



RESEARCH PAPER

A Study of Classroom Management Practices of Teachers at Elementary Level in Lahore, Pakistan

¹Sohail Mazhar ²Muhammad Aslam* ³Shamim Ullah

1. Department of Education, Virtual University of Pakistan, Lahore, Pakistan
2. Assistant Education Officer, School Education Department Punjab, Pakistan
3. Assistant Professor, Institute of Education and Research, University of the Punjab, Lahore, Pakistan

*Corresponding Author: shamimullah.ier@pu.edu.pk

ABSTRACT

Classroom management in schools includes the action of management's plans and objectives by keeping students' progress in mind. Classroom management supports two-way communication and mutual understanding between students and teachers. If a teacher wants to be successful, want their students to get good grades, want their student to learn much as they can from a particular course then the teacher must have to focus on classroom management. This study has focused on classroom management practices of teachers at the elementary level. The population for this particular study was the teachers of elementary schools in Lahore, Pakistan. The sample size for the study was 271 regardless of gender, the sample includes a specialist from all the subjects being taught at elementary level and the sample includes experienced teachers and fresh as well. The results of the study propose that teachers are using all the effective teaching practices in elementary level schools in Lahore to manage their classes effectively. Teachers are supporting the climate which is effective for learning. Teachers are also supporting the learning needs of students and are changing their pattern of teaching based on students' needs. Teachers are focusing more on group assignments rather than individual work as teachers assume that students learn more while working with their classmates.

KEYWORDS Classroom Management, Practices, Teachers

Introduction

In every student's life, a teacher plays a very influential role. Teachers start teaching students in their very early and important years of life. Teaching and learning take place when classroom management is effective. For effective classroom management, it is necessary to tell the rules at the very start so everyone gets the idea about the do's and don'ts of the class. For better results, these rules must be effective, clear, and equal for all (Heather, 2012; Rogers, 2015). There is a great influence of classroom management on classroom climate as it promotes quality of learning and student engagement. Teachers who support a friendly classroom environment are more successful than the teachers who just show the power of their authority (Christian, 2013; Mastul, 2017).

The teacher plays a very important role in the life of every student. The competencies of a teacher make the classroom effective. For being an effective teacher and a good manager the teacher must be a good planner. He/she should plan at the very start of the session that how he/she wants to take the class in the whole year (Konen, 2019; Ingersoll, 2003). Expectations should be set at the start and must be communicated

to students. Telling the students to do's and don'ts is also very important. The teacher should promote a learning environment by arranging more group activities that encourage students to work collectively in groups and in this way they can learn more (Asiyai, 2011; Curwin, 2013).

If a teacher is effectively managing the classroom, then he/she can teach in an effective way through which the learning lasts longer. Teachers should involve students more in class rather than one-way communication as it increases confidence in students and they learn more with long-lasting learning (Joyce, 2003; Jovelete, 2010). How a teacher controls his/her class reflects how the students will behave and how the classroom management will work. Different teachers use different types of strategies to control the class, some of them use a reward for promoting good behavior and some of them use punishment to reduce bad behavior (Bluestein, 2014; Ford, 2009).

Teachers act as a role models for students. So teachers should create an environment that promotes care and value among them, this will decrease the ratio of bad behaviors in students (Kathryn, & Porter, 2015). Good classroom management supports a friendly classroom environment where students learn and participate freely without the fear of any insult or embarrassment. Because of the importance of effective classroom management, this study is very much important (Browsers, 2000; Garrett, 2014).

Findings of Previous Studies

Previous researchers have found a significant link between a teacher's successful classroom management and the performance of his or her students, which means effectively managed classroom gives better results than the ineffectively managed class. One of the studies which were conducted by Asiyai (2011) showed that teacher's effective classroom management enhances student's learning as there is a strong link between effective classroom management and students' performance as they learn in a better way in class. Good classroom climate help as a motivator for students and they try to perform well (Helen & Price, 2016), he further added that many things have an impact on student's behavior and learning but effective classroom management is one of the key components (Mazhar, Ullah, & Ahmad, 2022).

Good classroom management is all about the competencies of a teacher, therefore teachers should be more competent and well trained (Qaiser, 2013). Teachers do need knowledge to teach well in different zones, for example: feedback and praise, handling mistakes, questions from students, and structured lessons (Sieberer, 2016). A teacher is an authority who is responsible to create a good learning environment through proper guidelines and by maintaining good interaction with the students (Mastul, 2017). Teachers should focus on the sitting arrangements of students and they must play an active role in managing the sitting arrangement so that students can get good grades by sharing their knowledge (Banks, 2014). Classroom rules if stated in advance of the session increase the likelihood of success of the students and other than this Banks and Techelle (2014) also stated that teachers should use praises to tell the students that they are performing well in class and try to motivate other students by telling the benefits of hard work so that they start feeling motivated internally.

A teacher should actively supervise the behaviors of students so that any misbehavior could be stopped at the very start (Depry, 2002), when a teacher will actively focus on the events happening in class then the teacher can even get a sense of the

problem before it's occurrence. Positive connections, particularly among teachers and students are fundamental to learning. This rule asserts that instructors should make it a priority to form positive relationships with learners, and it takes into account the likelihood that we may earn rather than earn esteem as teachers. (Helen & Price, 2016). Classroom management includes every action including the discipline and the behavior as well, it involves every activity that occurs in class from the start of the lesson to the end of the lesson so for proper and effective management everything must be under proper observation and control (Yousef, 2012).

By keeping these things in mind we can conclude that previous studies focus on that teacher's every activity should be well planned. A teacher should be highly attentive to things in his/her surroundings. A teacher should change himself/herself as needed for better learning and more positive results.

Managing a classroom is one of the core responsibilities of a teacher. Without proper management neither a teacher can perform best nor can a student give his /her best. Hence we can consider classroom management as the core ingredient which can help in better learning at elementary level school. The focus of this study will be on the practices that teachers are following to manage the class and how well their management is with those practices. For good management and better results, these practices should be studied in detail.

Material and Methods

In this study, we have conducted a study of classroom management practices of teachers at the elementary level in Lahore using quantitative method.

Population

The population for this particular study was the teachers of elementary school in Lahore as this study is about classroom practices of teachers of Lahore who were teaching elementary level classes. The population included both genders for the study.

Sampling Techniques

The sampling technique that was used for this research was random sampling which is a type of probability sampling (the sample has a known probability of being selected) which means that every individual in a population has equal chances.

Sample Size

The margin of error (confidence interval) for this study is +/- 5%, with a 90% confidence level, 0.5 standard deviations, and a margin of error (confidence interval) of 90%.

$(Z\text{-score})^2 * \text{StdDev} * (1\text{-StdDev}) / (\text{margin of error})^2 = 270.60$ Necessary Sample Size

As a result, 271 individuals were required for this research.

Instrument and Measurement

The instrument that was used for this study was a questionnaire, which was adopted from different previous studies. This questionnaire was used by (Mastul, 2017) in his research. The questionnaire is divided into two parts. The first component asks about the participants' demographic information, such as their age, education level, and work experience. The second section is about the questions under study. This study contains 5 research questions and in the second section, each of them is further elaborated in 5 more questions. The scale that was used for these questions was 5 points Likert scale.

The procedure of Data Collection

Data were collected through questionnaires which were distributed to different teachers who were teaching different subjects in different areas of Lahore to elementary level. The collected data were analyzed with the help of SPSS software.

Validity and Reliability of the Questionnaires

This is mainly a subjective measure where the validity of the items is being checked. The face validity of this research instrument was checked by a specialist in this area. Reliability of any tool/questionnaire can be found with the help of SPSS software by finding Cronbach's alpha which is the measure of internal consistency of the tool. And for finding the reliability of the questionnaire the pilot testing was performed on a sample of 50 responses and Cronbach's alpha for the above-mentioned questionnaire was 0.885, which shows good internal consistency of the questionnaire.

Results and Discussion

For the final study 320 questionnaires were distributed to the respondents through different channels amongst them only 271 questionnaires were returned with no missing values and those were used in the final study that means the response rate is 84.7%. People of different age groups, experience, and qualifications participated in this study but they all were educators teaching different subjects to elementary school in Lahore.

As the study was just to study the teaching practices of teachers who are teaching in elementary schools of Lahore regardless of whether they are from Government schools or private the results of the study is based on the averages (means) of the responses just to confirm that teachers are following those universally effective teaching practices in their classes or not. This study has focused on a descriptive method which means that results have been analyzed with the help of the descriptive method.

Descriptive Statistics

Table 1
Descriptive Statistics and Frequency Distribution for "AGE"

| Number of Responses (N=271) | | |
|-----------------------------|-----------|----------------|
| AGE | Frequency | Percentage (%) |
| 22 - 26 | 149 | 55 |
| 27 - 31 | 122 | 45 |
| 32 - 36 | 0 | 0 |
| 37 - 41 | 0 | 0 |
| 42 and Above | 0 | 0 |

| | | |
|-------|-----|-----|
| Total | 271 | 100 |
|-------|-----|-----|

Table 1 is giving the summary of different age groups that participated in this study. 149 people covering 55% of the observations were of 22 to 26 years of age, 122 people covering 45% of the observations were of 27 to 31 years of age which means most of the people who participated in the study were young.

Table 2
Descriptive Statistics and Frequency Distribution to "EDUCATION"

| Number of Responses (N=271) | | |
|-----------------------------|-----------|----------------|
| EDUCATION | Frequency | Percentage (%) |
| Bachelors | 0 | 0 |
| Masters | 225 | 83 |
| M. Phil | 46 | 17 |
| Ph.D. | 0 | 0 |
| Total | 271 | 100 |

Table 2 is giving the summary of people having different education levels who participated in this study. 83% of the people who participated in this research were having a masters' degree while 17% were having M. Phil degree that means most of the participants of this study were having a masters' degree.

Table 3
Descriptive Statistics and Frequency Distribution with respect to "EXPERIENCE"

| Number of Responses (N=271) | | |
|-----------------------------|-----------|----------------|
| Experience | Frequency | Percentage (%) |
| 0 to 2 years | 213 | 78.6 |
| 2 to 4 years | 47 | 17.3 |
| 4 to 6 years | 11 | 4.1 |
| 6 to 8 years | 0 | 0 |
| 8 years & Above | 0 | 0 |
| Total | 271 | 100 |

Table 3 is giving the summary of people having a different duration of experience as an educator. Most of the participants 78.6% of the study program were having 0 to 2 years of experience, 17.3% of participants were having 2 to 4 years of experience while only 4.1% of participants were having 4 to 6 years of experience.

Table 4
Frequency & Descriptive Statistics with respect to "Practices Applied by Teachers to Manage Their Class"

| Items | (N=271)% Response Rate | | | | | | St. Dev |
|--|------------------------|---|----|----|-----|------|---------|
| | SD | D | N | A | SA | Mean | |
| I make lecture plan daily and stick to it | 0 | 0 | 13 | 65 | 193 | 4.66 | 0.566 |
| I make it a point in my classroom that students always obey the rules. | 0 | 0 | 39 | 97 | 135 | 4.35 | 0.720 |
| I almost always adapt my teaching to the requirements of my students. | 0 | 0 | 17 | 95 | 159 | 4.52 | 0.613 |

| | | | | | | | |
|--|----|----|----|-----|-----|------|-------|
| I stick to my pre-determined learning tasks. | 0 | 0 | 0 | 194 | 77 | 4.28 | 0.452 |
| To facilitate learning, I enable children to sit in places other than the usual classroom environment. | 11 | 03 | 12 | 122 | 123 | 4.27 | 0.917 |

Table 4 is about descriptive statistics of items related to “Practices Applied by Teachers to Manage Their Class”. For knowing about those practices that the teachers follow at the elementary level in Lahore some questions were asked from them related to the practices that are considered as effective that either they are practicing those practices in their classroom or not. For this purpose, we took the mean of the responses and the mean for all the five questions that we asked is greater than 4.26, which means that teachers are practicing those practices in their classroom. If we talk about the responses individually then most teachers responded that they make a lesson plan and act teach students according to that plan that’s why the mean score for this question is 4.66 and the standard deviation is 0.566. When the question about the strictness of rules was asked from teachers then they responded that most of them strictly want their class to follow rules and the mean value of their responses is 4.35 and their standard deviation is 0.720. Likely when the teachers were asked about a change in instruction in response to student’s needs then they responded positively that they will change their instruction mode as per student’s need and the mean value for their responses is 4.52 and the standard deviation is 0.613. Most of the teachers in an answer to another question said that they follow the activity plan that they have already made and the mean value for their responses is 4.28 while the standard deviation is 0.452. In the last question related to management practices, teachers were asked about the sitting arrangement that either allows students to sit other than the traditional setting of the classroom then in response most of the teachers said that they allow their students to sit in other ways as well just to enhance learning and the mean value of their responses is 4.27 and the standard deviation is 0.917.

Table 5
Frequency & Descriptive Statistics with respect to “Management Techniques That Are Considered as Effective”

| Items | (N=271) % Response Rate | | | | | | |
|---|-------------------------|----|----|----|-----|------|---------|
| | SD | D | N | A | SA | Mean | St. Dev |
| I explain to them what is expected of them at the beginning of class. | 0 | 0 | 0 | 60 | 211 | 4.78 | 0.416 |
| I design classroom rules based on student feedback. | 0 | 0 | 03 | 94 | 174 | 4.63 | 0.506 |
| When students stray off subject, I forcefully steer them back to the topic. | 0 | 0 | 33 | 72 | 166 | 4.49 | 0.704 |
| Almost every time I teach, I try to employ a method that stimulates student engagement. | 0 | 0 | 09 | 39 | 226 | 4.80 | 0.476 |
| In my classroom, I almost always employ inquiry-based learning. | 0 | 18 | 06 | 73 | 174 | 4.49 | 0.834 |

Table 5 is about descriptive statistics of items related to “Management Techniques That Are Considered as Effective”. For knowing about those management practices that are considered effective by the teachers of elementary level in Lahore and they are following them as well for this purpose some questions were asked from them

related to the management practices that are considered as effective that either they are practicing those practices in their classroom or not. For this purpose, we took the mean of the responses and the mean for all the five questions that we asked is greater than 4.48. All the teachers agree with this that they tell the students what is expected from them at the very start of the session and the mean of their responses is 4.78 and the standard deviation is 0.416. In another question about the inputs from students while making classroom rules was asked from teachers then they responded that they allow students to participate in the rulemaking process and the mean score of their responses is 4.63 and the standard deviation is 0.506. In a question about do they allow to divert the class from the topic many teachers answered that they don't allow the students to divert from the topic under study with the mean score of 4.49 and with a standard deviation of 0.704. When teachers were asked about encouraging the students to interact with each other then most of the teachers answer strongly agree which means they encourage students for interaction among them with a mean score of 4.80 and standard deviation of 0.476. In the last question related to management practices the teachers were asked about inquiry-based learning and the mean score of their response is 4.49 which means most all of them are following inquiry-based learning system and some of them even denied this and the standard deviation of their response is 0.834.

Table 6
Frequency & Descriptive Statistics with respect to "Measures Teachers Are Taking to Decrease Bad Behavior"

| Items | (N=271)% Response Rate | | | | | | |
|--|------------------------|----|----|-----|-----|------|---------|
| | SD | D | N | A | SA | Mean | St. Dev |
| When a student speaks inappropriately during class, I nearly always interfere. | 0 | 11 | 13 | 89 | 158 | 4.45 | 0.768 |
| In the classroom, I enforce a strict no-talk policy. | 0 | 0 | 12 | 95 | 164 | 4.56 | 0.580 |
| For good classroom behavior, I give a student a prize. | 0 | 0 | 9 | 94 | 168 | 4.59 | 0.557 |
| I shift one student away from the other if a student speaks to a neighbor. | 0 | 0 | 30 | 60 | 181 | 4.56 | 0.685 |
| In my classroom, I am quite tough about following rules. | 0 | 0 | 26 | 140 | 105 | 4.29 | 0.632 |

Table 6 is about descriptive statistics of items related to "Measures Teachers Are Taking to Decrease Bad Behavior". To support learning controlling bad behavior is very much necessary because any bad behavior of any single student spoils the whole environment of a classroom this is not something that impacts only the single student but it has a vast impact. For this purpose, we took the mean of the responses and the mean for all the five questions that we asked is greater than 4.28. When we asked a teacher about do the interrupt students when they talk at an inappropriate time during class then most of the respondents answered yes, they do with a mean of 4.45 while their standard deviation is 0.768. In another question about their limitation of student chatter in the classroom, most of them responded yes, they do with the mean average of 4.56 and their standard deviation is 0.580. In the third question about rewarding good behavior in the classroom, most of the teachers responded strongly agree with the mean average of 4.59 while their standard deviation is 0.557. In the fourth question about the changing of students' seats while they talk with the student next to them the mean of the answers was 4.56 which means strongly agree and the standard deviation of their

responses is 0.685. In the last question about the rules was asked that they are strict when rule compliance comes then the teacher's responses strongly agreed with the mean average of 4.29 and the standard deviation for their responses is 0.632.

Table 7
Frequency & Descriptive Statistics with respect to "Steps Teachers Take to Increase Student Participation"

| Items | (N=271)% Response Rate | | | | | | |
|---|------------------------|---|----|-----|-----|------|---------|
| | SD | D | N | A | SA | Mean | St. Dev |
| Almost every time I teach, I try to employ a method that stimulates student engagement. | 0 | 0 | 0 | 101 | 170 | 4.63 | 0.484 |
| When I'm making student projects, I ask for comments from them. | 0 | 0 | 24 | 90 | 157 | 4.49 | 0.655 |
| In my classroom, I almost always employ group work. | 0 | 0 | 13 | 79 | 179 | 4.61 | 0.578 |
| In the classroom, I almost always employ collaborative learning to investigate questions. | 0 | 0 | 06 | 67 | 198 | 4.71 | 0.502 |
| I engage students in active debate on real-world issues. | 0 | 0 | 0 | 192 | 79 | 4.29 | 0.455 |

Table 7 is about descriptive statistics of items related to "Steps Teachers Take to Increase Student Participation". As in any learning place, a student must understand what a teacher is teaching and one-way communication is not the way to get good results. So student participation is very much necessary for this purpose we ask 5 different questions from our participants which were about the way they increase student's participation in class and the mean score for all the responses is more than 4.28. The first question that was asked from the teachers was about they use a teaching approach that encourages interaction among students most of the teachers responded with a strongly agree with the mean average of 4.63 and the standard deviation is 0.484. The second question was about taking feedbacks from students while designing some projects for them in response this most of the teachers responded as strongly agree which means they involve students while selecting activities for them with the mean score of 4.49 and the standard deviation for their responses is 0.655. The third question for observing their encouragement towards student participation was asked about their interest in group assignments whose responses were having a mean of 4.61 and standard deviation of 0.578. In the fourth question about the use of collaborative learning to explore questions in the classroom mean of the teacher's responses is 4.71 and the standard deviation is 0.502. The last question about steps teachers take to increase student participation is that they engage students in active discussion about issues related to the real-world application then in response to this question the mean of the teacher's responses is 4.29 and their standard deviation is 0.455.

Table 8
Frequency & Descriptive Statistics with respect to "Practices to Create Effective Classroom Climate"

| Items | (N=271)% Response Rate | | | | | | |
|-------|------------------------|---|---|---|----|------|---------|
| | SD | D | N | A | SA | Mean | St. Dev |

| | | | | | | | |
|--|----|----|----|-----|-----|------|-------|
| I nearly always support friendly classroom climate | 0 | 17 | 18 | 94 | 142 | 4.33 | 0.857 |
| I constantly encourage my students to help and support one another. | 0 | 0 | 08 | 89 | 174 | 4.61 | 0.545 |
| Every student and his or her idea are always respected by me. | 0 | 0 | 09 | 113 | 149 | 4.52 | 0.563 |
| Before tests, I always assist students in resolving their issues by scheduling a review session. | 0 | 0 | 0 | 30 | 241 | 4.89 | 0.314 |
| I never make fun of any of my students. | 11 | 03 | 0 | 51 | 206 | 4.62 | 0.890 |

Table 8 is about descriptive statistics of items related to “Practices to Create Effective Classroom Climate”. Five questions were asked to check whether the teachers are following the practices to create an effective classroom climate or not. For this purpose we took the mean of the responses and the mean for all the five questions that we asked is greater than 4.32, which means that teachers are practicing those practices in their classroom as the responses of the teachers are positive. For knowing this the first question that was asked was about supporting friendly classroom climate and in its response, 52% of the participants answered with strongly agree and the mean for all the responses is 4.33 while the standard deviation is 0.857. The second question was about encouraging the students for helping and supporting their fellow students and the mean of their responses is 4.61 and the standard deviation is 0.545. The third question was the teacher /herself pays respect to every student and his/her idea in its response most of the teachers strongly agreed on this point as the mean of their responses is 4.52 and the standard deviation is 0.563. The fourth question was about the review session before exams to solve student’s problem the responses of the teachers reveals that they do arrange review sessions for students before exams as the mean of their responses is 4.89 and the standard deviation is 0.314. The fifth question was that they don’t make fun of their students and in its response, most of the teachers said that they don’t make fun of their students with the mean score of 4.62 and the standard deviation of their response is 0.890.

Discussion

The main purpose of this study was to study the classroom management practices of teachers at the elementary school level in Lahore. The responses from the teacher’s side are showing that they are following effective management practices. Teachers are telling students classroom rules and are doing their work with the help of pre-planned activities. They are planning the lesson; they are working according to student’s level and need. Teachers are trying to be an effective manager so that they can get good grades in return.

Teachers are using effective management techniques. They are telling their students at the start of the session the do and don’ts of the classroom. They are actively motivating students to interact with each other and they are also inquiring students about any query related to the topic under study. Teachers are focusing a lot on the students who are trying to divert the class from the topic under study. They are stopping students from unwanted chatters in the classroom. The teachers want their students to comply with the rules made in class for better learning.

Teachers are using more group activities than individuals and these activities are designed with suggestions from students as well just to improve learning. They are not only limiting students to class rather they are also discussing real-life problems with students. Teachers in elementary school Lahore are supporting a friendly classroom environment. They pay respect to every student's idea; they always arrange review sessions before exams.

Previous studies such as Banks (2014), Harvey (2013), Evertson (2006). Conroy (2008) shows similar results, which means effectively managed classroom gives better results than the ineffectively managed class. Several studies have been conducted earlier to study the classroom management practices of teachers at the elementary level and those studies showed that teachers are following universally accepted effective management practices in their classroom to get good grades and groom students. This study has also shown that teachers at elementary level Lahore are also following those practices which are considered effective.

Conclusions and Recommendations

This study related to classroom management practices of teachers at the elementary level in Lahore. The results of the study explore that the teachers of elementary level in Lahore are practicing effective management practices in their classrooms. The teachers are maintaining a good and effective classroom climate by supporting their students and by encouraging them to interact with each other teachers are supporting a collaborative type of learning. The results of this study show that teachers are communicating all the rules of the class to their students at the start of the session to decrease bad behavior.

Results of the study are clearly showing that teachers are making lesson plans daily and are delivering lectures with the help of pre-planned activities and reading material. Teachers are allowing students to participate in active discussions so that they do not hesitate while sharing their ideas with the teacher and other class fellows. To control any disruptive behaviors from the student's side teachers are telling them at the very start of the session about the rules and decorum of the class so that every one of them starts following those rules to keep classroom climate supporting for learning. Scope for this study exists in future as this study was focusing on both public and private sector elementary schools future study can be on private and public schools separate and there can be a comparison as well to study which amongst them are following universally accepted management practices in their classroom on regular basis.

References

- Asiyai, R. (2011). Effective Classroom Management Techniques for Elementary. *An International Multi-Disciplinary Journal, Ethiopia*, 282-291.
- Banks, T. (2014). Creating Positive Learning Environments: Antecedent Strategies for Managing the Classroom Environment & Student Behavior. *Creative Education*, 5, 519-524.
- Bluestein, J. (2014). *Managing 21st Century Classrooms: How do I avoid ineffective classroom management practices?* Alexandria: ASCD Arias.
- Browsers, A. a. (2000). A Longitudinal Study of Teacher Burnout and Perceived Self Efficacy in Classroom Management. *Teaching and Teacher Education*, 16, 239-253.
- Christian, D. P. (2013). *Dr. C's 5 Simple Rules to Effective Classroom Management*. Washington DC: Library of Congress.
- Conroy, M. A. (2008). Classwide interventions: Effective instruction makes a difference. *Teaching Exceptional Children*, 24-30.
- Curwin, R. L. (2013). *Affirmative Classroom Management: How Do I Develop Effective Rules and Consequences in My School?* Alexandria: ASCD.
- Depry, R. a. (2002). The Effect of Active Supervision and Pre-correctional Strategy for Managing Predictable Behavior Problems. *Intervention in School and Clinic*, 28, 143-155.
- Evertson, C. M. (2006). Improving Classroom Management: An Experiment in Elementary Classrooms. *The Elementary School Journal*, 84, 172-188.
- Ford, D. Y. (2009). Creating Culturally Responsive Instruction: For Students' and Teachers' Sakes. *Focus on Exceptional Children*, 41, 1-16.
- Garrett, T. (2014). *Effective Classroom Management- The Essentials*. New York: Teachers College Press.
- Harvey EJ, K. M. (2013). Classroom Seating Considerations for 21st Century Students and Faculty. *Journal of Learning Spaces*, 2(1), 42-60.
- Heather A. Davis, J. J. (2012). *An Interpersonal Approach to Classroom Management: Strategies for Improving Student Engagement*. Corwin Press, Inc.
- Helen Egeberg, A. M., & Price, A. (2016). Classroom Management and National Professional Standards for Teachers: A Review of the Literature on Theory and Practice. *Australian Journal of Teacher Education*, 41(7), 1-18.
- Ingersoll, R. a. (2003). The Wrong Solution to the Teacher Shortage. *Educational Leadership*, 60, 30-33.
- Jovelete, K. a. (2010). Adopting Positive Behavioral Interventions and Supports for Secure Juvenile Justice Settings, Improving Facility - Wide Behavior. *Behavioral Disorders*, 36 (1), 28-42.

- Joyce McLeod, J. F. (2003). *The Key Elements of Classroom Management: Managing Time and Space, Student Behavior, and Instructional Strategies*. Alexandria: Association for Supervision & Curriculum Development.
- Kathryn Brady, M. B., & Porter, D. (2015). *Rules In School - Teaching Discipline In The Responsive Classroom*. Washington DC: Library Of Congress.
- Konen, J. (2019). *6 Questions to Tackle in Managing Classroom Procedures*. Montana: Teacher.org.
- Mastul, A.-R. H. (2017). Elementary School Teachers' Classroom Management Practices: Their Implications for the Academic Performance of Grade 10 Students. *Journal of Social Sciences*, 558-583.
- Mazhar, S., Ullah, S., & Ahmad, R., (2022). A Study of Classroom Management Practices for Teachers at Secondary Level: A Literature Review. *Turkish Online Journal of Qualitative Inquiry (TOJQI)*, 13(1), 741-751.
- Qaiser Suleman, M. P. (2013). Techniques Used by Elementary School Teachers in Managing Classroom Disruptive Behaviour of Elementary School Students in Karak District, Pakistan. *Elementary School Students in Karak District, Pakistan Vol. 3*, 236-256.
- Rogers, B. (2015). *Classroom Behaviour: A Practical Guide to Effective Teaching Behaviour 4th Edition*. SAGE Publications Ltd.
- Scrivener, J. (2011). *Learning Teaching 3rd Edition*. Macmillan.
- Shawer, S. (2006). Effective Teaching and Learning in Generic Education and Foreign Teaching. *Language Teaching Methodology Learner's Cognitive Style*, 50-62.
- Shawer, S. (2010). Classroom Level Curriculum Development; EFL Teacher as Curriculum Designers, Curriculum Makers, and Curriculum Transmitters. *Teaching and Teacher Education*, 173-184.
- Sieberer-Nagler, K. (2016). Effective Classroom-Management & Positive Teaching. *Canadian Center of Science and Education*, 9, 163-172.
- Timothy P. Knoster, E. (2014). *The Teacher's Pocket Guide for Effective Classroom Management, Second Edition*. Baltimore: Brookes Publishing.
- Watanabe-Crockett, L. (2017). *The Essential Guide to Essential Questions*. Wabisabi Learning.
- Woolfolk, A. H. (2006). *Student and Teacher Perspective in Classroom Management*. Carol M. Evertson and Card S. Weinstein's (Eds.) Handbook of Classroom Management.
- Yousef, G. (2012). *An Investigation Into The Influence of Teachers Classroom Management Beliefs and Practices on Classroom Procedures*. University of Melbourne, Australia.
- Zoltan Dornyei, E. U. (2011). *Teaching and Researching Motivation*. Longman.