

**COMPARATIVE STUDY OF CLASSROOM
MANAGEMENT PRACTICES AT PUBLIC AND
PRIVATE UNIVERSITIES IN ISLAMABAD**



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COMPARATIVE STUDY OF CLASSROOM MANAGEMENT PRACTICES AT PUBLIC AND PRIVATE UNIVERSITIES IN ISLAMABAD

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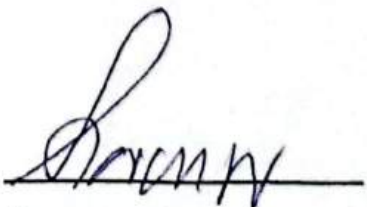


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AUTHOR'S DECLARATION

It is hereby declared that the author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS Education. This thesis, in its present form, is the original work of the author except those of which has been acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.



Hafsa Shujat

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DEDICATION

This thesis is dedicated to my parents, respected teachers, best friend and devoted husband as this work was not possible without continuous support and guidance of all.

SUPERVISOR'S CERTIFICATE

The thesis titled “Comparative Study of Classroom Management Practices at Public and Private Universities in Islamabad” submitted by Ms. Hafsa Shujat is partial fulfillment of MS degree in Education has been completed under my guidance and supervision. I am satisfied with the quality of student’s research work and allow her to submit this thesis for further process of approval as per IIUI rules and regulations.

Date: 17-01-2024 .

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Prof. Dr. Samina Malik

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TABLE OF CONTENTS

	Page
Abstract	vii
CHAPTER 1	1
INTRODUCTION	1
1.1 Background and Context of the Study.....	1
1.2 Problem Statement.....	3
1.3 Objectives of the Study.....	3
1.4 Research Questions.....	3
1.5 Significance of the Study.....	4
1.6 Delimitations of the Study	4
1.7 Operational Definitions	4
1.7.1 Communication Practices	4
1.7.2 Physical Resources.....	5
1.7.3 Behavior Managing Practices	5
1.8 Conceptual Framework.....	5
1.9 Theoretical framework	6
1.9.1 Description.....	6
1.9.2 Interpretation.....	6
1.9.3 Juxtaposition	6
1.9.4 Comparison	7
CHAPTER 2	7
LITERATURE REVIEW	8
2.1 Review of Related Literature.....	8
2.2 Empirical Researches	9

2.2.1 Effective Classroom Management and Students' Academic Achievement	9
2.2.2 Teachers Classroom Management Applications.....	10
2.2.3 Application of Classroom Management Strategies.....	10
2.2.4 Effect of Classroom Management Styles.....	11
2.2.5 Impact of Classroom Management on Students' Achievement.....	12
2.2.6 Student Perceptions on Classroom Management Practices	12
2.2.7 Effects of Classroom Physical Environment	13
2.2.8 Classroom Management Practices of Teachers	13
2.2.9 Teacher Classroom Management Practices	14
2.2.10Best Classroom Management Practices	15
2.2.11Effect of Classroom Management and Control	15
2.2.12Effect of Classroom Management and Strategies on Students	15
2.2.13Classroom Management and School Climate	16
2.2.14Disciplinary Interventions in Classroom Management.....	16
2.2.15Implementation of Classroom Management Practices	17
2.2.16Self-Led Approach to Improve Classroom Management Practices.....	18
2.2.17The Keys to Manage Instruction and Behavior	20
2.2.18Assessing Teachers' Behavior Support Skills	20
2.2.19Use of Empirically Supported Classroom Management Practices	20
2.2.20Culturally Responsive Classroom Management.....	21
2.2.21Implementation of Classroom Management Practices	22
2.2.22Teaching Experience and Classroom Management Practices	22
2.2.23The Incredible Year Teacher Classroom Management Program.....	23
2.2.24Implementation of Effective Classroom Management Practices.....	24
2.2.25Preservice Teachers' Classroom Management Training	24

2.2.26	Teachers' Self-Efficacy in Classroom Management	25
2.2.27	Classroom Management and Mastery-Oriented Instruction	26
2.2.28	Teachers' Representations of Classroom Management Events	27
2.2.29	Influence of Program on Teacher Practice and Their Pupils	27
2.2.30	Classroom Management Program.....	28
2.2.31	The Effectiveness and Cost-Effectiveness of Program in School	29
2.2.32	Teaching Classroom Management.....	29
2.2.33	Influences and Use of Behavior Management Strategies	30
2.4	Critical Summary of Literature Review	31
CHAPTER 3		32
RESEARCH METHODOLOGY.....		32
3.1	Research Design	32
3.2	Population and Sample	32
3.3	Instruments	33
3.4	Procedure (Validity, Pilot testing & Reliability).....	36
3.4.1	Validity	36
3.4.2	Pilot Testing.....	36
3.4.3	Reliability.....	36
3.5	Data Collection.....	37
3.6	Data Analysis.....	37
3.7	Ethical Considerations	38
CHAPTER 4		40
DATA ANALYSIS AND INTERPRETATION		40
CHAPTER 5		71
SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS		71

5.1	Summary.....	71
5.2	Findings	71
5.2.1	Student’s Questionnaire Findings	71
5.2.2	Findings Based on Observation Checklist	78
5.3	Discussion.....	81
5.4	Conclusions	83
5.5	Recommendations	85
5.5.1	Recommendations for Future Research	85
	REFERENCES	87
	APPENDICES	92

LIST OF TABLES

Table 3.1	Population of Study.....	32
Table 3.2	Reliability analysis of instrument and indicators of instrument.....	34
Table 3.3	Data Analysis.....	35
Table 4.1	Categorization of mean.....	37
Table 4.2	Responses of Students at Public University About Behavior Management Practices.....	38
Table 4.3	Responses of Students at Public University About Management of Physical Resources.....	40
Table 4.4	Responses of Students at Public University About Communication Practices.....	42
Table 4.5	Responses of Students at Private University About Behavior Management Practices.....	45
Table 4.6	Responses of Students at Private University About Management of Physical Resources.....	47
Table 4.7	Responses of Students at Private University About Communication Practices.....	49
Table 4.8	Comparison of Behaviour Management Practices at public and private universities.....	52
Table 4.9	Comparison of managing physical resources public and private universities.....	54
Table 4.10	Comparison of communication practices between public and private universities.....	56
Table 4.11	Comparison of classroom management practices at public and private universities.....	60
Table 4.12	Observation Checklist for Behavior Management Practices.....	61
Table 4.13	Observation Checklist for Management of Physical Resources.....	63
Table 4.14	Observation Checklist for Communication Practices.....	66

LIST OF FIGURES

Figure 1.1	Conceptual Framework.....	5
Figure 5.1	Behavioral Management Practices.....	71
Figure 5.2	Management of Physical Resources.....	72
Figure 5.3	Communication practices.....	73
Figure 5.4	Communication practices.....	75
Figure 5.5	Comparison of classroom management practices at public and private universities.....	76
Figure 5.6	Behavioral Management Practices.....	77
Figure 5.7	Management of Physical Resources.....	78
Figure 5.8	Communication practices.....	79

Abstract

The purpose of this study was to focus on the comparison of classroom management practices at public and private universities in Islamabad. The literature has been documented that teachers who properly organize and manage the classroom would support students' learning. The variables of classroom management practices include lesson planning, teaching methodology, communication practices, physical resources, managing student behavior, and time management. In this study, the researcher considered three variables; communication practices, physical resources, and behavior management practices. The objectives of this study were to a) compare the communication practices of teachers in public and private universities, b) compare the physical resources managed by the teachers in public and private universities, c) compare the behavior management practices of teachers in public and private universities, and d) investigate the difference among classroom management practices in public and private universities. The research design of the study was descriptive in nature. The population of the study includes 222 BS students and 19 teachers in the Faculty of Social Sciences in public and private universities of Islamabad. Universal sampling technique has been used to select the samples. A self-developed questionnaire on a five-point Likert scale and observation checklist have been used to analyze the perception of students on teachers' communication practices, physical resources, and behavior management practices. The data has been collected data through personal visits and observation at the universities. Data were analyzed by descriptive statistics such as Mean, frequency and percentage to compare the classroom management practices at public and private universities in Islamabad. This study found that there were similarities and difference between classroom management practices at public and private universities in Islamabad.

Keywords: Classroom Management Practices, Behavior Management Practices, Communicate Practices, Physical Resources.

CHAPTER 1

INTRODUCTION

Creating and maintaining a positive learning environment involves classroom management, which includes organizing the physical space, establishing rules and procedures, and ensuring that students are engaged and participating in class activities. Effective classroom management also involves lesson planning, teaching strategies, communication practices, and student behavior and time management. This study considered three aspects of classroom management practices including communication practices, physical resources and managing student behavior.

1.1 Background and Context of the Study

It is obvious that an instructor who properly organizes and manages the classrooms always supports students' learning. The management of a classroom involves the creation of an effective learning environment for a group of students within a classroom setting. In the past, classroom management and instructions were considered as separate entities. Early literature on education treated teachers' management decisions as insignificant. However, research from the 1980s revealed that management and instruction are closely connected and can influence each other (Hunter, 2022).

Previous research indicated that quality of the learning environment, including its physical, instructional, and psychological components, can significantly affect the academic performance and outcomes for the university students. The physical environment directly and indirectly affects the learning and cognitive development of the students. A stimulating physical environment can significantly enhance an organization's productivity and help students achieve academic success by providing clear pathways to their goals (Suleman et al., 2014).

Educational institutes play a crucial role in facilitating effective learning by organizing the student's physical space, time, and materials. By prioritizing student-centered groups, collaboration and harmony are fostered among students, leading to a more conducive and productive learning environment (Wong & Wong, 2009).

The art of managing the classroom is a crucial skill for teachers regardless of their expertise level in the subject they teach. Therefore, it is important for educators

to devote time and effort to study the principles of classroom management as part of their preparation. Existing research also suggests that effective classroom management can have a pronounced effect on student's academic achievement and emotional growth, making it a vital aspect of any teacher's toolkit (Rubio, 2009).

The teaching-learning process cannot be done in a vacuum. It happens in formal educational environments because of classroom interaction. Elements of the teaching-learning process in classroom settings include the instructor, students, content, experiential learning, and learning situation. The conditions under which learning occurs are referred to as the learning situation or learning environment. Each classroom has its own set of teaching and learning conditions. Moreover, classes may appear similar from a distance, but they differ in their processes and procedures (Arends, 2007).

Learning environment factors affect the student's behavior through both social and physical perspectives. As a result, the circumstances of the learning environment as well as its physical features can have a major impact on students' educational outcomes. The function of the learning environment is vital to a student's academic performance during school. Academic performance is the extent to which a student completes his or her projects and studies. The most widely understood indicator of assessing educational outcomes is grading, that indicates the scores of the students for their subject areas and overarching seniority. Moreover, academic performance is a crucial indicator of success in most educational settings. This indulges meeting the specific standards and criteria set by the institution or an external examination body, which the government or a self-governing organization establishes. Such measures assess a student's competence and proficiency in specific subject areas and are often used to determine their prospects and opportunities. For example, students must strive for excellence in their academic pursuits that can significantly impact their overall success (Higgins et al., 2005).

It is well-established according to Higgins et al. (2005), that the learning environment has a significant impact on students' academic performance and behavior. The researcher conducted a study to compare the classroom management practices of one public and one private university in Islamabad. In this study, the researcher investigated similarities and differences between two universities in terms of three key aspects: communication practices, physical resources, and management

of student behavior. This study has been conducted at the university level. Further, it intends to fill the gap as it is focused on a comparative study of classroom management practices at public and private universities in Islamabad.

1.2 Problem Statement

The classroom management practices play an essential role in students' learning process. At university level, classroom management practices need improvement especially in the backdrop of increasing students' behavioral problems. The improvement in the classroom management practices requires empirical evidence. This research has focused on the classroom management practices at the university level. It was considered essential to explore the difference between public and private universities and how far these universities meet the expectations of students regarding classroom management practices. This study specifically focused on BS students of the Faculty of Social Sciences in the universities.

1.3 Objectives of the Study

The objectives of this study were to;

1. Compare the behavior management practices of teachers in public and private universities.
2. Compare the physical resources managed by the teachers in public and private universities.
3. Compare the communication practices of teachers in public and private universities.
4. Investigate the difference among classroom management practices in public and private universities.

1.4 Research Questions

1. What are the differences and similarities between behavior management practices of teachers in public and private universities?
2. What are the differences and similarities between physical resources managed by the teachers in public and private universities?
3. What are the differences and similarities between communication practices of teachers in public and private universities?

4. How classroom management practices differ in public and private universities?

1.5 Significance of the Study

This study aims to help university management to improve the classroom management practices. The results of this study are beneficial for the faculty and university administration. The teachers can assess their weaknesses concerning classroom management practices and consider measures to overcome these flaws to keep students on track and maximize their learning. Moreover, it is beneficial for the students in terms of decreasing disruptive behavior and increasing academic achievements and engagements. The findings of this research are also helpful for the university management to decide the selection criteria of teachers.

1.6 Delimitations of the Study

In order to complete the thesis within a given timeline, the researcher narrowed down the study and made it more manageable, concise and relevant to the research goal. This study was delimited to three variables of classroom management practices that include communication practices, physical resources, and behavior management practices. This study was also delimited to a public university (i.e., International Islamic University Islamabad) and a private university (i.e., Muslim Youth University) of Islamabad. Furthermore, it was delimited to BS students of 7th semester from the Faculty of Social Sciences. Finally, it was delimited to the Department of Psychology and International Relations of both universities.

1.7 Operational Definitions

1.7.1 Communication Practices

In this study, communication practices refer to the teachers' usage of understandable language, relevance with the real-life examples, engaging students in active discussion, encouraging interaction, giving opportunity to ask question, appreciating good behavior, paying individual attention to problematic students, and giving feedback for the constructive criticism.

1.7.2 Physical Resources

In this study, physical resources refer to the classroom's physical environment, which includes effective lighting, proper seating arrangements, and the use of instructional Audio-Visual Aids.

1.7.3 Behavior Managing Practices

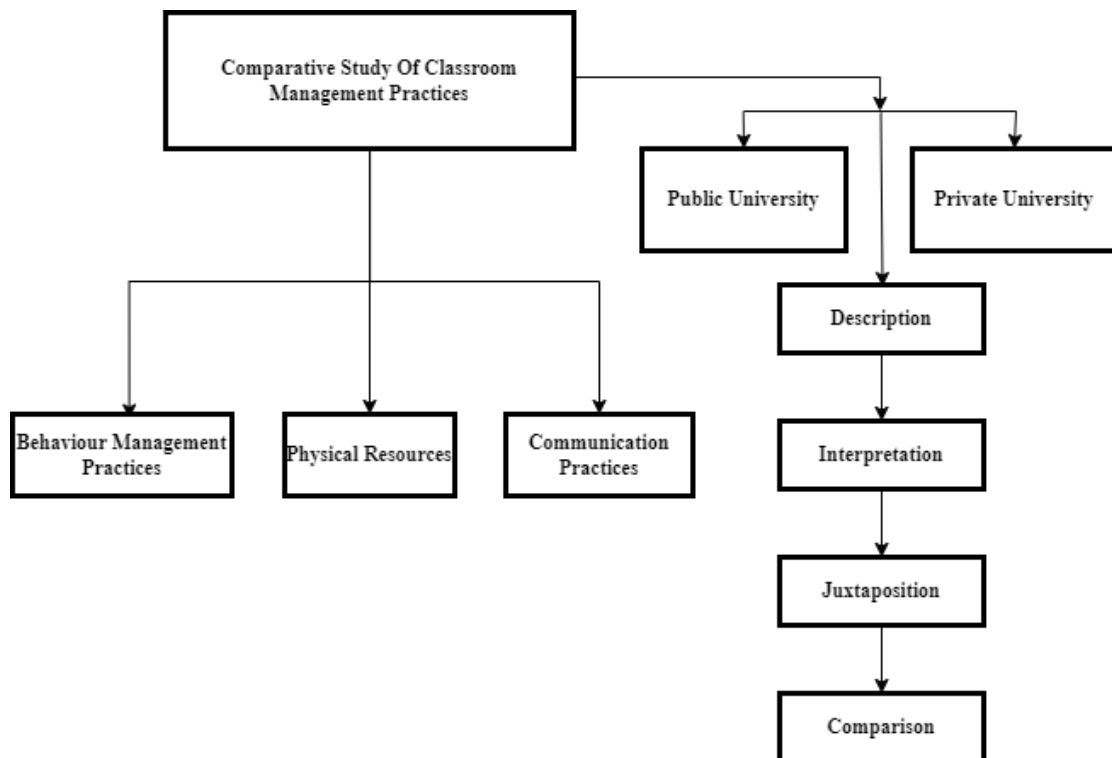
In this study, behavior management practices refer to methods that teachers use to foster an encouraging classroom environment, motivate students to learn, and promote positive behavior. These methods include creating a disciplined and organized class, providing rewards for friendly and approachable behavior, and monitoring students during tasks to ensure their participation.

1.8 Conceptual Framework

In the conceptual framework, comparison of classroom management practices at public and private universities in Islamabad is shown in Figure 1.

Figure 1

A Conceptual Framework



1.9 Theoretical Framework

This study was based on Bereday's comparative model, which was four step model: step 1) description, step 2) interpretation, step 3) juxtaposition, and step 4) comparison. A short description of each framework and its interpretation was presented. This was followed by a comparison of classroom management practices made at both public and private universities.

According to Bereday's comparative model of the description included the brief instructions about classroom management practices made in both universities and interpretation of classroom management practices. The behavior management practices, management of physical resources, and communication practices in both universities to derive out differences in both universities. At last stage of Bereday's model, the comparison of classroom management practices was included. The Bereday's model aligned throughout the thesis at start of each chapter.

The study followed the Bereday's comparative model of the study, which was based on four stages.

1. Description
2. Interpretation
3. Juxtaposition
4. Comparison

1.9.1 Description

The data about classroom management practices during 2020-2023 was collected in descriptive form through questionnaires and observation checklists from public and private universities.

1.9.2 Interpretation

The data collected from samples through questionnaires and observation Checklist were analyzed and evaluated in this stage.

1.9.3 Juxtaposition

The data collected from questionnaire and observation checklist were established by finding out similarities and differences for comparative analysis of study in this stage.

1.9.4 Comparison

After the stage of Juxtaposition, the data collected about classroom management practices of public and private universities during 2023 was compared.

CHAPTER 2

LITERATURE REVIEW

This chapter includes existing research done in the domain of classroom management practices. More specifically, it includes review of empirical studies about students' perception regarding classroom management practices, research gap and critical summary of the literature.

2.1 Review of Related Literature

Every student has access to the learning environment in a classroom where teachers have a direct impact on students' behavior. Discipline issues are prevalent in today's classrooms. According to the literature, teachers who properly plan and manage the classroom might support the students' learning. The variables such as curriculum design, instructional strategies, communication practices, physical assets, managing student behavior, and time management are directly associated with classroom management strategies (Kausar, 2017).

2.2 Theoretical Review

2.2.1 Strategies for Classroom Management

Classroom management practices play a significant role in maintaining discipline, developing communication skills, and students' behavior at the undergraduate level. There are many strategies for the classroom management such as; 1) holding high standards for behavior and making them clear, 2) establishing specific guidelines and procedures, 3) showing students how to follow them, and 4) developing youngsters in primary school and those from low-income backgrounds particularly benefit greatly from a lot of teaching, 5) practicing, and 6) reminding. From the very first day of class, teachers should implement the class rules consistently and fairly. Moreover, the teachers should invest time in teaching students' self-monitoring techniques, and work to develop a feeling of self-discipline in them. They should keep the lesson moving quickly and make seamless changes from one activity to the next. They should also observe the student behavior in class, provide criticism and encouragement. The teachers need to give special attention to the students, especially to those with behavioral issues, to give them the chance to success in their academic and social development. They need to work to develop an internal locus of

control in pupils who don't seem to have a sense of personal efficacy. They should use cooperative learning groups where necessary. Furthermore, they need to use humor to spark students' interest or ease tensions in the classroom when appropriate. During instruction in a classroom, distracting items such as athletic equipment and art supplies should be removed (Dunbar, 2004).

The teachers that succeed in creating a secure and productive learning environment for students, use effective classroom management practices. For the learning process, a secure and welcoming environment must be provided by improving the classroom management practices effectively. The teacher should therefore be knowledgeable about and skilled in using techniques that will both enable and aid students in learning. The students' motivation is yet another way that teacher management tactics affect them. Even though motivation has a significant role in how well students perform, the research examines how it relates to teachers' management strategies (Zuckerman, 2007).

According to the research study Acikgoz (2005), teachers' personal qualities impact students' perceptions more than their teaching or professional skills. The teachers' classroom management strategies are key to creating a conducive learning environment, and these strategies are influenced by their personalities. The study also found that a supportive classroom environment can motivate the students. The classroom management techniques that foster a positive environment can increase students' intrinsic motivation. Moreover, teachers' personal qualities impact students' perceptions more than their teaching or professional skills.

2.2 Empirical Researches

2.2.1 Effective Classroom Management and Students' Academic Achievement

According to the study of Adeyemo (2012) on the subject, disruptive behavior in the classroom can be attributed to various factors such as societal influences, institutional policies, teacher practices, student attitudes, and home environments. To effectively manage a classroom, and to promote a positive learning environment, teachers and students need to be actively engaged and committed to the task at hand. While teachers bear the primary responsibility for maintaining order and discipline in the classroom, the study also emphasizes the critical role that students and society play in ensuring that lessons are uninterrupted and successful. The teachers and students can contribute to a more productive and fulfilling educational experience for

all by working together and fostering a culture of respect, responsibility, and collaboration. According to the findings, there is no substantial difference in classroom management between the selected schools, performance of students, efficient classroom monitoring, and teacher cognition of effective classroom management. In the study, it has been concluded that there is no gender difference in physics student performance, with the statement that "if gender difference has to do with students," it is strongly linked with teachers' use of ineffective classroom management.

2.2.2 Teachers Classroom Management Applications

In another study of Konti (2011), it is stated that efforts of the teachers to know each of their student personally and establish a deep and trustworthy connections are insufficient. The development of class management skills is a thought to play a key role in accomplishing the objectives of teaching and learning. However, there is a strong association between good communication among students and teachers. It could possibly be argued that teachers' attitudes have a negative impact on education.

2.2.3 Application of Classroom Management Strategies

According to Ahmad (2011), public and private schools understand the importance of carefully managing the physical environment, and seating arrangements of their classrooms. However, private schools use multimedia more effectively in their teaching methods than public schools. Both types of schools have established the classroom rules and schedules that students know and follow. Moreover, public schools utilize the group activities and questioning methodologies, encouraging open discussion and collaborative learning. Similarly, the private schools also employ the same teaching methods to promote active learning among their students.

This study explains that private schools are better equipped to address the student behavioral issues as an integral part of their education system. They have a more hands-on approaches to help their students deal with their behavioral problems. Unlike private schools, the public schools are less focused on hands-on-approaches. Both public and private schools track and reward the success of students as an essential aspect of an education system. However, the private schools consistently provide high-quality education across all courses, while the quality of instruction

varies in the public schools. Both public and private schools prioritize a conducive learning environment and positive student-teacher interaction. They provide clear education and task-focused instructions with logically arranged course materials that helps students understand the subject in a better way. Moreover, the teachers in both settings use body language to control their classrooms, and students offer immediate feedback that allows for a better learning experience. There are similar strengths and weaknesses of both public and private schools, but their primary focus is to provide quality education to their students.

2.2.4 Effect of Classroom Management Styles

According to Thi and Nguyen (2021), styles of the students learning affect the students English learning and academic achievements across multiple dimensions. First, authoritative teachers seem to have the most significant positive impact on the learning motivation of their pupils. When teachers deliver the lectures fluently, and modulate their voices, it helps the students learn the material more quickly and effectively. However, the effect of rules and regulations on students' willingness to study English is a point of contention among different student groups. Second, an indulgent approach to classroom management has been linked to positive and harmful effects on students' engagement in their studies. Generally, the adverse effect is more prevalent in classroom management of both public and private schools. The most detrimental aspect of this style is the lack of teacher control over in-class activities. One of the most effective ways to increase student motivation is engaging with them beyond the boundaries of the classroom. Moreover, because of opportunities to connect with the peers and educators outside of traditional learning environments, students are more likely to feel invested in their academic journey and inspired to achieve their goals. This approach significantly impacts the student success, highlighting the importance of building strong relationships, and fostering a sense of community within the educational experience. Surprisingly, there is a disagreement among students related to the misbehaviors that strict discipline from teachers will encourage pupils to learn English. Finally, it is concluded that students' motivation to learn English is significantly affected by permissive style.

2.2.5 Impact of Classroom Management on Students' Achievement

At the university level, a comprehensive study was conducted by Saifi et al. (2018) to examine the influence of classroom management on students' academic achievements. The study participants were students who were presented to fill out the questionnaire. The outcomes of the study demonstrated that classroom management practices have not any significant effect on academic achievement. Most respondents agreed that the teachers strictly enforce classroom rules and punctually check assignments. Moreover, the teachers praised the students' good performances with positive feedback. However, some respondents disagreed that their teachers provide individual attention to problematic students and gave proper feedback. This implies that some teachers need to improve their management skills to pay more attention to the difficulties of their students. Overall, the findings of the study indicate that universities understand classroom management skills, and handle management issues reasonably for all students, regardless of gender. The opinions of male and female students and bachelor's and master's degree seekers were not significantly different, indicating that the classroom environment fosters an atmosphere of equity and impartiality where all students are respected and treated fairly. In conclusion, the study highlights the importance of effective classroom management practices, and encourages teachers to provide individual attention to all the students to enhance their academic performance.

2.2.6 Student Perceptions on Classroom Management Practices

According to Moen et al. (2010), this study has been conducted to apply course norms and procedures and made informed judgments. The students from diverse origins and educational levels have varying views on acceptable specific classroom management tactics and approaches employed by academicians. The differences in the views of students as appropriate or inappropriate can often be attributed to a few demographic characteristics. Based on this study, non-traditional students who are over the age of 24, and students with lower GPAs are more likely to believe that part-time students who work full-time should have distinct homework assignments than regular students. It has been found that the level of acceptance of classroom management strategies and practices varied significantly among these primary demographic groups, depending mainly on the student's GPA, age, and traditional or non-traditional status. Additionally, some differences were observed due

to undergraduate program of study and personality type demographics. However, the extracurricular activities provided by the university have not shown any statistical significance in the conclusion of this study.

2.2.7 Effects of Classroom Physical Environment

A research study by Suleman et al. (2014) shed light on the correlation between the physical classroom environment and the academic achievement of secondary school students in the Kohat Division. The study conclusively proved that a well-equipped classroom plays a significant role in positively effecting students' academic performance. The experimental group, provided with a conducive learning environment, outperformed the control group regarding academic achievement scores and retention rates. The research findings suggest that investing in the physical environment of classrooms can significantly benefit the students' academic success.

Moreover, the study has also found that students in the experimental group show higher levels of motivation, interest, and attentiveness during the study. The conducive learning environment positively affect their overall behavior and attitude towards learning. When students feel comfortable in the classroom, they are more likely to concentrate on the lesson, and improve their academic performance. Therefore, investing in the physical environment of classrooms not only enhances students' academic performance, but also nurtures their overall growth and development. Overall, the findings of the study suggest that a well-equipped classroom is a crucial factor in shaping students' academic success.

2.2.8 Classroom Management Practices of Teachers

A recent study by (Iqbal et al., 2021) focused on exploring the various classroom management techniques employed by secondary school teachers. The researchers uncovered some effective strategies used by these educators that significantly contribute to the smooth running of their classrooms. For instance, the teachers would initiate interactive discussions with their students before lessons, allowing them to establish a comfortable and inclusive learning environment. This approach helps foster a sense of community and ensures that every student feels valued and heard. Moreover, the teachers involve their students in developing the class rules, which help to create a sense of ownership and responsibility. This approach ensures that every student is aware of the expected behavior and the

consequences of any deviation. The teachers also assign individual responsibilities to the students, which helps in managing the class and empowers the students to take charge of their own learning. The study has also revealed that successful classroom management results from teachers' dedication to their classes. The teachers take the time to understand their students' individual needs and personalities, which helps them tailor their teaching approach suitable for each student. The teachers also use humor to keep their lessons engaging, and to create a relaxed and enjoyable learning environment.

In contrast, the study also highlighted some challenges that secondary school teachers face in managing their classrooms. For example, some teachers face the challenge of building a rapport with their students at the beginning of a term, which could create a barrier to effective classroom management. To overcome this challenge, the study recommends that teachers should establish a good relationship with their students through interactive discussions and involvement in developing class rules. In conclusion, effective classroom management is crucial for the success of every learning institution. The teachers can achieve this by displaying a solid devotion to their classes, taking the time to understand their students' individual needs and personalities, and using humor to keep their lessons engaging. They can also involve their students in developing class rules, and assign them specific roles to assist the teacher in directing the class. Thus, maintaining a positive and fear-free learning environment is vital in fostering effective classroom management for teachers.

2.2.9 Teacher Classroom Management Practices

According to Rashid et al. (2019), effective time management involves the development of skills and techniques to prioritize the tasks within a set timeframe. This promotes self-control and ensures that time is invested wisely towards achieving goals. In education, the time management practices are crucial for teachers and students to improve the academic and job performance. Fortunately, these skills can be learned and implemented to enhance organizational performance. The teachers can efficiently accomplish their targets by scheduling the tasks and adopting a positive attitude towards time. Overall, the time is a precious resource that must be utilized wisely to succeed.

2.2.10 Best Classroom Management Practices

The effective classroom management can be summarized in three words: firm, fair, and friendly, according to Kaur and Pahuja (2019). Firmness signifies strength, organization, resilience, and leadership, while fairness entails treating all the learners and learning styles equally. To teach the students effectively, educators need to thoroughly examine the various components of a classroom setting. This includes the consideration of factors such as their teaching philosophies, preferred methods of instruction, and strategies for working with students. Educators can better address and understand the unique needs of each student in the class by closely reflecting on and comprehending these individual elements. Furthermore, teachers can set their own ethical principles that can be a valuable tool for their guidance as they assess teaching theories and practices to affect the students and society in a positive way.

2.2.11 Effect of Classroom Management and Control

According to Khan (2017) the emphasize is on the importance of classroom management and control to ensure effective teaching, maintain discipline among students, and help teachers manage their classrooms efficiently. The classroom management is effective in helping pupils to develop self-control, confidence, and the teacher to prepare for daily activities. It gives attention to highlight the ventilation and space management.

2.2.12 Effect of Classroom Management and Strategies on Students

According to Chalak and Fallah (2019), several factors impact students' achievement at the university level. As teaching and learning occur in a social environment, it is common to face the problems. The importance of effective classroom management cannot be overstated when it comes to successful teaching, particularly as perceived by students. To this end, teachers are provided extensive training in classroom management strategies as a mandatory component of their educational syllabus. These strategies are designed to enhance the performance of both teachers and students, and to promote the development of practical teaching skills. To achieve their goals, it is necessary for both teachers and students to carefully analyze and understand the various factors that can affect classroom management, student learning, and motivation. Considering the critical role that effective classroom management plays in the educational process, they must continue to explore and

implement measures to improve the current system to meet the needs of both teachers and students. The instructors should view students as active participants, and the latest technologies should be used to facilitate learning. Moreover, activity-based teaching can develop productive learning, and teachers should establish classroom rules and guidelines. They should also focus on their classroom management skills to positively affect students' academic performance.

2.2.13 Classroom Management and School Climate

In 2016, Back et al. conducted a thorough study to establish the importance of effective classroom management techniques and collaborative school-staff relations in the creation of a positive school climate. This kind of climate ultimately has a significant impact on the academic achievement of students in urban schools. The researchers have explored the significance of classroom management skills and the interplay of school domain variables from an ecological perspective. They have discovered that academic achievements can be enhanced by effectively managing the classroom and fostering collaborative relationships between staff and students. This, in turn, benefits not only the students but also the teachers, administrators, and schools. The study highlights the need to prioritize effective classroom management techniques and collaborative school-staff relations to create a positive and successful learning environment.

2.2.14 Disciplinary Interventions in Classroom Management

According to Roberts et al. (2023), the responsibility of classroom management falls primarily on the teacher. This involves three leading roles: designing instruction, creating a curriculum, and implementing the management techniques. To effectively manage a classroom, it is essential to establish rules and procedures that cover the expectations, transitions, materials and equipment, group work, and teacher-led activities. Building positive relationships between teachers and students is crucial for ensuring classroom management success and promoting student achievement. The teachers need to appropriately communicate their authority levels to maintain control over the classroom. This requires the right mindset that includes witness the ability to identify and address behavioral problems and emotional objectivity quickly. The development of students' responsibility and role in classroom management is also vital. This can be achieved through modeling, rules, procedures,

expectations, and reinforcement that should be introduced and reinforced on the first day of school.

Furthermore, it is essential to ensure that school-wide management policies align with and support classroom practices. This ensures consistency and promotes a positive learning environment for all the students. The teachers can create a safe and conducive learning environment that promotes student success by implementing the effective classroom management techniques.

2.2.15 Implementation of Classroom Management Practices

According to Gage et al. (2017), the ability of teachers to manage the classroom has a direct impact on their students' academic success. Specifically, the students who are taught by teachers with poor classroom management skills and low levels of interaction tend to display lower engagement levels, which in turn negatively affects their academic performance. On the other hand, classroom management practices that have been proven effective include actively supervising and instructing students, providing ample opportunities for students to participate in class activities, and collecting feedback from them. To further explore the impact of classroom management on student outcomes, the authors conducted a study using latent class analysis. They identified a group of elementary school students and teachers, with one group of teachers demonstrating a lack of effective classroom management. The researchers then analyzed the relationship between low classroom management practices and student engagement and disruptive behavior, using a multilevel framework. The findings of this study indicate that students in classrooms with poor classroom management practices are significantly less engaged in instruction, which could directly impact their academic performance. However, no significant differences were found in terms of disruptive behavior. This highlights the importance of effective classroom management, as it can help create a safe and productive learning environment for students. Ultimately, the teachers who can manage their classrooms effectively are better equipped to help their students succeed. The teachers must receive adequate training and support in evidence-based practices to increase their chances of success. The planning for classroom management should begin well before students enter the classroom. Moreover, the teachers should have a clear plan before the school year starts and be prepared to adjust and adapt as needed.

2.2.16 Self-Led Approach to Improve Classroom Management Practices

In a study by Nagro (2020), a four-step video analysis was proposed to assist teachers in instruction and professional development. This process involves recording a lesson, reviewing it using an observation tool, reflecting using a structured graphic organizer, and revising the instruction for the betterment of students. Video analysis and the CT scan and Reflection Matrix can enhance current teaching practices and encourage teachers to identify their strengths and weaknesses. This approach offers a flexible and effective way for teachers to assess their teaching choices and create an observable plan for future lessons. It allows them to analyze their classroom management practices, teacher-student interactions, and vocabulary instruction. Principals can support their teachers by providing time, resources, and inexpensive video analysis kits. This approach can benefit teachers in rural or under-resourced districts, as it can be used with instructional coaching or teacher-candidate supervision.

In the process of effective teaching, recording a lesson using a camera or smartphone is the first step. This recording can be done during a regular class or with a small group of students. To enhance the quality of teaching, there are four crucial steps that educators should follow. Firstly, teachers should record a video of one of their lessons to have a visual representation of their teaching methods that can be reviewed and analyzed later. Secondly, teachers should utilize an observation tool to scrutinize their instructional practices and identify the areas that require improvement. This tool assists teachers in pinpointing areas where they may need to improve their teaching methods or where they could benefit from additional training. The third step involves using a structured graphic organizer to reflect on the video and recognize patterns and trends in their teaching practices. This helps teachers identify areas where they can adjust, such as language use or pacing. Finally, teachers should revise their instruction based on evidence-based classroom management practices to create a positive learning environment for their students. By following these four steps, experienced educators can improve their teaching practices and benefit their students. These practices include setting clear expectations, being consistent, building relationships, using positive reinforcement, being proactive, using humor, and responding calmly to behavior issues. New teachers can also benefit from video analysis by studying classroom management practices and tracking their progress.

Overall, this four-step process of video analysis offers an effective way for teachers to improve their instructional practices and, ultimately, enhance student learning outcomes.

According to Fowler et al. (2019), mentorship and support from experienced teachers can provide new teachers with valuable insights and strategies for managing their classrooms effectively. Additional training in classroom management can also help new teachers learn new techniques and strategies for managing behavior in the classroom. By seeking out mentorship, support, and additional training, new teachers can build their confidence and effectively manage their classrooms. As a result, their students can have improved learning outcomes, and the classroom environment can become more positive and productive. Effective classroom management is a vital aspect of teaching. It involves creating a safe and welcoming learning environment that encourages students to participate actively and make progress. To achieve this, teachers must establish clear academic and behavioral expectations and foster positive relationships with their students. They must also employ various teaching strategies to cater to diverse learning needs. Classroom routines and schedules are essential to successful classroom management as they provide structure and consistency. By implementing these strategies, teachers can create a conducive learning environment that promotes academic and personal growth for their students. The teachers must establish clear routines for daily activities such as entering the classroom, taking attendance, and transitioning between subjects or activities. The schedules should be consistent and well-planned to ensure that students have adequate time to learn and complete tasks. The physical arrangements in the classroom can also impact student behavior and learning. The teachers must consider the classroom layout and ensure it is conducive to learning. This may involve rearranging desks, creating designated areas for specific activities, and ensuring the classroom is well lit and comfortable. Teacher-student relationships are critical to effective classroom management. To establish a healthy rapport with their students, teachers should exhibit respect, empathy, and understanding. This can involve getting to know students personally, acknowledging their accomplishments, and providing support when needed. Learning dynamics and instructional strategies are also essential components of classroom management.

2.2.17 The Keys to Manage Instruction and Behavior

According to the study Cooper and Scott (2017), teachers can benefit from utilizing various teaching techniques to cater the diverse needs of their students. These techniques can include visual aids, hands-on activities, and group work to engage students, and facilitate their learning experience. To maintain effective classroom management, teachers must be proactive, organized, and attentive to their students' needs. By doing so, the teachers can cultivate a positive and secure learning environment for their students, encouraging participation and achievement while providing equal opportunities for all.

2.2.18 Assessing Teachers' Behavior Support Skills

According to Myers et al. (2017), teachers skilled in classroom management can establish a positive and safe learning environment, which in turn supports students' academic and social-emotional development. This environment makes students feel comfortable and engaged, leading to better learning outcomes. Teachers with strong classroom management skills can create a structured routine that helps students feel more secure and confident in their learning environment. Setting clear expectations for both behavior and academic performance is crucial to help students understand what they must do to succeed. Skilled teachers can create a supportive learning environment that promotes social-emotional development by fostering positive relationships with their students. Teachers who can connect with their students' personalities can help them feel valued and supported, improving their self-esteem and confidence. Experienced educators employ different instructional techniques to cater to the unique requirements of their pupils. This may involve differentiating instruction to meet individual learning needs, using technology to enhance learning, and creating opportunities for hands-on learning experiences. The creation of an effective learning environment involves proper classroom management that supports academic and social-emotional development. When teachers possess the necessary skills to manage their classrooms efficiently, they can establish a productive and encouraging atmosphere that enables all the students to thrive.

2.2.19 Use of Empirically Supported Classroom Management Practices

A study by Simonsen et al. (2020) found that providing teachers with targeted professional development can be crucial in assisting. They implement necessary

classroom management skills, such as prompts and specific praise forms. However, it is essential to note that the study emphasizes the need for further research to determine the most efficient and effective professional development strategies for different individuals and situations. This highlights the need for ongoing evaluation and improvement in the educational field to ensure that teachers have the necessary tools to succeed in their roles and provide the best learning experiences for their students. Moreover, the study emphasizes the importance of exploring strategies to maintain skill use over time. The study's findings emphasize the need for direct training, coaching, and performance feedback, as well as promoting and assisting with self-management to ensure the effective implementation of classroom management skills.

2.2.20 Culturally Responsive Classroom Management

In the field of classroom management, being culturally responsive entails much more than simply being able to speak a few phrases in a student's native language or putting up a bulletin board showcasing their country of origin. It involves a comprehensive approach that considers how management decisions impact a student's ability to learn. Culturally responsive management is both a way of thinking and a set of practices. Educators who practice cultural responsiveness are committed to acknowledging their biases and values and reflecting on how these factors may impact their interactions with students. This involves challenging oneself by asking difficult questions about how one treats students from different cultural backgrounds and examining one's expectations of diverse cultures. Furthermore, culturally responsive teachers take the time to learn about their students' cultures and communities, demonstrating respect for the various ways of speaking and interacting. They understand that there are multiple paths to success, and do not consider any one way as superior to others. Effective classroom managers who are culturally responsive strive to provide equal opportunities for all students to learn without imposing control or enforcing compliance. They create a safe and inclusive environment that promotes social justice and acknowledges each student's unique strengths and challenges. This involves creating a classroom culture that values diversity and encourages students to share their experiences and perspectives. By doing so, teachers can better understand the needs of their students and tailor their lessons to meet those needs. In conclusion, cultural responsiveness in classroom management is a powerful tool for promoting

educational equity and fostering student success. It involves recognizing and valuing each student's unique cultural background and creating an inclusive, respectful, and supportive learning environment. As educators strive for cultural responsiveness, they can help ensure that all students have access to a high-quality education and the opportunity to achieve their full potential.

2.2.21 Implementation of Classroom Management Practices

A study conducted by Collier et al. (2017) indicates that interventions require systematic implementation support to maintain consistency. It was further discovered that varying levels of support are required by teachers, with some benefiting from less time and resource intensive implementation support. To address the issue of time constraints faced by practitioners, fidelity data can be utilized to deliver implementation support more efficiently. Moreover, training in delivering the implementation support is available for self-study purposes. It is worth noting that the collection of both adherence and quality data is useful for providing more targeted implementation support. It is paramount for interventions to be adequately implemented to improve student outcomes, and even "inadequate" adherence can lead to meaningful results. When determining the effectiveness of interventions, it is imperative to take a data-driven approach. This means analyzing not only the outcomes of interventions for students but also closely examining implementation data to gain a complete understanding of how effective these interventions are. By taking a comprehensive approach to data analysis, educators and administrators can make more informed decisions about which interventions are most effective, and how to allocate resources best to support student success.

2.2.22 Teaching Experience and Classroom Management Practices

According to Berger et al. (2018), a study on classroom management practices among vocational teachers is an important area of research, as effective classroom management can significantly impact students' learning outcomes and engagement. Research indicates that there are intricate connections between teachers' viewpoints, years of teaching, and management methods in the classroom. It emphasizes the links between teachers' beliefs regarding teaching methods, student drive, and self-confidence and how they impact classroom management techniques. The study has indicated that teaching experience positively correlates with self-confidence and

constructivist beliefs but does not affect practices, which is promising. This could have significant implications for teacher training programs. While experience may improve teachers' confidence in their abilities and their understanding of specific pedagogical approaches, it may not necessarily translate into changes in their classroom management practices. This study offers important information about the factors influencing classroom management practices among vocational teachers. Further research in this area can help develop more effective teacher education programs, and support teachers in creating positive learning environments for their students.

2.2.23 The Incredible Year Teacher Classroom Management Program

The Incredible Year Teacher Classroom Management program greatly emphasizes how teachers implement their practices, acknowledging the substantial influence that this can bring about. While there have been some suggestions that higher implementation practices may lead to lower affiliation among teachers, a study conducted by Reinke and Herman (2014), found that this did not necessarily translate into adverse effects on student outcomes. Instead, the researchers discovered that high levels of teacher affiliation positively impacted student outcomes, suggesting that positive implementation practices do not necessarily mediate treatment effects. Even though the Incredible Year Teacher Classroom Management program has been shown to improve both teacher and student levels, the effects examined were independent. This may be partly because the treatment did not significantly impact disruptive student behavior. Research has indicated that proactive teaching and a positive classroom climate are essential for reducing disruptive behaviors and creating a supportive learning environment for students. However, the primary treatment effects observed were in the domains of social skills and emotional regulation, which are rooted in other teacher behaviors besides changes in the classroom climate. The Incredible Year Teacher Classroom Management program is designed to equip teachers with the social-emotional coaching skills required to effectively work with parents, manage stress, and develop strategic behavior support plans for students struggling with disruptive behavior. Teachers with high levels of affiliation may be more likely to have acquired and implemented advanced social-emotional coaching skills, enabling them to teach and support their students in developing emotional regulation and prosocial skills. Likely, the development of each teacher's skill set in

this area plays a crucial role in explaining how teachers with high initial affiliation can significantly impact student learning outcomes.

2.2.24 Implementation of Effective Classroom Management Practices

Sebastian et al. (2019), conducted extensive research on the impact of teacher-student relationships on social learning in home and institutional settings. They aimed to uncover how these connections can help or hinder acquiring knowledge and social skills and ultimately improve educational approaches. The research team's investigation was comprehensive and methodical, bringing new insights into a crucial area of study. They delved into the intricate dynamics that shape the relationship between teachers and students, yielding invaluable information. One particularly interesting finding was that teachers who formulate behavior support plans, including positive reinforcement strategies, positively impact their students. This raises the question of whether teachers more closely connected with their students are more likely to employ these strategies, leading to improved outcomes. It is worth noting that this study adopted a unique approach by concentrating on individual teacher perspectives rather than overall school viewpoints. This methodology presents potential for future research as it provides a more nuanced understanding of how a teacher's attitudes and actions influence student outcomes. While the study's primary focus was on how frequently proactive behavior management strategies were employed, it is essential to acknowledge that there may be other ways to fully capture the quality of teaching strategies.

Nevertheless, the study's findings indicate that a teacher's perception of peer affiliation, but not principal leadership, was linked to their implementation practices. This emphasizes the significance of comprehending a teacher's connection with their students to encourage positive behavior and academic performance changes. In conclusion, the study emphasizes the potential value of understanding organizational health indicators in forecasting the successful implementation of new strategies. By taking a holistic approach to comprehending the factors that influence teaching and learning, we can continue to improve educational practices and student outcomes.

2.2.25 Preservice Teachers' Classroom Management Training

As emphasized by Christofferson and Sullivan (2015), classroom management training for preservice teachers is crucial for their effectiveness in the classroom. This

training can be obtained from a variety of sources, including both academic and non-academic avenues. Often, licensed teachers closely affiliated with the preservice teacher's school provide such training. Students' success relies heavily on implementing effective classroom management. It is not just about the quantity of training preservice teachers receive, the quality matters as much. To ensure that preservice teachers are fully equipped to handle all aspects of classroom management, teacher educators must provide them with a combination of didactic coursework and hands-on learning opportunities. This approach covers all aspects of classroom management knowledge, including propositional, procedural, and conditional techniques and strategies. By comprehensively understanding these concepts, preservice teachers will be better prepared to manage a classroom effectively.

School psychologists also play a crucial role in supporting effective classroom management. They should be aware of teachers' classroom management needs and be ready to address any knowledge or skill gaps when providing consultation or intervention services. Together, teacher educators and school psychologists can ensure that preservice and in-service teachers receive the guidance and support they need to become effective classroom managers. As a result, students will achieve better educational outcomes. By working collaboratively, teacher educators and school psychologists can help create positive classroom environments that foster student learning and growth.

2.2.26 Teachers' Self-Efficacy in Classroom Management

Shoulders and Krei (2015) conducted a survey that explored the impact of changes in curriculum on students' sense of mastery in Tennessee and Indiana. The survey revealed that both states had implemented the Common Core and new state standards, resulting in a decrease in efficacy for all participants, particularly in instructional practices. Recent research has shed light on the qualifications and experience that may better equip teachers to handle their classrooms and engage students effectively. The study found that educators with over fifteen years of experience and additional education beyond a master's degree are more likely to possess the necessary skills to manage their classrooms and execute effective instructional practices. However, it was surprising to discover no significant difference in self-confidence for engaging students between this group and teachers with less experience. The study has proved that even teachers with a bachelor's or

master's degree could be equally effective in engaging students as those with education beyond a master's degree. This finding underscores the importance of academic qualifications, continuous professional development, and experience in managing classrooms effectively. Despite the differences in qualifications and experience, teachers from all groups had similarly positive beliefs about their ability to engage students based on their average scores. This is a promising sign that no matter what experience and education a teacher has, they can still develop the necessary skills to engage students in the classroom effectively. Overall, this study highlights the importance of investing in professional development and continuing education to equip teachers with the skills they need to succeed.

2.2.27 Classroom Management and Mastery-Oriented Instruction

According to Schiefele (2017), a teacher's educational interest is a crucial factor that significantly impacts their classroom management and instructional practices. In turn, these practices indirectly influence student motivation through specific instructional methods and classroom management techniques. Developing a well-structured classroom management system is fundamental to promoting a positive learning environment that inspires students to learn. It is equally important for teachers to adopt a mastery-oriented approach to teaching as this can significantly impact students' motivation on an individual and group level. In creating a positive learning environment, it is essential to consider both subjective and objective factors. However, subjective perceptions of classroom management are more critical than objective indicators, particularly concerning student mastery goals. To ensure that teachers possess the necessary skills and expertise, teacher training programs should prioritize developing their educational interests and equipping them with effective instructional strategies that positively impact student motivation. Providing students with relevant and engaging learning materials, constructive feedback, and realistic goal-setting strategies can enhance their learning experience.

Furthermore, teachers should create an engaging and supportive learning environment that fosters student mastery and success by emphasizing the importance of effort, providing opportunities for student collaboration, and recognizing student achievements. Ultimately, by adopting a mastery-oriented approach to teaching and implementing a comprehensive classroom management system, teachers can inspire students to achieve their full potential and foster a lifelong love of learning.

2.2.28 Teachers' Representations of Classroom Management Events

According to Wolff et al. (2015), a study investigated variations in how skilled and inexperienced educators perceive and articulate issues in the classroom. The study has demonstrated that expert teachers had a unique approach to identifying and resolving classroom issues, which involved practical insights from their experiences and opinions. The study has also updated and reinforced existing theories of teacher expertise by highlighting the differences in how experts and novices process classroom events. According to the study, novice teachers often view classroom management as just discipline and student behavior. In contrast, expert teachers focus on the pedagogical choices that promote and maintain learning. The study found significant variations in how experts and novices process classroom events, which can be used to develop a coding scheme that other researchers can apply and modify.

The authors also incorporated examples of successful classroom management, which can help less experienced teachers understand the value of effective management in promoting practical learning. The study found that experts emphasize the teacher's role in managing the classroom to support student learning. In contrast, novice teachers often need to pay more attention to this aspect, which can lead to missed opportunities for student success. Finally, the study has concluded that differentiation in teacher expertise such as acquisition and integration of skills, and knowledge support to teachers and beginners, promote student learning. This research emphasizes the significance of continuous professional growth and efficient classroom management techniques for educators with varying experience levels.

2.2.29 Influence of Program on Teacher Practice and Their Pupils

Allen et al. (2020), shed light on the positive impact that the teacher classroom management program had on educators' teaching strategies. Nevertheless, the researchers also noted that teachers may require additional support when managing children with severe behavioral issues. The program has the potential to be utilized as a universal intervention for child mental health and should be further explored as a comprehensive whole-school initiative. The participants who participated in the program reported that it had a favorable influence on themselves, their students, and their relationships with parents. They felt more confident and prepared to handle challenging behaviors, forged better student relationships, and created a positive

learning environment. The strategies implemented in the program helped children become more independent, take on more responsibilities, and have higher self-esteem. Parents also perceived teachers more positively and were more willing to collaborate with them to address behavior problems. These findings underscore the feasibility and acceptability of the teacher classroom management program in the United Kingdom (UK) context, and policymakers, local educational authorities, and school senior management teams can benefit from this information. It is crucial to note that the program should not be used in isolation when addressing children with severe behavioral issues. A whole-school approach should be considered to support and care for these students. By doing so, educators can ensure that all students receive the assistance they need to succeed academically and personally.

2.2.30 Classroom Management Program

In 2019, Ford et al. conducted a study on the effects of a teacher classroom management course on children's behavior and mental health in school. The study has shown that children who participated in the course significantly improved their classroom behavior and concentration. Additionally, there were temporary improvements in their mental health and prosocial behavior. However, the researchers noticed that these positive changes do not last post-course when no trained teachers were in their new class. To maintain the program's positive impact, adopting a whole-school approach that involves all teachers, teaching assistants, and playground assistants is recommended. This approach ensures that all staff working with the child are trained in teacher-classroom management, and work with the same strategies, leading to a more cohesive and effective program implementation. The teacher classroom management course was well-received by teachers who attended it, and they provided overwhelmingly positive feedback. However, some concerns about how it affects children with special educational needs have been raised. While some teachers reported that the strategies did not support children with challenging behavior, others found them highly effective.

Special educational needs coordinators reported that the strategies were valuable in targeting children with behavioral problems, and the quantitative analysis suggested that those with poor mental health initially benefited the most. Therefore, it is crucial for all the staff working with the child to be trained in teacher-classroom management, and work with the same strategies. It is important to note that only one

teacher per school attended the STARS trial. To ensure the program's success, it is necessary to involve all teachers and school staff in the training and implementation of these strategies. This will result in a more comprehensive and practical approach to classroom management and further enhance the program's positive impact on students' behavior and mental health.

2.2.31 The Effectiveness and Cost-Effectiveness of Program in School

According to Ford et al. (2012), maintaining consistency in strategies and approaches when working with the same child can be a challenge for multiple staff members. According to reports from the teachers, overall school environment has significantly affected their ability to implement changes and improvements within their classrooms effectively. Many have faced numerous challenges, particularly when it comes to disagreements with teaching assistants, which have hindered their efforts to implement new strategies and approaches. These obstacles have created a frustrating and often demoralizing environment for educators, making it difficult to achieve positive student outcomes. Moreover, some educators hesitate to adopt new strategies that are against the prevailing culture of behavior management in their school or feel unsupported by senior management. However, attending a teacher classroom management course has been found to be effective in enhancing the use of positive strategies by teachers.

2.2.32 Teaching Classroom Management

According to Marlow et al. (2015), the main objective of this research study is to analyze and evaluate the effect of a specialized program, specifically designed to enhance, and improve the teachers' classroom management skills. The focus of this program is to aid teachers in creating a more conducive and efficient learning environment for their students, which in turn can positively influence the overall well-being of the teachers themselves. By examining the effects of this program, it has been concluded that to gain a deeper understanding of the interconnectedness between effective classroom management, teacher satisfaction, and overall well-being. As per the study, a group of teachers who actively participate in the program exhibit a significant increase in their level of composure, self-assurance, and overall ease. However, the improvement in their well-being could have been more evident in their scores on the Questionnaire, and the Inventory.

2.2.33 Influences and Use of Behavior Management Strategies

Hansford et al. (2015), conducted a comprehensive study to investigate teachers' beliefs, attitudes, and experiences about a classroom management program. The research offers valuable insights into how the program benefits both Key Stage 1 and Stage 2 teachers, making it the most extensive study. The study involved newly qualified and experienced teachers from various schools in southwest England. The research team has overseen focus groups and conducted interviews to ensure the accuracy and credibility of the results. However, it is worth noting that some teachers need more contact with the research team, which may have affected their participation in the study.

Although, the study has not compared Key Stage 1 and Key Stage 2 teachers, there is a noticeable difference in how these groups have perceived the program's impact. This finding highlights the need for further research to explore and better understand these differences. The study's results proved that the program positively impacted teachers' practices. Moreover, these results provide valuable insights into the program's advantages and how it affects educators' teaching practices. As a result, the study highlights the importance of implementing classroom management programs to improve teaching practices and the quality of education delivered to students.

2.2.34 Expert and Novice Teachers' Perception on Classroom Management

According to Wolff et al. (2015), classroom management experts and novices have different abilities in recognizing critical visual cues. Experts' extensive experience-based knowledge allows them to derive meaning from visual cues in a distinct manner than novices. Their expertise enables them to monitor specific visual cues that inform the interpretation of events, allowing them to pick up on patterns and important cues for classroom management before they become problematic. The study stresses that it is essential not whether teachers see events, but how they notice and interpret them. However, many aspects of teachers' visual processing need to be fully understood, and further research is necessary to grasp how experience transforms pedagogical knowledge for classroom management.

2.4 Critical Summary of Literature Review

Previous studies on classroom management practices have primarily focused on primary and secondary-level students at school level. This study has been conducted at the university level. Further, it intends to fill the gap as it is focused on a comparative study of classroom management practices at public and private universities in Islamabad. Moreover, three variables of classroom management practices have been included in this study, which are behavior management practices, management of physical resources and communication practices, whereas previously each variable had different perspective of the study.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter includes research design, population and sample, instruments, procedures, data collection, data analysis and ethical considerations. The study was designed to compare the classroom management practices at public and private universities in Islamabad. The researcher collected the data by personal visits to the universities. This study was based on Bereday's four stages model of comparative model of the study. Thereafter, according to Bereday's comparative model of study, the comparative analysis of data were made by finding out the similarities and differences in data collected from the public and private universities in Islamabad. The detail methodology was as under:

3.1 Research Design

A quantitative approach was used in this research. This study was descriptive in nature, and a survey technique was used. Bereday's comparative model was used to compare classroom management practices at public and private universities in Islamabad.

3.2 Population and Sample

The population of this study consisted of 222 students of BS seventh semester and their respective 19 teachers from the selected Universities. More specifically, seventh semester students were selected as they were the most experienced students as compared to the previous semester students. The researcher personally visited the targeted universities to get the data of population in the 2022.

In this study, the Universal sampling technique was used as given in Table 3.1, all 222 students and respective 19 teachers were considered as the sample of the study.

Table 3.1*Population of Study*

Faculty of Social Sciences			
Students/Teachers (7 th semester)	Departments	Students	Teachers
Public University	Psychology	70	4
	International Relations	65	5
Private University	Psychology	41	5
	International Relations	46	5
Total		222	19

3.3 Instruments

Researcher used Self-developed instruments to collect data. Detail of instruments is given as;

A. Questionnaire

A close ended questionnaire on a five-point Likert scale was used to investigate the difference among classroom management practices in public and private universities. The questionnaire was based on these indicators that have been added from the literature review, communication practices, physical resources, behavior management practices. Questionnaire for students to investigate the teacher's classroom management practices. The questionnaire included seven statements related to behavior management practices, seven statements related to management of physical resources and 14 statements related to communication practices. The researcher considered ethical guidelines, informed consent, and privacy issues when developing and managing the questionnaire. Following steps have been taken to develop the questionnaire:

1. The researcher clearly articulated the research questions, objectives and also identified the variables to be measured.
2. The researcher reviewed the existing research related to classroom management practices and identified relevant concepts, theories, and measurement instruments.
3. The researcher determined the questionnaire type and format.
4. The researcher identified the targeted population, sample size and method.
5. In step five, the researcher generated the questions based on the research objectives and literature review. The researcher ensured clarity, simplicity, and conciseness.
6. The researcher organized the questionnaire into logical sections by using clear headings, labels, and instructions.
7. The researcher selected the questionnaire type and ensured the appropriate question by choosing proper words and format.
8. The researcher analyzed the questionnaire with a small pilot test and evaluated the questionnaire's reliability, validity, and feasibility.
9. The researcher revised the questionnaire on the basis of feedback from pilot testing, and ensured that the questionnaire was clear, and concise.
10. The researcher pretested the questionnaire with a small group before large-scale data collection and collected data to finalize it.

B. Observation Checklist

The purpose of the observation checklist is to investigate teacher's classroom management practices at public and private universities. The researcher observed teachers in every class for twenty minutes in each class in the cycle of three weeks at public and private university. Moreover, she created a checklist based on the following key indicators such as communication practices (e.g. teacher-student interaction), physical resources (e.g. physical appearance), and behavior management practices (e.g. teachers' behavior). The observation checklist includes three statements about behavior management practices, seven statements about management of

physical resources, and seven statements about communication practices. The observation checklist has been developed by the researcher through following steps:

1. The researcher clearly articulated the research questions and objectives. By identifying the variables to be measured during the study. This process guided the researcher in the development of an observation checklist.
2. The researcher determined the specific population that was observed in the research. By understanding the characteristics and context of the targeted population, the researcher developed appropriate observation items.
3. The researcher determined the direct observation method.
4. The researcher generated a preliminary list of behaviors that were going to be observed. These items were directly related to the variables of classroom management practices. Moreover, the researcher started with a brainstorming session and noted all potential items.
5. The researcher grouped related items and organized them in a logical sequence. The sections as a group of similar items, were considered to make a checklist easier during the observation process.
6. The researcher determined the rating scale for each item in the checklist.
7. The researcher reviewed the preliminary checklist to eliminate redundant and irrelevant items. During this process clarity, specification, and measurement were ensured. The researcher considered feedback from experts to improve the checklist's validity and reliability to ensure that the checklist meets the required standards.
8. The researcher conducted a pilot test of the observation checklist with a small sample from the targeted population.
9. The researcher incorporated the revisions on the basis of results obtained from pilot test to make sure that the checklist was comprehensive, easy to understand, and aligned with the research objectives.
10. The researcher planned to have multiple observations of each teacher for a specific time.

11. The researcher implemented the observation checklist as part of research process.
12. After completing observation phase, the researcher analyzed the collected data based on the checklist responses.

3.4 Procedure (Validity, Pilot testing & Reliability)

3.4.1 Validity

Before data collection, the self-developed questionnaire was validated through an expert's opinion. Experts for the instrument's validity have been selected from the Faculty of Education, International Islamic University Islamabad. They examined content, ambiguity wording and grammar of the statements to validate the questionnaire statements. Experts suggested some grammar mistake and to add more statements in communication practices for clarity and decrease similar meaning statement from management of physical resources.

3.4.2 Pilot Testing

After the validation, the researcher did pilot testing on ten percent of the population to check the instrument's reliability.

3.4.3 Reliability

The reliability of the self-developed questionnaire has been assessed through Cronbach's alpha. Reliability has a rating of .81. The observation has been done in three cycles to ensure the reliability of observation checklist. Each cycle consisted of 20 minutes.

Table 3.2

Reliability analysis of instrument and indicators of instrument

Questionnaire	Frequency	Cronbach Alpha
Behavior Management Practices	7	.61
Management of Physical Resources	7	.63
Communication Practices	14	.83
Questionnaire Statements	28	.80

Table 3.2 shows the reliability values of instrument and indicators of the instrument, which indicates f these indicators were variable.

3.5 Data Collection

Data were collected through a survey technique that involves a questionnaire and checklist. Respondents have given their formal consent to participate. The questionnaire consisted of closed-ended questions and was administered to students to investigate the differences in classroom management practices between public and private universities. Additionally, the researcher used an observation checklist to observe teachers' communication practices, physical resources, and behavior management practices. This observation was conducted over three cycles, each consisting of 20 minutes per teacher.

3.6 Data Analysis

Quantitative data has been analyzed through descriptive statistics percentage and frequency to compare the classroom management practices of public and private universities in Islamabad. The data were collected through observation checklist by the researcher and analyzed by percentage.

The self-developed questionnaire was used to collect data from students and analyzed by percentage. The data acquired were organized into tables as needed then evaluated using the percentages of statistical methods.

Table 3.3

Data Analysis

Objectives	Research Questions	Data Analysis
Compare the behavior management practices of teachers in public and private universities	What are the differences and similarities between behavior management practices of teachers in public and private universities?	Mean, frequency and percentage
Compare the physical resources managed by the teachers in public and private universities	What are the differences and similarities between physical resources managed by the teachers in public and private universities?	Mean, frequency and percentage
Compare the communication practices of teachers in public and private universities	What are the differences and similarities between communication practices of teachers in public and private universities?	Mean, frequency and percentage
Investigate the difference among classroom management practices in public and private universities	How classroom management practices differ in public and private universities?	Mean, frequency and percentage

3.7 Ethical Considerations

Ethics have been considered during research.

1. The researcher had built trust between the researcher and the participant and behaved in a trustworthy manner.
2. Permission from the Head of the Department has been taken before observation.
3. Participants' consent has been taken before the research process.
4. Data confidentiality was ensured.
5. Students were not asked for personal information.

6. The purpose of the study and collection of information was disclosed to participants in a transparent and honest manner.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This chapter provides an overview of the data and their interpretation. The research was conceived to compare classroom management practices of public and private universities in Islamabad. The information collected was analyzed by applying percentage to determine the differences of perception of students of public and private universities from Islamabad. For the interpretation of data five-point Likert scale was converted to three-point Likert scale by merging Strongly Agree with Agree, neutral, and Strongly Disagree with Disagree. By condensing response options, researcher aim to simplify participant decision-making.

The data analysis and interpretation were made in the basis of following classroom management practices according to Bereday's comparative model of the study in detail as given hereunder:

- i. Behavior management practices
- ii. Physical resources
- iii. Communication practices

Table 4.1

Categorization of Mean

Sr. No.	Mean Score	Interpretation
1.	0 – 2.49	Below Average
2.	2.50 – 3.49	Average
3.	3.50 – 5.00	Above Average

Note: (Shah et al., 2015)

Table 4.1 showed that Mean scores of all 28 items fell in the Mean category 3.50 to 5.00 which implied that the classroom management practices at public and private universities are positive in all three aspects i.e., behaviour management

practices, managing physical resources and communication management practices in universities.

Table 4.2

Responses of students at Public University about behavior management practices

Sr. No.	Items	Frequency & Percentage				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teachers organize the class in such a way that it fosters an encouraging environment for effective learning.	50	63	16	5	1
		37%	47%	12%	4%	0%
2	Teachers encourage the students to learn.	64	56	8	6	1
		48%	42%	6%	4%	0%
3	Teachers urge all students to participate equally in the classroom.	55	51	16	12	1
		41%	38%	12%	9%	0%
4	Teachers maintain a controlled and organized classroom that fosters respectful student learning.	44	59	27	5	0
		34%	43%	20%	3%	0%
5	Teacher gives	34	61	27	12	1

	assignment that is motivating.	25%	46%	20%	9%	0%
6	Teachers maintain a cheerful and approachable behavior in the classroom to facilitate students' learning.	51	64	14	5	1
		38%	48%	10%	4%	0%
7	Teachers closely monitor inappropriate behavior during class.	44	59	24	6	2
		33%	44%	18%	4%	1%

According to Table 4.2, Most of the respondents of public are in favour of teachers' behavior management practices. More specifically, most of the respondents (84%) agreed that teachers in public universities arrange their classes in a manner that promotes a supportive environment for effective learning. Moreover, most of the respondents (90%) agreed that these teachers proficiently structure their classes to inspire and motivate students to participate actively in learning. Similarly (79%) acknowledged that they encourage all students to participate equally. 77% respondents also agreed that teachers maintain an organized and disciplined classroom that facilitates respectful learning. Additionally, 71% of them believe that teachers assign tasks on exciting topics that encourage them to explore new ideas. Most of the respondents (86%) also agreed that their teachers are approachable and helpful, making it convenient for them to seek assistance when required. Furthermore, 77% of respondents concurred that teachers keep a close eye on inappropriate behavior during class.

Table 4.3*Responses of students at Public University about management of Physical resources*

Sr. No.	Items	Frequency & Percentage				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teachers make the physical environment of the classroom conducive to learning.	38	70	24	3	0
		28%	52%	18%	2%	0%
2	Teachers maintain a positive physical appearance in the classroom.	52	61	15	4	3
		39%	45%	11%	3%	2%
3	Teachers ensure that whiteboard is visible by all pupils in the classroom.	59	50	17	8	1
		44%	37%	13%	65%	0%
4	Teachers keep an eye out for proper illumination in the classroom.	38	63	24	7	3
		28%	47%	18%	5%	2%
5	Teachers use multi-media in the classroom to facilitate students'	52	46	19	12	6
		39%	34%	14%	9%	4%

	learning.					
6	Teachers ask to change seating arrangements for group work.	37	62	19	16	1
		28%	46%	14%	12%	0%
7	Teachers use multimedia to motivate students to learn.	43	59	19	9	5
		32%	44%	14%	7%	3%

According to Table 4.3, most of the respondents (84%) agreed that instructors in public universities create a welcoming physical environment conducive to learning. Similarly, 84% affirmed that these instructors maintain a positive physical appearance in the classroom. Additionally, 81% of respondents agreed that these instructors ensure that the whiteboard is visible to all students in the classroom. Similarly, 75% of respondents agreed that they keep an eye out for proper illumination in the classroom. Moreover, 73% respondents stated that these instructors use multimedia tools to facilitate the learning experience of their students. A significant number of respondents (74%) also reported that their instructors asked them to change seating arrangements for group work. Furthermore, 76% of respondents agreed that their instructors use multimedia tools to motivate them to learn.

Table 4.4*Responses of students at Public University about Communication practices*

Sr. No.	Items	Frequency & Percentage				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teachers use clear language in class to communicate.	67	58	7	3	0
		50%	43%	5%	2%	0%
2	Teachers use several examples to relate the lesson to real life.	76	45	11	1	2
		56%	34%	8%	0%	2%
3	Teachers engage students in discussion related to the topic.	51	59	19	5	1
		38%	44%	14%	4%	0%
4	Teachers employ teaching strategies that enhance students' participation.	40	66	21	5	3
		30%	49%	15%	4%	2%
5	Teachers allow students to ask questions during the lecture.	59	56	14	3	3
		44%	42%	10%	2%	2%
6	Teachers respond to students' confusion to foster open dialogue in the classroom.	45	72	14	3	1
		34%	54%	10%	2%	0%

7	Teachers meaningfully define the class rules and regulations.	45	68	18	2	2
		34%	50%	13%	2%	1%
8	Teachers intervene when students chatter during class.	45	64	20	4	2
		33%	47%	15%	3%	2%
9	When pupils go off subject, teachers strongly redirect them back to the topic.	41	61	27	6	0
		31%	45%	20%	4%	0%
10	Teachers make sure that students follow the class rules and regulations.	74	46	13	2	0
		34%	55%	10%	1%	0%
11	Teachers praise students when they perform well in class.	60	59	12	4	1
		44%	43%	10%	3%	0%
12	Teachers pay special attention to individual differences and provide constructive remarks.	35	60	26	13	1
		26%	45%	19%	10%	0%
13	When teachers reply to students' queries, they provide quick feedback.	38	71	20	4	2
		28%	53%	15%	3%	1%
14	Teachers address students queries in response to provide	33	71	26	3	2

feedback to them. 25% 53% 19% 2% 1%

According to Table 4.4, a vast majority of respondents (93%) found public university instructors to be effective communicators in class. Moreover, 90% of respondents agreed that teachers use real-life examples to relate the lesson to their students. In addition, 82% respondents agreed that they encourage debate related to the topic, and 79% believed that they use various teaching strategies to enhance student participation. Most of the respondents (86%) also favored allowing students to ask questions during lectures, and 88% agreed that teachers should respond to students' doubts to foster open dialogue in the classroom. Additionally, 84% of respondents found that teachers meaningfully define class rules and regulations, while (80%) thought teachers needed to intervene when students talk inappropriately during class. Teachers redirecting students back to the topic when they go off-subject was also favoured by 76% of respondents. Furthermore, 89% of respondents agreed that teachers ensure students adhere to class rules and regulations, while 87% praised students for their excellent performance in class. Additionally, 71% of respondents felt that teachers pay special attention to individual differences and provide constructive criticism. However, 81% agreed that they provide quick feedback when replying to students' queries. Comparably, 78% of respondents agreed that teachers should address students' queries when providing feedback.

Table 4.5*Responses of students at Private University about Behavior Management Practices*

Sr. No.	Items	Frequency & Percentage				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teachers organize the class in such a way that it fosters an encouraging environment for effective learning.	29	43	9	4	2
		33%	50%	10%	5%	2%
2	Teachers encourage the students to learn.	28	44	12	2	1
		32%	51%	14%	2%	1%
3	Teachers urge all students to participate equally in the classroom.	43	29	8	3	4
		50%	33%	9%	3%	5%
4	Teachers maintain a controlled and organized classroom that fosters respectful student learning.	24	46	10	4	3
		28%	53%	11%	5%	3%
5	Teacher gives assignment that is motivating.	24	32	18	10	3
		28%	36%	21%	12%	3%

6	Teachers maintain a cheerful and approachable behavior in the classroom to facilitate students' learning.	28	34	15	6	4
		32	39%	17%	7%	5%
7	Teachers closely monitor inappropriate behavior during class.	26	38	15	5	3
		30%	44%	17%	6%	3%

According to Table 4.5, Most of the respondents (83%) agreed that teachers in private universities arrange their classes in a manner that promotes a supportive environment for effective learning. Moreover, most of the respondents (83%) agreed that these teachers proficiently structure their classes to inspire and motivate students to participate actively in learning. Similarly, 83% acknowledged that they encourage all students to participate equally. 71% respondents also agreed that teachers maintain an organized and disciplined classroom that facilitates respectful learning. Additionally, 64% of them believe that teachers assign tasks on exciting topics that encourage them to explore new ideas. Most of the respondents (71%) also agreed that their teachers are approachable and helpful, making it convenient for them to seek assistance when required. Furthermore, 74% of respondents concurred that teachers keep a close eye on inappropriate behavior during class.

Table 4.6*Responses of students at Private University about management of Physical resources*

Sr. No.	Items	Frequency				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teachers make the physical environment of the classroom conducive to learning.	27	39	13	5	3
		31%	45%	15%	6%	3%
2	Teachers maintain a positive physical appearance in the classroom.	34	41	7	4	1
		39%	47%	8%	5%	1%
3	Teachers ensure that whiteboard is visible by all pupils in the classroom.	40	34	9	2	2
		46%	39%	11%	2%	2%
4	Teachers keep an eye out for proper illumination in the classroom.	24	40	17	5	1
		28%	46%	19%	6%	1%
5	Teachers use multi-media in the classroom to facilitate students'	31	39	7	8	2
		36%	45%	8%	9%	2%

	learning.					
6	Teachers ask to change seating arrangements for group work.	22	29	20	12	4
		25%	33%	23%	14%	5%
7	Teachers use multimedia to motivate students to learn.	29	35	8	13	2
		34%	40%	9%	15%	2%

According to Table 4.6, most of the respondents (76%) agreed that instructors in private universities create a welcoming physical environment conducive to learning. Similarly, 86% agreed that these instructors maintain a positive physical appearance in the classroom. Additionally, 85% respondents agreed that these instructors ensure that the whiteboard is visible to all students in the classroom. Similarly, 74% respondents agreed that they keep an eye out for proper illumination in the classroom. Moreover, 81% respondents agreed that these instructors use multimedia tools to facilitate their students' learning experience. A significant number of respondents (58%) also agreed that their instructors asked them to change seating arrangements for group work. Furthermore, 74% respondents agreed that their instructors use multimedia tools to motivate them to learn.

Table 4.7*Responses of students at Private University about Communication practices*

Sr. No.	Items	Frequency				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teachers use clear language in class to communicate.	41	31	12	1	2
		47%	36%	14%	1%	2%
2	Teachers use several examples to relate the lesson to real life.	41	34	6	5	1
		48%	39%	6%	6%	1%
3	Teachers engage students in discussion related to the topic.	35	33	11	4	4
		40%	38%	12%	5%	5%
4	Teachers employ teaching strategies that enhance students' participation.	31	31	16	5	4
		36%	36%	18%	6%	4%
5	Teachers allow students to ask questions during the lecture.	38	35	8	3	3
		45%	40%	9%	3%	3%
6	Teachers respond	28	38	12	6	3

	to students' confusion to foster open dialogue in the classroom.	32%	44%	14%	7%	3%
7	Teachers meaningfully define the class rules and regulations.	29	41	13	3	1
		33%	48%	15%	3%	1%
8	Teachers intervene when students chatter during class.	23	40	16	6	2
		26%	46%	19%	7%	2%
9	When pupils go off subject, teachers strongly redirect them back to the topic.	25	43	13	5	1
		29%	49%	15%	6%	1%
10	Teachers make sure that students follow the class rules and regulations.	32	41	8	4	2
		37%	47%	9%	5%	2%
11	Teachers praise students when they perform well in class.	38	37	6	3	3
		44%	43%	7%	3%	3%
12	Teachers pay special attention to individual	22	31	24	7	3

	differences and provide constructive remarks.	25%	36%	28%	8%	3%
13	When teachers reply to students' queries, they provide quick feedback.	30	38	15	2	2
		35%	44%	17%	2%	2%
14	Teachers address students queries in response to provide feedback to them.	41	28	12	4	2
		47%	32%	14%	5%	2%

According to Table 4.7, a vast majority of respondents (83%) found private university instructors to be effective communicators in class. Moreover, 87% of respondents agreed that teachers use real-life examples to relate the lesson to their students. In addition, 78% respondents agreed that they encourage discussion related to the topic, and 72% believed that they use various teaching strategies to enhance student participation. Most of the respondents (85%) also favored allowing students to ask questions during lectures, and 76% agreed that teachers should respond to students' doubts to foster open dialogue in the classroom. Additionally, (81%) of respondents found that teachers meaningfully define class rules and regulations, while 72% thought teachers needed to intervene when students talk inappropriately during class. Teachers redirecting students back to the topic when they go off-subject was also favored by 78% of respondents. Furthermore, 84% of respondents agreed that teachers ensure students adhere to class rules and regulations, while 87% praised students for their excellent performance in class. Additionally, 61% of respondents felt that Teachers pay special attention to individual differences and provide constructive remarks. However, 79% agreed that they provide quick feedback when replying to students' queries. Comparably, 79% of respondents agreed that teachers should address students' queries when providing feedback.

Table 4.8*Comparison of Behaviour Management Practices at public and private universities*

Sr. No.	ITEMS	Public University Mean Score	Private University Mean Score
1	Teachers organize the class in such a way that it fosters an encouraging environment for effective learning.	4.15	4.06
2	Teachers encourage the students to learn.	4.30	4.10
3	Teachers urge all students to participate equally in the classroom.	4.08	4.19
4	Teachers maintain a controlled and organized classroom that fosters respectful student learning.	4.05	3.96
5	Teacher gives assignment that is motivating.	3.85	3.73
6	Teachers maintain a cheerful and approachable behaviour in the classroom to facilitate students' learning.	4.17	3.87
7	Teachers closely monitor inappropriate	4.01	3.90

behaviour during class.

Average Mean	4.09	3.97
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Table 4.8 presents the results of this study that tested similarities and differences in behaviour management practices between public and private universities. The average mean score for classroom management practices was 4.09 for public universities and 3.97 for private universities, indicating no difference between the two types of universities.

This comparative study also examined specific aspects of classroom management, such as how teachers organize the class to create a conducive learning environment. The mean score for public universities was 4.15, and for private universities was 4.06, which suggests that there is no difference in this area between the two types of institutions. Similarly, there were no differences between public and private universities regarding how teachers encourage students to learn, urge all students to participate equally in class, and maintain a controlled and organized classroom that fosters respectful student learning.

However, there was a slight difference in how teachers gave assignments that motivated students. The mean score for public universities was 3.85, and for private universities, it was 3.73. Additionally, there was a slight difference in how teachers maintained a cheerful and approachable demeanour in the classroom to facilitate learning. The mean score for public universities was 4.17, and for private universities, it was 3.87. Finally, the study found a slight difference in how teachers monitor inappropriate classroom behaviour. The mean score for public universities was 4.01, and for private universities was 3.90.

Table 4.9*Comparison of managing physical resources public and private universities*

Sr. No.	ITEMS	Public University Mean Score	Private University Mean Score
1	Teachers make the physical environment of the classroom conducive to learning.	4.05	3.94
2	Teachers maintain a positive physical appearance in the classroom.	4.14	4.18
3	Teachers ensure that whiteboard is visible by all pupils in the classroom.	4.17	4.24
4	Teachers keep an eye out for proper illumination in the classroom.	3.93	3.93
5	Teachers use multi-media in the classroom to facilitate students' learning.	3.93	4.02
6	Teachers ask to change seating arrangements for group work.	3.87	3.60
7	Teachers use multimedia to motivate students to learn.	3.93	3.87
Average Mean		4.00	3.97

Table 4.9 presents the results of this study that tested similarities and differences in managing physical resources between public and private universities. The average mean score for classroom management practices was 4.00 for public universities and 3.97 for private universities, indicating no difference between the two types of universities.

This comparative study also examined specific aspects of classroom management, such as how teachers make the physical environment of the classroom conducive to learning. The mean score for public universities was 4.05, and for private universities was 3.94, which suggests that there is no difference in this area between the two types of institutions. Similarly, there were no differences between public and private universities. Since the mean score of public university is 4.14 and private university is 4.18 regarding how teachers maintain a positive physical appearance in the classroom.

However, there was a slight difference in how teachers ensure that whiteboard is visible to all pupils in the classroom. The mean score for public universities was 4.17, and for private universities, it was 4.24. Additionally, there was no difference in how teachers keep an eye out for proper illumination in the classroom. The mean score for public universities was 3.93, and for private universities, it was 3.93. Similarly, the study found a slight difference in how Teachers use multi-media in the classroom to facilitate students' learning. The mean score for public universities was 3.93, and for private universities was 4.02. Further, there was no difference in how teachers ask to change seating arrangements for group work. The mean score for public universities was 3.87, and for private universities, it was 3.60. Furthermore, teachers use multimedia to motivate students to learn. The mean score for public universities was 3.93, and for private universities, it was 3.87.

Table 4.10*Comparison of communication practices between public and private universities*

Sr. No.	ITEMS	Public University Mean Score	Private University Mean Score
1	Teachers use clear language in class to communicate.	4.40	4.24
2	Teachers use several examples to relate the lesson to real life.	4.42	4.25
3	Teachers engage students in discussion related to the topic.	4.14	4.04
4	Teachers employ teaching strategies that enhance students' participation.	4.00	3.91
5	Teachers allow students to ask questions during the lecture.	4.22	4.17
6	Teachers respond to students' confusion to foster open dialogue in the classroom.	4.16	3.94
7	Teachers meaningfully define the class rules and regulations.	4.12	4.08

8	Teachers intervene when students chatter during class.	4.08	3.87
9	When pupils go off subject, teachers strongly redirect them back to the topic.	4.01	3.98
10	Teachers make sure that students follow the class rules and regulations.	4.21	4.11
11	Teachers praise students when they perform well in class.	4.29	4.19
12	Teachers pay special attention to individual differences and provide constructive remarks.	3.85	3.71
13	When teachers reply to students' queries, they provide quick feedback.	4.02	4.05
14	Teachers address students queries in response to provide feedback to them.	3.96	4.17
Average Mean		4.45	4.36

The results of a study comparing communication practices between public and private universities are presented in Table 4.10. The average mean score for communication practices was 4.00 for public universities and 3.97 for private universities, indicating similarities and differences difference between the two types of universities. This study also examined specific aspects of classroom management, such as how teachers communicate using understandable language in class. The mean

score for public universities was 4.40, and for private universities was 4.24, suggesting no difference in this area between the two types of universities. Likewise, there were no differences between public and private universities in how teachers use examples to relate lessons to real life since the mean score for public universities was 4.42, and for private universities, it was 4.25.

However, there was a slight difference in how teachers engage students in debates related to the topic. The mean score for public universities was 4.14, and for private universities, it was 4.04. Additionally, there was no difference in how teachers employ teaching strategies that enhance students' participation since the mean score for public universities was 4.00, and for private universities, it was 3.91.

This comparative study indicates a slight difference in how teachers allow students to ask questions during lectures. The mean score for public universities was 4.22, and for private universities, it was 4.17. Additionally, there was no difference in how teachers respond to students' doubts to foster open dialogue in the classroom since the mean score for public universities was 4.16, and for private universities, it was 3.94. Furthermore, there was a slight difference in how teachers define the class rules and regulations meaningfully. The mean score for public universities was 4.12, and for private universities, it was 4.08.

Moreover, there was a slight difference in how Teachers intervene when students chatter during class. The mean score for public universities was 4.08, and for private universities, it was 3.87. Additionally, there was a slight difference in how teachers firmly redirect pupils who go off-subject back to the topic since the mean score for public universities was 4.01, and for private universities, it was 3.98. Similarly, there was a slight difference in how teachers ensure students follow the

class rules and regulations. The mean score for public universities was 4.21, and for private universities, it was 4.10.

Furthermore, there was a slight difference in how teachers praise students when they perform well in class. The mean score for public universities was 4.29, and for private universities, it was 4.19. Additionally, there was a slight difference in how teacher pay special attention to individual differences and provide constructive criticism. The mean score for public universities was 3.85, and for private universities, it was 3.71. Comparatively, there was a slight difference in when teachers reply to students' queries; they provide rapid feedback. The mean score for public universities was 4.02, and for private universities, it was 4.05. However, there was a difference in how teachers address students' queries in response to providing feedback since the mean score for public universities was 3.96, and for private universities, it was 4.17.

Table 4.11

Comparison of classroom management practices at public and private universities

S. No.	Classroom Management Practices	Public University	Private University
1	Behaviour management practices	4.09	3.97
2	Physical resources	4.00	3.97
3	Communication practices	4.45	4.36
	Average mean	4.18	4.10

The results of a study comparing classroom management practices between public and private universities are presented in Table 4.11. The average mean score for classroom management practices was 4.18 for public universities and 4.10 for private universities, indicating similarities and differences between the two types of universities. This study also examined specific aspects of classroom management, such as behaviour management practices. The mean score for public universities was 4.09, and for private universities was 3.97, suggesting slight difference in this area between the two types of universities. Likewise, there were slight difference between public and private universities in managing physical resources since the mean score for public universities was 4.00, and for private universities, it was 3.97.

Table 4.12

Observation checklist for Behavior Management Practices

S. No.	Checklist For Behavior Management Practices	Public University			Private University		
		All times	Some times	Rarely	All times	Some times	Rarely
1.	The teacher positively stated behavioral expectations in the classroom.	100%	0%	0%	60%	30%	10%
2.	Positively articulated behavioral standards were taught and prompted by the teacher.	100%	0%	0%	70%	30%	0%
3.	If necessary, the teacher chose and executed extra punishment techniques to support student conduct.	78%	22%	0%	50%	40%	10%

According to table 4.12 all times, 100% of teachers at public universities while 60% teachers at private universities positively stated behavioral expectations in the classroom. Moreover, 100% of teachers at public universities while 70% teachers at

private universities positively articulated behavioral standards were taught and prompted by the teacher. Additionally, 78% of teachers at public universities while 50% teachers at private universities, if necessary, the teacher chose and executed extra punishment techniques to support student conduct.

Table 4.13

Observation checklist for Management of Physical Resources

S. No.	Checklist For Management of Physical Resources	Public University			Private University		
		All times	Some times	Rarely	All times	Some times	Rarely
1.	Teachers have well-equipped classrooms with technology to stimulate students to learn.	11%	33%	56%	70%	20%	10%
2.	Teachers keep the classroom's physical appearance favorable	89%	11%	0%	40%	50%	10%
3.	Teachers arrange correct seating in the classroom for optimum learning.	89%	11%	0%	50%	30%	20%
4.	The physical arrangement of the classroom is appropriate for activity	100%	0%	0%	30%	60%	10%

5.	Teachers use laptop, speakers, and projector in the classroom to facilitate student learning.	0%	33%	67%	20%	50%	30%
6.	Teachers change classroom seating arrangements for group work.	67%	33%	0%	40%	50%	10%
7.	Teachers keep notice of appropriate lighting in the classroom	78%	22%	0%	50%	30%	20%

According to table 4.13, 56% of teachers rarely at public universities while 70% teachers always, at private universities have well-equipped classrooms with technology to stimulate students to learn. Moreover, 89% of teachers always, at public universities while 50% teachers sometimes at private universities teachers keep the classroom's physical appearance favorable. Similarly, Similarly, 89% of teachers all time at public universities while 50% at private universities all times teachers arrange correct seating in the classroom for optimum learning. Additionally, 100% of teachers at public universities all times while 60% teachers sometimes at private universities make the physical arrangement of the classroom appropriate for activity. Moreover, 67% rarely teachers at public universities 50% sometimes, teacher at private universities teachers use laptop, speakers, and projector in the classroom to facilitate

student learning. However, 67% all time, teachers at public universities while 50% sometimes, teachers at private universities teachers change classroom seating arrangements for group work. Further, 78% of teachers at public universities while 50% teachers at private universities all times keep notice of appropriate lighting in the classroom.

Table 4.14*Observation checklist of Communication Practices*

S. No.	Checklist For Communication Practices	Public University			Private University		
		All times	Some times	Rarely	All times	Some times	Rarely
1.	Efficiently moves students from one task to the next	100%	0%	0%	20%	80%	0%
2.	Gives students positive feedback	100%	0%	0%	30%	50%	20%
3.	Interacts pleasantly with students	100%	0%	0%	20%	70%	10%
4.	Helps all students in solving learning problems	100%	0%	0%	30%	40%	30%
5.	Gains students' attention when required	100%	0%	0%	40%	40%	20%
6.	Caters for diversity of students	100%	0%	0%	60%	40%	0%
7.	Gives clear instructions	100%	0%	0%	30%	60%	10%

According to table 4.14, (100%) teachers all times at public universities while (80%) teachers sometimes, at private universities efficiently move students from one task to the next. Moreover, (100%) of teachers always, at public universities while (50%) teachers sometimes at private universities teachers gives students positive feedback Additionally, (100%) of teachers at public universities all times while (70%) teachers sometimes at private universities interacts pleasantly with students Moreover, (100%) all times teachers at public universities and (40%) sometimes at private university, helps all students in solving learning problems. However, (100%) of teachers all times at public universities while (40%) teachers at private universities sometimes, gain students' attention when required. Further, (100%) of teachers at public universities while (60%) teachers at private universities all times Caters for diversity of students. Furthermore, (100%) of teachers all times at public universities while (60%) teachers sometimes at private universities give clear instructions.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study aimed to compare the classroom management practices at public and private universities in Islamabad. This study indicated the similarities and differences in classroom management practices between teachers at public and private universities in Islamabad. The main objective of this study was to investigate the difference between classroom management practices in public and private universities. The population of the study included 222 BS students, and their respective 19 teachers in the Education Department of a public and private university of Islamabad. All 222 students and 19 teachers were taken as samples. Research instruments were developed for collecting data, observation checklists were developed to collect data from teachers, and close ended questionnaires were developed to collect data from students. The dataset was collected through personal visits at private and public universities. The quantitative dataset was analyzed through descriptive statistics such as Mean, frequency and percentage. Moreover, the comparison of classroom management practices of public and private universities was done through percentage computed from the responses of the students.

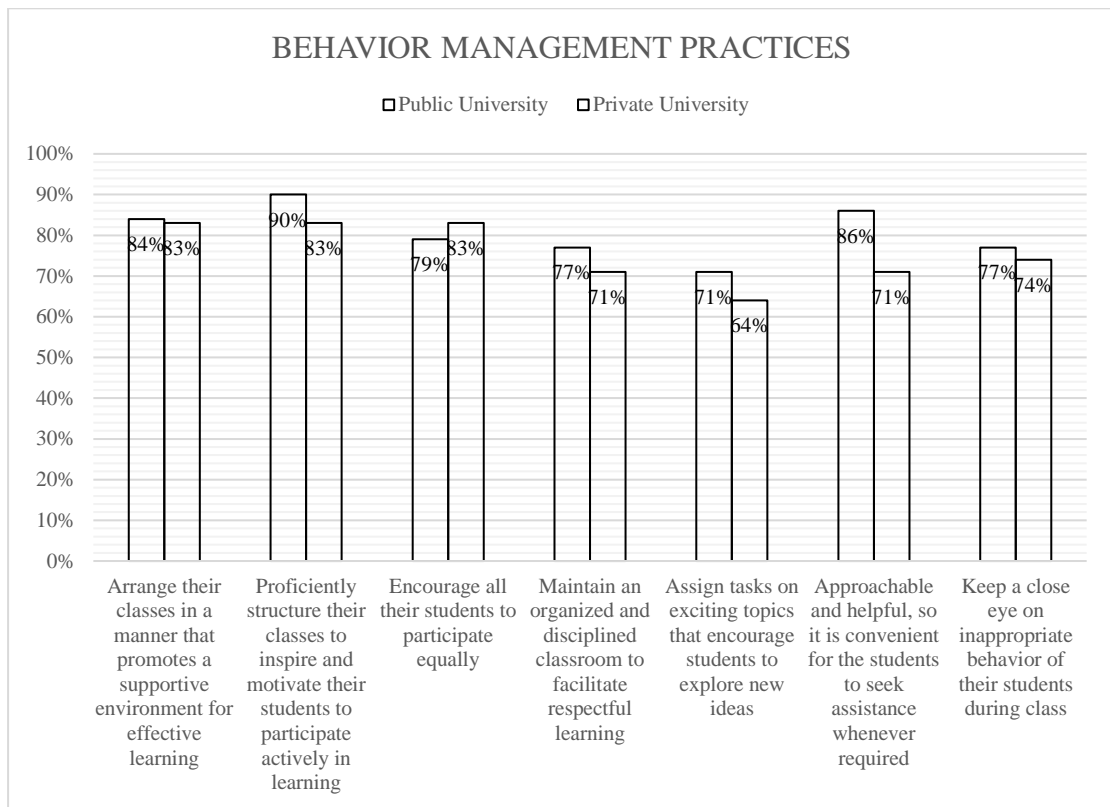
5.2 Findings

The findings drawn from the data collected through teachers and students were established with the similarities and dissimilarities according to Bereday's comparative model of this study as followed:

5.2.1 Student's Questionnaire Findings

The findings drawn from data collected through students were as follows. According to Bereday's comparative model of study, the similarities and dissimilarities are as follows.

Figure 5.1



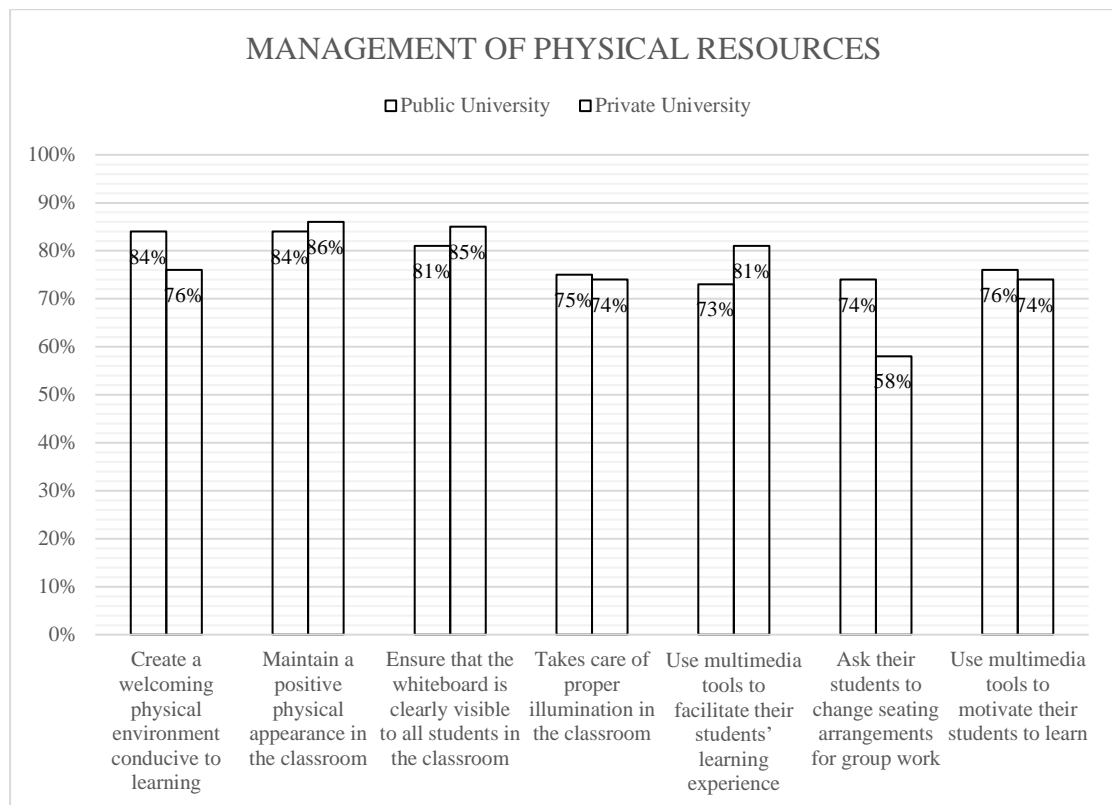
Behavior Management Practices

According to Figure 5.1 following were the similarities and differences.

1. Most of the respondents, 84% from public and 83% from private university agree that teachers arrange their classes in a manner that promotes a supportive environment for effective learning.
2. Moreover, a remarkable majority of the students such as 90% from public and 83% from private universities agree that the teachers proficiently structure their classes to inspire and motivate their students to participate actively in learning.
3. Similarly, a large number of people from public universities (i.e., 79%) and private universities (i.e., 83%) concede that the teachers encourage all their students to participate equally.
4. Several candidates from public universities (i.e., 77%) and from private universities (i.e., 71%) admit that the teachers maintain an organized and disciplined classroom to facilitate respectful learning.

5. Additionally, 71% respondents from public and 64% from private universities believe that the teachers assign tasks on exciting topics that encourage students to explore new ideas.
6. A lot of respondents, 86% from public and 71% from private universities also accept that the teachers are approachable and helpful, so it is convenient for the students to seek assistance whenever required.
7. Furthermore, a substantial number of respondents from public universities (i.e., 77%) and from private universities (i.e., 74%) concur that the teachers keep a close eye on the inappropriate behavior of their students during class.

Figure 5.2



Management of Physical Resources

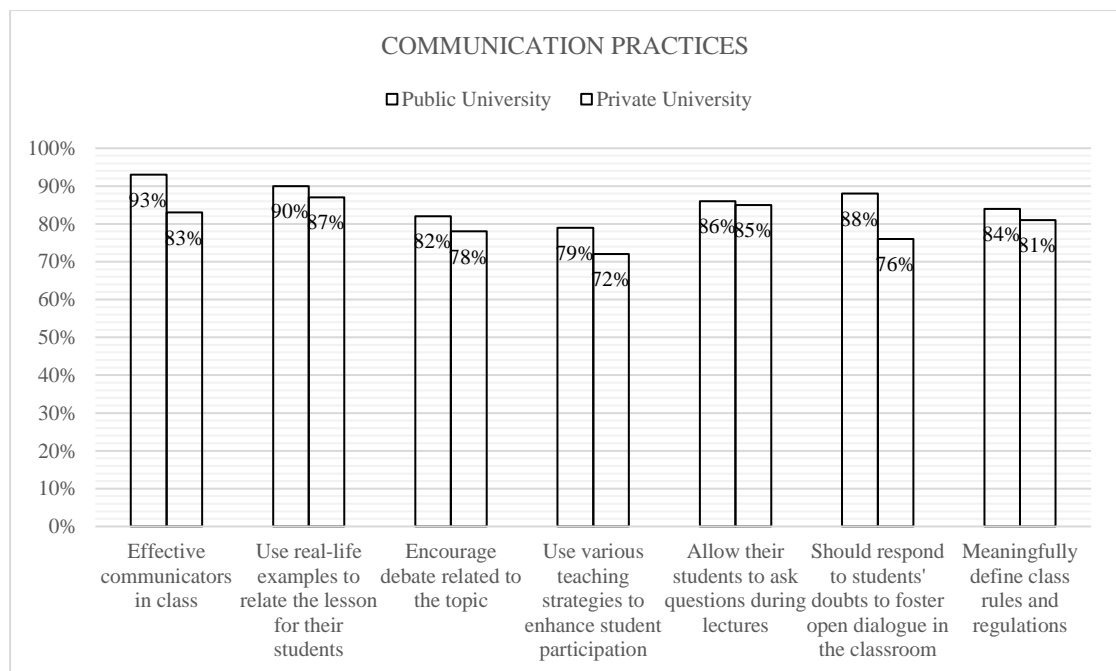
According to Figure 5.2 following were the similarities and dissimilarities.

1. Most of the respondents, 84% from public and 76% from private universities, agree that the instructors create a welcoming physical environment conducive to learning.
2. Similarly, 84% respondents from public universities and 86% respondents

from private universities affirm that the instructors maintain a positive physical appearance in the classroom.

3. Additionally, many participants from public universities (i.e., 81%) and from private universities (i.e., 85%) conclude that the instructors ensure that the whiteboard is clearly visible to all students in the classroom.
4. Similarly, 75% respondents from public universities and 74% respondents from private universities meet at a point that the teacher takes care of proper illumination in the classroom.
5. Moreover, 73% respondents from public universities and 81% respondents from private universities state that the instructors use multimedia tools to facilitate their students' learning experience.
6. A significant number of respondents, 74% from public universities and 58% from private universities, report that the instructors ask their students to change seating arrangements for group work.
7. Furthermore, 76% of respondents from public universities and 74% respondents from private universities agree that the instructors use multimedia tools to motivate their students to learn.

Figure 5.3

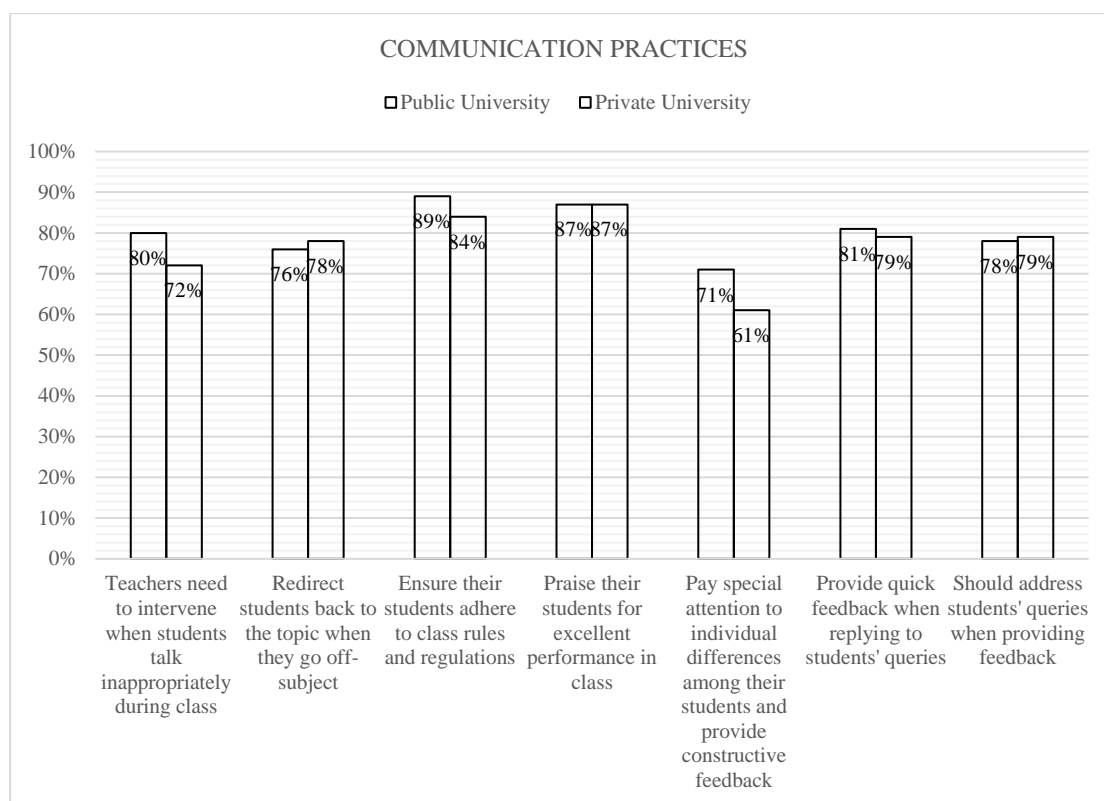


Communication Practices

According to Figure 5.3, the following were similarities and differences.

1. A vast majority of respondents, 93% from public universities and 83% from private universities, found instructors to be effective communicators in class.
2. Moreover, most of the respondents, 90% from public universities and 87% from private universities, agree that the teachers use real-life examples to relate the lesson for their students.
3. In addition, 82% respondents from public universities and 78% respondents from private universities agree that the teachers encourage debate related to the topic.
4. Similarly, 79% of respondents from public universities and 72% of respondents from private universities believe that the teachers use various teaching strategies to enhance student participation.
5. Most of the respondents, 86% from public universities and 85% from private universities, are also in favor that the teachers allow their students to ask questions during lectures.
6. Similarly, 88% respondents from public universities and 76% respondents from private universities agree that the teachers should respond to students' doubts to foster open dialogue in the classroom.
7. Additionally, most of the respondents, 84% from public universities and 81% from private universities, found that the teachers meaningfully define class rules and regulations.

Figure 5.4



Communication Practices

According to Figure 5.4 followings were the similarities and differences.

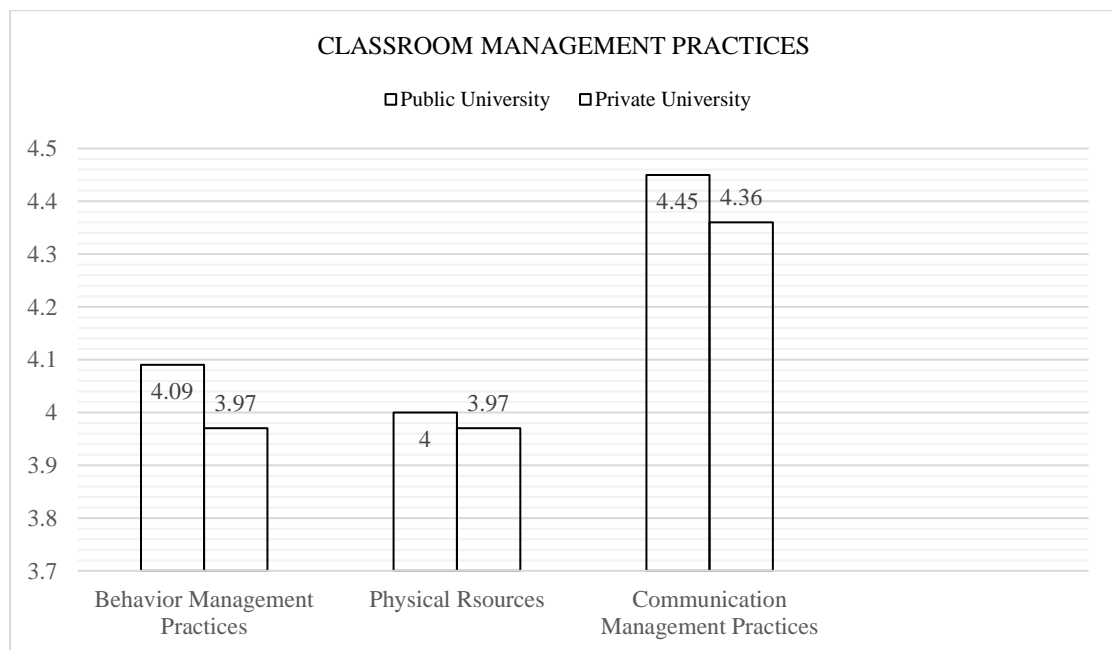
8. Most of the respondents, 80% respondents from public universities and 72% respondents from private universities think that the teachers need to intervene when students talk inappropriately during class.
9. Many participants from public universities (i.e., 76%) and from private universities (i.e., 78%) are also in favor that the teachers redirect students back to the topic when they go off-subject.
10. Furthermore, 89% respondents from public universities and 84% respondents from private universities agree that the teachers ensure their students adhere to class rules and regulations, while 87% students of both public and private universities agree that the teachers praise their students for excellent performance in class.
11. Additionally, 71% respondents from public universities and 61% respondents from private universities feel that the teachers' pay special attention to individual differences among their students and provide constructive criticism.

12. However, 81% respondents from public universities and 79% respondents from private universities agree that the teachers provide quick feedback when replying to students' queries.

13. Furthermore, 78% respondents from public universities and 79% respondents from private universities agree that the teachers should address students' queries when providing feedback.

Figure 5.5

Comparison of classroom management practices at public and private universities



Overall comparison of classroom management practices in terms of mean score

According to Figure 5.5, followings were the similarities and differences are given as follows.

1. The average mean score for behaviour management practices was 4.00 for public universities and 3.97 for private universities. (Table 4.8)
2. The average mean score for managing physical resources was 4.09 for public universities and 3.97 for private universities. (Table 4.9)
3. The average mean score for communication practices was 4.00 for public

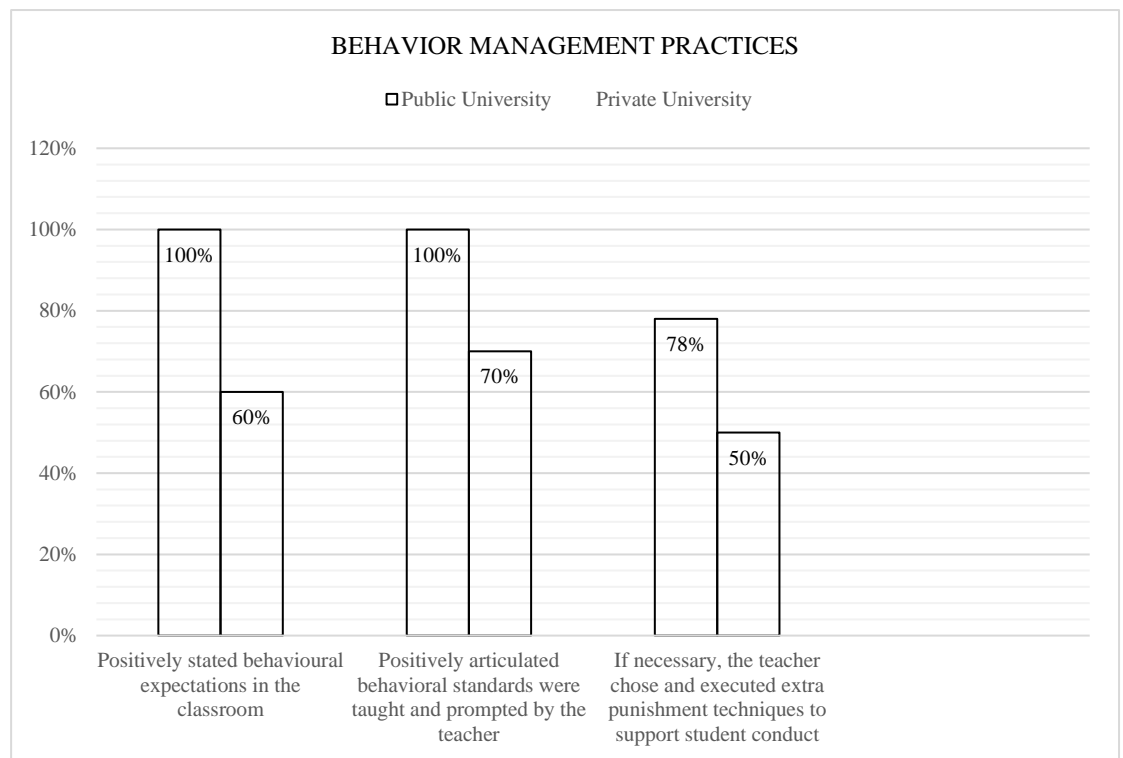
universities and 3.97 for private universities. (Table 4.10)

4. The average mean score for classroom management practices was 4.18 for public universities and 4.10 for private universities. (Table 4.11)

5.2.2 Findings Based on Observation Checklist

The findings were drawn from data collected by the researcher through observation of teachers in classroom. According to Bereday's comparative model of study, the similarities and dissimilarities are as follows.

Figure 5.6



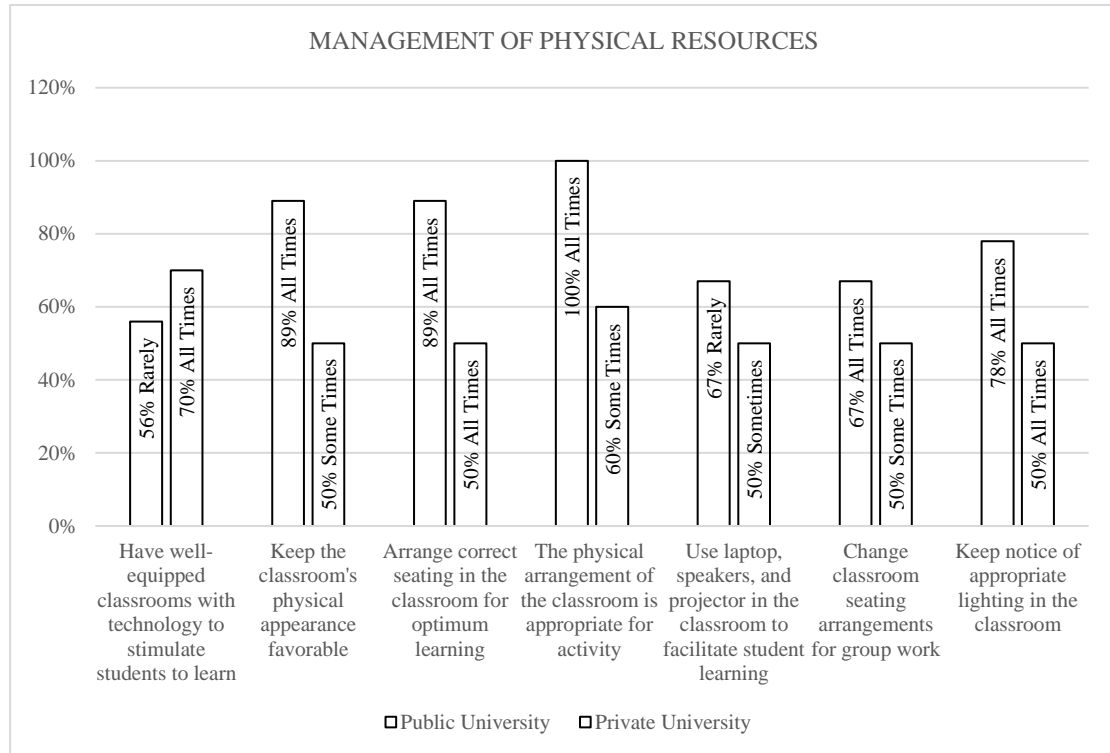
Behavioral Management Practices

According to Figure 5.6, the following were similarities and dissimilarities.

1. All times, 100% of teachers at public universities while 60% teachers at private universities positively stated behavioral expectations in the classroom. (Table 4.12)
2. Moreover, 100% of teachers at public universities while 70% teachers at private universities positively articulated behavioral standards were taught and prompted by the teacher. (Table 4.12)

3. Additionally, 78% of teachers at public universities while 50% teachers at private universities, if necessary, the teacher chose and executed extra punishment techniques to support student conduct. (Table 4.12)

Figure 5.7



Management of Physical Resources

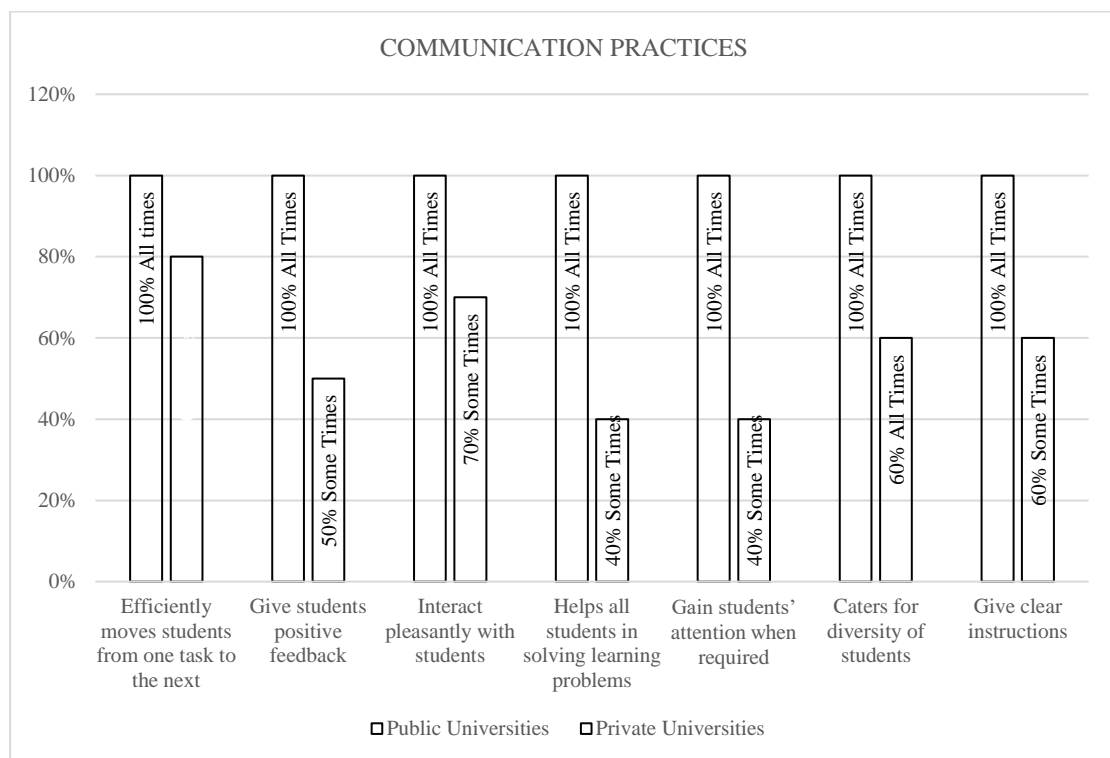
According to Figure 5.7 following were the similarities and differences.

1. 56% of teachers rarely at public universities while 70% teachers always, at private universities have well-equipped classrooms with technology to stimulate students to learn. (Table 4.13)
2. Moreover, 89% of teachers always, at public universities while 50% teachers sometimes at private universities teachers keep the classroom's physical appearance favorable. (Table 4.13)
3. Similarly, 89% at public universities while 50% of teachers all times are at private universities arrange correct seating in the classroom for optimum learning. (Table 4.13)
4. Additionally, 100% of teachers at public universities all times while 60% teachers sometimes at private universities make the physical arrangement of

the classroom appropriate for activity. (Table 4.13)

5. Moreover, 67% rarely teachers at public universities 50% sometimes, teacher at private universities teachers use laptop, speakers, and projector in the classroom to facilitate student learning. (Table 4.13)
6. However, 67% all time, teachers at public universities while 50% sometimes, teachers at private universities teachers change classroom seating arrangements for group work. (Table 4.13)
7. Further, 78% of teachers at public universities while 50% teachers at private universities all times keep notice of appropriate lighting in the classroom. (Table 4.13)

Figure 5.8



Communication Practices

According to Figure 5.8 followings were the similarities and differences.

1. 100% of teachers all times at public universities while 80% of teachers sometimes, at private universities efficiently moves students from one task to the next. (Table 4.14)
2. Moreover, 100% of teachers are always at public universities while 50%

teachers sometimes at private universities teachers give students positive feedback. (Table 4.14)

3. Additionally, 100% of teachers at public universities all times while 70% teachers sometimes at private universities interact pleasantly with students. (Table 4.14)
4. Moreover, 100% all times teachers at public universities 40% sometimes, helps all students in solving learning problems. (Table 4.14)
5. However, 100% of teachers at public universities while 40% teachers at private universities all times, gain students' attention when required. (Table 4.14)
6. Further, 100% of teachers at public universities while 60% teachers at private universities all times caters for diversity of students. (Table 4.14)
7. Furthermore, 100% of teachers all times at public universities while 60% of teachers sometimes at private universities give clear instructions. (Table 4.14)

5.3 Discussion

This study aimed to explore and compare the classroom management practices at public and private universities in Islamabad. In the comparison of public and private universities, multiple factors have been considered such as communication practices, physical resources, and behavior management practices. The results of classroom observations indicate that there is a slight difference in physical resources managed by the teacher and communication practices at public and private universities in Islamabad. These findings corroborate prior research such as Adeyemo's (2012) that there is no substantial difference in classroom management between the selected educational institute, students' performance and efficient classroom monitoring, and teacher cognition of effective classroom management.

Moreover, in this study researcher finds that in public universities, teachers are more professional in their communication skills, while they need physical resources such as chairs and technological equipment in the classroom. However, in private universities they have more facilities in terms of physical resources while teachers need to develop their communication skills to manage students' behavior. Similarly, in concurrence with earlier studies such as Ahmad (2011) public and private institutes

understand the importance of carefully managing the physical environment and seating arrangements of their classrooms. However, private institutes use multimedia more effectively in their teaching methods than public institutes. Both types of institutes have established classroom rules and schedules that students know and follow. Public institutes utilize group activities and questioning methodologies, encouraging open discussion and collaborative learning. Private institutes, on the other hand, also employ the same teaching methods to promote active learning among their students. Private institutes are better equipped to address the students' behavioral issues, an integral part of their education system. They have a more hands-on approach to helping their students to deal with their behavioral problems, but public institutes do not much focus on it. Both public and private institutes track and reward student success as an essential aspect of any education system. Both types of institutes prioritize a conducive learning environment and positive student-teacher interaction. They provide clear education and task-focused instruction with logically arranged course materials that help students understand the subject better.

According to the findings of this study, there was a slight difference in behavior management practices of public and private universities. Similarly, Sebastian et al. (2019) researched how teacher-student relationships affect social learning and educational approaches. They found that teachers who develop behavior support plans positively impact their students, which raises questions about the benefits of teacher-student connections. The study focused on teachers' attitudes and actions, indicating that a teacher's perception of peer affiliation is linked to their implementation practices. By comprehending the factors that influence teaching and learning, we can continue to improve educational practices and student outcomes.

In this study, it is found that there are differences in the communication management practices employed by the teachers at public and private universities. This study indicates that teachers at private universities tend to give positive feedback to their students, interact pleasantly with them, help them to solve learning problems, gain their attention when necessary, and provide clear instructions. This is consistent with a previous study by Abdullah (2020) that English language teachers in private institutes use more effective classroom management strategies compared to those in public institutes. The study has identified four main factors associated with these strategies which includes managing classroom behavior, specific teaching strategies,

planning and support, and working with parents. Experience and qualifications also appeared to have a significant impact on the use of classroom management strategies by English language teachers. The study has found that higher qualifications lead to the use of better and more effective classroom management strategies.

According to the findings of this study, teacher-communication management practices of public university are more effective than that of private-university teachers. Similarly, according to Khatri (2012), public sector teachers emphasize maximizing the use of teaching materials, and ensure equal participation in the learning activities. To achieve these goals, the teachers employ various techniques such as providing motivation, addressing student misbehavior immediately, and focusing on all the students equally. Additionally, they use techniques like making group divisions, teaching in a simple-to-complex order, and preparing daily lesson plans. Effective communication with students, managing physical facilities such as desks, benches, and boards, and agreed-upon sanctions are also observed as important classroom management techniques.

Teachers in both settings use body language to control their classrooms, and students offer immediate feedback providing a better learning experience. Furthermore, both institutes have unique strengths and weaknesses, but their primary focus is to provide quality education to their students.

5.4 Conclusions

According to the fourth stage of Bereday's comparative model, based on the findings of observation checklist and questionnaire triangulation has been done and following conclusions were drawn:

1. **Behavioral Management Practices:** It is concluded from the findings of questionnaires that teachers create a supportive environment in their classes to facilitate effective learning. They expertly structure their classes to motivate and inspire students to participate actively in the learning process, ensuring that every student is included. Teachers maintain an organized and disciplined classroom that promotes a respectful learning environment. They assign tasks on interesting topics, which encourage students to explore new ideas. Teachers are friendly and approachable, making it easy for students to seek assistance when needed. (Figure 5.1) Additionally, from the observation checklist

findings it is concluded that teachers in both public and private universities always communicated their behavioral expectations positively in the classroom. They taught and reinforced behavioral standards and used extra punishment techniques if required to maintain student conduct. (Figure 5.6)

2. **Management of Physical Resources:** The results of the questionnaire indicated that teachers in both types of universities create a welcoming classroom environment, maintain a positive physical appearance, ensure that the whiteboard is visible to all students, use multimedia tools to facilitate learning, and encourage students to work in groups. (Figure 5.2) However, from the findings of the observation checklist it is concluded that there is a slight difference between public and private universities in terms of physical resources. Private universities tend to have well-equipped classrooms with technology to stimulate student learning, while public universities rarely have these resources. Additionally, private university teachers are more likely to keep the classroom's physical appearance favorable and use laptops, speakers, and projectors to facilitate student learning. Nevertheless, teachers in both public and private universities prioritize optimal classroom seating arrangements and appropriate lighting for the best learning experience. From the findings it is concluded that teachers in both types of universities strive to create a conducive learning environment for their students. (Figure 5.7)
3. **Communication Practices:** According to the findings obtained from the questionnaires it is concluded that teachers in both types of universities effectively communicate with their students, use real-life examples to relate lessons, encourage discussion, employ various teaching strategies to enhance student participation, allow questions during lectures and respond to students' doubts to foster open dialogue in the classroom. They also meaningfully define class rules and regulations, intervene when students talk inappropriately during class, redirect them back to the topic when they go off-subject, ensure students adhere to class rules and regulations, and praise students for their excellent performance. Moreover, they pay special attention to individual differences and provide constructive remarks, quick feedback, and address students' queries when providing feedback. (Figure 5.3-5.4) However, from the findings of observation checklist it is concluded that there is a slight

difference between public and private universities in terms of teachers' efficiency in moving students from one task to the next. In private universities, teachers give students positive feedback, interact pleasantly with students, help all students in solving learning problems, gain students' attention when required, and provide clear instructions. Nonetheless, teachers in both types of universities always cater for the diversity of students. (Figure 5.8)

5.5 Recommendations

1. According to the findings, sometimes teachers at private universities help all students in solving learning problems and gain students' attention when required. Thus, it is recommended that the teachers at private universities may improve their communication skills by participating in professional training courses such as workshops, webinars and seminars.
2. As this study finds out that in public universities there is lack of physical resources such as multimedia and other equipment, it is recommended to the administration that they may consider the needs of students regarding physical resources in the classroom. As coordinator of department know the needs of the classrooms, they may ask the coordinator of relevant department to ensure check and balance.
3. Findings indicated that some teachers at private universities don't allow students to ask any questions. Thus, it is recommended to teachers may allow students to share their queries regarding the lectures to manage their behavior. Teacher may appreciate those who ask questions to motivate students.

5.5.1 Recommendations for Future Research

1. This study was confined to Islamabad universities only. This study may be extended to other areas of Punjab.
2. This study was restricted to 222 BS students. Hence larger samples may be taken up in future research endeavors.
3. The study of the same nature may be taken for MS and PhD students also.
4. A similar study at different departments may be conducted to make findings more reliable and valid.

5. More variables like lesson planning, teaching methodology and time management practices may be taken up in the research designs which may possibly influence classroom management practices.

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APPENDICES

Appendix-A

Questionnaire For BS Final Year Students

Dear Students,

I am student of MS Education at International Islamic University Islamabad. My research topic is “**A Comparative Analysis of Classroom Management Practices at Public and Private Universities in Islamabad**”. You are requested to give your opinion regarding your teachers by filling in this questionnaire. Your information will be kept confidential and used for research purposes only. I will be thankful for your cooperation.

Hafsa Shujat

MS Scholar

Department of ELM, IIUI

Name (Optional): _____

Semester: _____

Department: _____

University: _____

Note: Five options are given against each statement. Tick the option you like the best.

SA= strongly agree A= Agree N= Neutral D= Disagree SD. = Strongly Disagree

S.NO	Statements	SA	A	N	D	SD
Behavior Management Practices						
1.	Teachers organize the class in such a way that it fosters an encouraging environment for effective learning.					
2.	Teachers encourage the students to learn.					
3.	Teachers urge all students to participate equally					

	in classroom.					
4.	Teachers maintain a controlled and organized classroom that fosters respectful student learning.					
5.	Teachers give assignment that is motivating.					
6.	Teachers maintain a cheerful and approachable behavior in the classroom to facilitate students' learning.					
7.	Teachers closely monitor inappropriate behavior during class.					
Physical Resources						
8.	Teachers make the physical environment of the classroom conducive to learning.					
9.	Teachers maintain a positive physical appearance in the classroom.					
10.	Teachers ensure that whiteboard is visible by all pupils in the classroom.					
11.	Teachers keep an eye out for proper illumination in the classroom.					
12.	Teachers use multi-media in the classroom to facilitate students' learning.					
13.	Teachers ask to change seating arrangements for group work.					
14.	Teachers use multimedia to motivate students to learn.					

Communication Practices					
15.	Teachers use clear language in class to communicate.				
16.	Teachers use examples to relate the lesson to real life.				
17.	Teachers engage students in discussion related to the topic.				
18.	Teachers employ teaching strategies that enhance students' participation.				
19.	Teachers allow students to ask questions during the lecture.				
20.	Teachers respond to students' confusion to foster open dialogue in the classroom.				
21.	Teachers meaningfully define the class rules and regulations.				
22.	Teachers intervene when students chatter during class.				
23.	When pupils go off subject, teachers strongly redirect them back to the topic.				
24.	Teachers make sure that students follow the class rules and regulations.				
25.	Teachers praise students when they perform well in class.				
26.	Teachers pay special attention to individual differences and provide constructive remarks.				

27.	When teachers reply to students' queries, they provide quick feedback.					
28.	Teachers address students queries in response to provide feedback to them.					

Observation Checklist for Researcher

S. No.	Checklist For Classroom Management Practices	Cycle 1			Cycle 2			Cycle 3		
		All times	Some times	Rarely	All times	Some times	Rarely	All times	Some times	Rarely
A	Physical Resources									
1.	Teachers technologically equipped the classroom well that motivate students to learn									
2.	Teachers keep the classroom's physical appearance favorable									
3.	Teachers make proper seating arrangements in the classroom for effective learning									
4.	The physical									

	arrangement of the classroom is appropriate for activity									
5.	Teachers use laptop, speakers and projector in the classroom to facilitate student learning.									
6.	Teachers change classroom seating arrangements for group work.									
7.	Teachers keep notice of appropriate lighting in the classroom									
B	Behavior Management Practices									
9.	The teacher positively stated behavioral expectations in									

	the classroom.									
10.	The teacher taught and prompted positively stated behavioral expectations.									
11.	The teacher selected and implemented additional consequence strategies, if appropriate to support student behavior.									
C	Communication Practices									
12.	Efficiently moves students from one task to the next									
13.	Gives students positive feedback									
14.	Interacts pleasantly with students									
15.	Helps all									

	students in solving learning problems									
17.	Gains students' attention when required									
18.	Caters for diversity of students									
19.	Gives clear instructions									



الجامعة الإسلامية العالمية
International Islamic University, Islamabad

Faculty of Education

Department of Educational Leadership and Management

CERTIFICATE OF VALIDATION

Research Title: "A COMPARATIVE ANALYSIS OF CLASSROOM
MANAGEMENT PRACTICES AT PUBLIC AND PRIVATE UNIVERSITIES IN
ISLAMABAD"

By: Ms. Hafsa Shujat (MS Scholar)

This is to certify that the attached research instrument, developed by Ms. Hafsa Shujat, student of MS Education, underwent validation by me. It is considered that the instrument developed for the research is according to the objectives of the research and it also assures adequate face and content validity. The instrument had passed through careful examination and were proven substantially useful for her thesis.

CERTIFIED BY:

Name: Dr. Zariqa Akhtar

Designation: Assistant Professor

Institution: IUI

Department: Teacher Education

Signature: Zariqa Akhtar



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CERTIFIED BY:

Name: Dr. Manzoor

Designation: Assistant Professor

Institution: IIUI

Department: ELM

Signature: [Handwritten Signature]



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CERTIFIED BY:

Name: Dr Fouzia Aymal

Designation: MP EdU

Institution: IUI

Department: Teacher EdU

Signature: [Signature]



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Department of Educational Leadership and Management

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MANAGEMENT PRACTICES AT PUBLIC AND PRIVATE UNIVERSITIES IN
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By: Ms. Hafsa Shujat (MS Scholar)

This is to certify that the attached research instrument, developed by Ms. Hafsa Shujat, student of MS Education, underwent validation by me. It is considered that the instrument developed for the research is according to the objectives of the research and it also assures adequate face and content validity. The instrument had passed through careful examination and were proven substantially useful for her thesis.

CERTIFIED BY:

Name: Dr. Nazia Iqbal.

Designation: Assistant Professor

Institution: IIU

Department: Psychology

Signature: [Signature]
24/5/2023.



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International Islamic University, Islamabad

Faculty of Education

Department of Educational Leadership and Management

CERTIFICATE OF VALIDATION

Research Title: "A COMPARATIVE ANALYSIS OF CLASSROOM
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ISLAMABAD"

By: Ms. Hafsa Shujat (MS Scholar)

This is to certify that the attached research instrument, developed by Ms. Hafsa Shujat, student of MS Education, underwent validation by me. It is considered that the instrument developed for the research is according to the objectives of the research and it also assures adequate face and content validity. The instrument had passed through careful examination and were proven substantially useful for her thesis.

CERTIFIED BY:

Name: Saira Shuhud

Designation: Asst.

Institution: IUI

Department: PS & IR

Signature: [Handwritten Signature]



INTERNATIONAL ISLAMIC UNIVERSITY

ISLAMABAD – PAKISTAN

Faculty of Education

Department of Educational Leadership and Management

P.O. Box.1243 Telegram. ALJAMIA Telex.54068 IIU PK

Tel: 051-9019824

No. IUI/FSS/WC-2023-

Dated: May 24, 2023

**Muslim Youth University
Japan Road, Jandain, Islamabad**

TO WHOM IT MAY CONCERN

Ms Hafsa Shujat Registration # 417-FSS/MSEDU/F21 is student of MS Education in Department of Educational Leadership and Management: International Islamic University, Islamabad. Currently she is working on her thesis for research. For this she needs to collect data regarding population of Bachelor students and permission to collect data for research purpose.

You are requested to kindly facilitate her in data collection.

Prof. Dr. Samina Malik
Professor /Vice president F.C

Supervisor
Faculty of Education
International Islamic University Islamabad

Appendix-I



INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD-PAKISTAN
FACULTY OF EDUCATION
(Female Campus)

The Chairperson,

Department of Politics & IR, Female Campus

International Islamic University Islamabad

Subject: Request for the Permission of Classroom Observations

Dear Madam

It is stated that Ms. Hafsa Shujat (Regd No. 417-FSS/MSEDU/F21) student of MS Education, Department of Educational Leadership and Management (ELM), Faculty of Education, IIUI is working on thesis titled "*Comparative Study of Classroom Management Practices at Public and Private University in Islamabad*". For this purpose she needs to conduct classroom observation of teachers who are teaching BS 7th semester at your Department of Politics & IR. It is therefore requested to facilitate her in this regard.

Your cooperation shall be highly acknowledged

Dr. Humaira Akram
Assistant Professor
Department of Teacher Education
Ext no. 2842

DEPT OF TEACHER EDUCATION
FACULTY OF EDUCATION



INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD-PAKISTAN

FACULTY OF EDUCATION
(Female Campus)

The Chairperson,

Department of Psychology, Female Campus

International Islamic University Islamabad

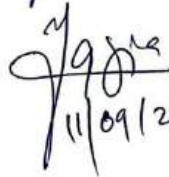
Subject: Request for the Permission of Classroom Observations

Dear Madam

It is stated that Ms. Hafsa Shujat (Regd No. 417-FSS/MSEDU/F21) student of MS Education, Department of Educational Leadership and Management (ELM), Faculty of Education, IUI is working on thesis titled "*Comparative Study of Classroom Management Practices at Public and Private University in Islamabad*". For this purpose she needs to conduct classroom observation of teachers who are teaching BS 7th semester at your Department of Psychology. It is therefore requested to facilitate her in this regard.

Your cooperation shall be highly acknowledged

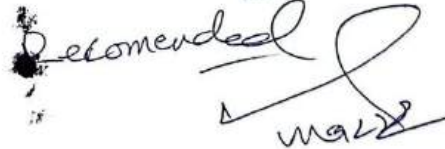
Kindly approve it by
your Head of Department.


11/09/2023.


08/09/2023

Dr. Humaira Akram
Assistant Professor
Department of Teacher Education
Ext no. 2842

DEPT. OF TEACHER EDUCATION
FACULTY OF EDUCATION


Recommended

DR. MUNAZZA MAHMOOD
INCHARGE
Dept. Educational Leadership & Management
Faculty of Education
International Islamic University Islamabad