.	The needs of the learners are fulfilled accordingly.					
12.	Usually students misbehave in the class.					
13.	Classroom missing problems are faced by the teachers.					
14.	Parents cooperate for their children					

	classroom problems.					
15.	School administration takes interest for the solution of classroom management problems.					
16.	Classroom activities are arranged properly.					
17.	Schools are overcrowded.					
18.	The school facilities do contributes on classroom problems in your school.					
19.	Sufficient classrooms are provided according to the strength of the students.					
20.	Discipline problems like lack of responsibility, grouping in students, absenteeism, quarreling and late comers are being faced in the classroom.					

QUESTIONNAIRE FOR HEAD TEACHERS**Respected Heads:**

I am the student of International Islamic University Islamabad and conducting a research project entitled "The classroom management problems at elementary level in Tehsil Mian Channu".

I will be thankful if you kindly fill the questionnaire. I ensure you that information's provided by you will be used for the purpose of Research.

Thanks,

Kamran Masood

QUESTIONNAIRE FOR HEAD TEACHERS

S.No	Statement	SA	A	UNC	DA	SDA
1.	Professional qualifications are helpful in your management responsibilities.					
2.	Your professional qualification is relevant to classroom management.					
3.	Professional qualification helps in minimizing the classroom problem.					
4.	You are satisfied by the teaching method of teachers.					
5.	Do you encourage the use of AV aids in the teaching process?					
6.	In your opinion teaching method of teachers are relevant to the classroom management.					
7.	Use of various methods fulfills the basic educational needs of the learners.					
8.	Teachers are trained according to the needs of classroom activities.					
9.	Proper training for the lesson planning is given to the teachers.					
10.	Parents cooperate with you for their children's classroom problems.					
11.	Higher administration takes interest for the solution of classroom management problems.					
12.	Classroom activities are arranged properly.					
13.	Teachers are provided according to the strength of students.					
14.	Sufficient classrooms are provided according to the strength of students.					
15.	Satisfaction from the performance of higher authorities.					
16.	Discipline problems faced by the teachers are being solved at school level.					
17.	Higher authorities help in the solution of classroom management problems at elementary level.					

ANNEXURE C

LIST OF BOYS ELEMENTARY SCHOOLS

1. Govt. Boys Elementary School, Tulamba .
2. Govt. Boys Elementary School, 19/8R
3. Govt. Boys Elementary School, Hussain Pur Ariwala
4. Govt. Boys Elementary School, Manak Haraj
5. Govt. Boys Elementary School, 18/8R .
6. Govt. Boys Elementary School, 6/8R (Rottla)
7. Govt. Boys Elementary School, 20/8B.R
8. Govt. Boys Elementary School, 7/8A.R
9. Govt. Boys Elementary School, 129/15-L
10. Govt. Boys Elementary School, 42/15-L
11. Govt. Boys Elementary School, 47/15-L
12. Govt. Boys Elementary School, 69/15-L
13. Govt. Boys Elementary School, 92/15-L
14. Govt. Boys Elementary School, 105/15-L
15. Govt. Boys Elementary School, 108/15-L
16. Govt. Boys Elementary School, 109/15-L
17. Govt. Boys Elementary School, 116/15-L
18. Govt. Boys Elementary School, 132/16-L
19. Govt. Boys Elementary School, 133/16-L
20. Govt. Boys Elementary School, 134/16-L

