



Managerial Matters for Classroom Management: A Systematic Analysis

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Abstract

Elementary school education plays a vital role for the enhancement of literacy rate of the country which is considered the major contribution for the socio-economic growth of the country. However, elementary school teachers face several challenges and issues during their job while performing the classroom activities. The main purpose of this research was to evaluate the problem in classroom for teachers. The population was elementary teachers from Bahawalnagar and 219 (public=113, private=106) respondents were administered as sample by applying simple random sampling technique. A Self-administered questionnaire was made for data collection based on survey method. SPSS was processed to evaluate the research objectives. The results indicated the significant difference between public and secondary school teachers about the factors classroom management and lack of facilities. There was also a significant difference shown among the teaching experience of respondents about issues related to management in classroom. The findings are useful for upgrading the learning process by adopting innovative resources.

Keywords: Issues, Classroom Management, Elementary Teachers

1. Introduction

Educational institutions played a devout role in the improvement of the society specially in early children. to attain these all-objectives teachers perform numerous activities in educational institutions. The elementary school students' growth their mental and physical abilities moreover, they get life skills with academic competencies. To attain the teachers skillful and improve students' abilities the administration stress on the classroom management and different activities within classroom environment. For this purpose, it is must to provide all the necessary requirements to tutors for better results (Ahmad et al., 2013; Javed et al., 2015; Tahira et al., 2020). During learning, not only emphasis on the curriculum but also stress on the capabilities of the students. It needs the pledge with job and implement the directions, instructions and procedures of the institutions with setting values. The different stages of education require different knowledge according to the cognitive abilities of the students. The students within the class have different backgrounds according to the cultural, socio-economic home environment (Saeed & Akhtar, 2021).

The main objective of this research is to find out the hurdles met by primary school teachers and these issues are based on such domains as: curriculum issues, students management, local community, educational structures, services, scientific devices and to find out variations in the availability degree of such problems faced by teachers (Ahmad et al., 2013; Robinson, 2002). In this situation, the head of the educational institution plays an important role. he/she performs multi duties during job performance and is responsible for all the administrative activities within the educational environment and works as supervisor for the improvement of the institution (Cooper & Hedges, 2014; Dalli & Cherrington, 2009). This is possibly one of the most significant challenges that elementary school teachers face as commencement teachers. Every child has different behavior mood is it is difficult for teachers understand every child behavior taught them in such a way that every student understands them (Durand, 2010). Courses are made up of multi purposes based on knowledge, skills and will of students. For this reason, one-size-DOES-NOT-fit-all. Teachers faced different hurdles for their needs. They do this through lesson preparation and programming. For example, look at some of the things we have been doing in class in our Friday Fun posts (Siddiqui et al., 2021).

This differs from tutor to tutor, institution to institution. There are some educational institutions whose focus is how to utilize technology, how to teach technology and the most important is the effective use of the technology and to know about these all. In others it may be learning how to teach using minimal technologies. Whatever the situation, teachers ask themselves, "What are the tools I can be using to most effectively teach my students what they need to know (Nuttall and Ortalipp, 2012). Administration and management did not facilitate primary school teachers like respectful environment, good salary package and other facilities then these create challenges for them. Moreover, the challenges that teachers face from primary school children are as follows, for instance many children from impoverished backgrounds begin at a distinct disadvantage and it is very difficult to catch them up (Faiz et al., 2019; Tabassum et al., 2022).

1.1. Research objectives

1. To identify the difference of opinion between public and private elementary school teachers regarding managerial problems in the classroom.
2. To examine the significance difference of opinion among the professional experience of the teachers about managerial problems in the classroom.

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2. Literature Review

The elementary school level is the most crucial stage among all the stages of education. Apparently, in the world the stakeholders and educationists mostly emphasized the professional teaching faculty and autonomous working environment for the improvement of the teaching-learning process. In this stage it is very difficult to nourish the students with academic skills where the whole community is involved for the completion of this process. In Pakistan there were made number of education policies which mostly emphasized on the development of students. With rapid increasing the population of the country, there are number of challenges and issues which teachers faced during the classroom management such as lack of facilities, challenges of administration, classroom management, workload and parent involvement (Qureshi & Kalsoom, 2022; Suleman et al., 2012).

Classroom management is one of the best ways for the achievement of the goals of teaching learning process. There are multiple issues that exist to maintain a smooth classroom environment. In almost all over the world there exist two categories of education that is government and private sector. And further these categories comprised of rural and urban areas. Most rural areas educational institutions have poor infrastructure that makes hurdles in the way successful learning processes (Iqbal et al., 2021). Additionally, one can say that classroom management is not easy work, it needs professional teachers to maintain the classroom environment smoothly. The earlier research showed that the educational institutions were facing issues such as lack of professional teachers, lack of infrastructure, poor environment, poor budget, rush of students in class, lack of textbooks and many more problems. These challenges are progressively being addressed with notable improvements (Saleem et al., 2020).

Due to changes in globalization, the government has also upgraded its educational policies. The minimum education qualification for teachers is now graduation and professional degrees. There still exist many teaching staff that do not meet the educational and professional requirements but are still serving and facing classroom management issues (Siddiqui et al., 2021). Each Class is composed of multi-cultural and has different economic and social values, so it is necessary for the teaching staff to be professional to keep the class environment smooth. Because without the highly qualified teacher the class could not be run smoothly the elementary school system is different from other levels of education because it needs professional skills to maintain a good environment within the class (Aslam, 2013; Dayan et al., 2018). Another challenge teachers face at pre-school level is gender. The female teachers are given priority even if they have no proper degree in ECE. While the male teachers are not selected for early childhood classes, and this demotivates competent male teachers to join the profession. The previous studies recommend that the female teachers face number of challenges during their services. They face the challenges of work, family conflict, maternity, transfer after marriage (Iqbal et al., 2021).

It has been realized from previous research that the teachers play a significant role in the development of the organization if they are satisfied with their work environment. It has been observed that there is political interference in the education system. So, the teachers who have political background are mostly on leave and the burden of classes is faced by the other teachers. If those teachers are present in school do not work with full zeal and zest. Therefore, the objectives of the institutions cannot be achieved appropriately (Akram et al., 2021). It has been comprehended that the pre class teaching is suitable for the female teachers. The female teachers can manage the elementary classrooms as compared to the male teachers. It is phenomena for the new education system how to manage the pre class students. In new trend at elementary level, it should be appointed a female teacher but there are also male teachers exist in some areas of the country. Where male teachers teach at elementary level there, they face number of challenges and issues to manage the classrooms (Lodhi et al., 2019).

For the development of the teaching learning process, it is necessary to provide the basic facilities to the teachers and students. Most of the burden of the basic education takes the private school in developing countries throughout the world. Previous studies also investigated that it is difficult for the government to provide the basic facilities like infrastructure, provide free textbooks and uniform for all the students. On the other hand, the most education policies emphasize the increasing number of students and overcoming the drop out ratio for the enhancement of literacy rate of the country (Schofield, 2007). For the development of the education process, it is necessary to provide the quality of services to the teachers and students such as infrastructure, appropriate and well-equipped classrooms, appropriate computer labs, very good physical environment, democratic working environment etc. Previous research concluded that there is lack of facilities that were provided to the institutions which are necessary to complete the teaching learning process (Morris, 2009).

The findings of previous studies revealed that there is a lack of facilities at elementary school level. The best teaching methods at elementary is activity-based learning so this method needs a basic teaching facility. Unfortunately, there is a lack of basic facilities to perform the activities for learning the students. Due to the lack of facilities the teacher is unable to get the educational objectives in proper manners (Durand et al., 2016). In developing countries due to poverty and unemployment it is difficult for the parents to meet the educational expenditures. The textbooks provide teaching practice for the teachers and learning activities to the students for the development of the teaching-learning process. The teachers get the instructions from the reading material of the textbooks. Moreover, only textbooks are not only necessary to complete the teaching learning process but also need the other facilities such as charts, AV aids, white boards, chalk (Mughal et al., 2020).

Early stage of the students is most important to develop their thinking abilities towards the learning uplift. The curriculum at the basic stage revealed around the instructive skills of the students and for the growth of their academic abilities. It is not only the responsibilities of teachers to teach with full zeal and zest for the completion of organizational objectives but also administration and higher authorities focus on the facilities which render to the teaching faculty for performing the learning activities appropriately (Saleem et al., 2020). For the development of educational institutions, the administration plays a significant role in the enhancement of the learning activities. The higher authorities help and guide the teachers in performing the various activities in the school. The administration plans and different kinds of strategies which are helpful for the teaching faculty. The administration is responsible for eradicating the obstacles which teachers face during classroom activities. The teachers are considered as the field manager and observed the different things so that to handle the appropriate suggestions of the teachers play a vital role for the development of the institutions (Munir & Amin, 2018).

During the classroom activities the teachers face various issues and challenges from the administration. The administration staff does not handle the queries of the teaching staff appropriately. It is the duty of the higher authorities to motivate the employees to perform the different kinds of curriculum and extra-curriculum activities. The executive authorities provide the rewards to the teachers for their best performance. For this the employees feel confidence being a part of the organization and perform well for the development of the educational institutions (Anjum et al., 2012). The supportive behavior of the higher authorities towards the teaching staff is also considered a basic tool for the actual growth of the institutions. The higher authorities provide an effective environment of work so that the teaching learning process can be completed appropriately (Majoka et al., 2013). The positive interaction between the administration and the teaching faculty also contributes to the development of the official procedure. The administration staff appreciate the effective suggestions of the teachers and make the strategies and provide the operative instruction for good well (Ali, 2018).

The education process revealed around all the members of society. The development of the pre-school system is not only the responsibility of educationists. The elementary school system needs the involvement of all the professionals of society. In pre-school system there is also community committee, teachers, principals/headmasters, educationists and government participate to make education process successful (Dalli & Cherrington, 2009). This is a reality that the students spend more of the time at home. Therefore, it is the responsibility of the parents to develop the physical and mental abilities of the children at a basic level. Unfortunately, in the modern era every person is busy accumulating the money to meet the home expensive. There is little time for the parents for their children. In this age the parents are unable to make themselves role model for their children. So, all these challenges and issues directly or indirectly faced by the teachers (Durand, 2010).

The parents use different parental styles to knowledge their children. There are several challenges in parenting to educate the children. Most of the parents are uneducated which is an obstacle to nourishing the personality of the children. In Pakistan there exist public and private education sectors. Private schools demand a huge amount at elementary level. So, there is also a hell of difference in school infrastructure between public and private schools. Therefore, it is difficult for parents to select the school for their children (Barnet, 2006). Parents' involvement with their children to perform different kinds of curricular and extra curriculum activities enhance the physical, mental and learning abilities. It has been observed the parents who participate in learning activities perform well in academic achievement (Mashburn, 2008). To make the children a successful member of society, the policy makers focus on teaching education to development the learning abilities of the students through effective curriculum design (Durand, 2010).

In the age of globalization, it is considered the success of the teacher and institutions for getting the highest marks in academic. So, the educational institutions mostly focus on the academic achievement of the students and ignore the moral development. Thus, it is the major responsibility of the parents to involve their children in learning activities as well as in extra-curricular activities for moral development. It is also the responsibility of policy makers to focus on the moral development of the students during the time of policy making and curriculum development (Malik & Arooj, 2012). Therefore, it is the responsibility of the policy makers and higher authorities to focus on the professional training of the teachers. Teachers in one of the crucial icons to develop the learning abilities of the students. From the last couple of decades, the government focused on the professional training of teachers so that the education process can be developed. Therefore, the trained teachers can fill all the gaps profound between the members of society. The teacher can play a significant contribution as role model for the students (Cooper & Hedges, 2014).

Due to the large number of students in the classroom it is not easy for the teachers to handle and manage the students properly. At elementary education level the teachers perform different kinds of activities during teaching for example, involvement in activities, check the notebooks and books of the students, prepare the class and homework, classroom discipline etc. Therefore, it can be managed appropriately if the classroom size is best fit according to the international setting standards. Past studies found that there are approximately 35-37 number of students in classroom at elementary level (Mahmood & Iqbal, 2018; Malik & Urooj, 2012). The classrooms in Pakistan are also congested and very small in size. There are many mushroom schools throughout the country and are opened in the houses of living. Also, there are many government schools in Punjab and Pakistan as well, that

have no proper classrooms or even no boundary wall. So, the need of the hour is to work on the classroom size, and it should be increased in any way. While government regulation says that class size is no more than 40 pupils, but they can be up to 200 in the same class (Shaukat & Chowdhury, 2020).

3. Research Methodology

This study is descriptive based on casual comparative research design. The population of the study was public and private elementary school teachers from Bahawalnagar while 219 teachers (public=113, private=106) will be selected as sample of this study through simple random sampling technique. A self-administered questionnaire based on five points Likert scale 1. SDA to 5. SA was used for collection of data through survey method. The dimensions were included in this tool, classroom management, lack of facilities, parental involvement, administrative challenges and workload. For this study the Cronbach's Alpha Coefficient was applied to analyze the reliability of the questionnaire that was greater than 0.7 (Nunnally 1978). Moreover, in this study the content and face validity of the questionnaire was administered (Gray, 2014). SPSS was administered by applying descriptive (Cronbach's alpha, Mean, Standard Deviation) and inferential statistics (t-test independent and ANOVA) to analyze research objectives.

4. Analysis

Table 1. Descriptive analysis

<i>Factors</i>	<i>M</i>	<i>SD</i>
Classroom management	3.16	.99
Lack of facilities	2.92	.96
Parental involvement	3.18	.99
Administrative challenges	3.44	.96
Workload	3.48	.99

To administer the perception of respondents about study variable. Results indicated overall mean values of the various factors such as classroom management, lack of facilities, parental involvement, administrative challenges and workload was from 2.92 to 3.48. It showed the participants were agreed about construct of study.

Table 2. Independent Sample t-test (Private= 106, Public= 113)

<i>Statements</i>	<i>Private</i>		<i>Public</i>		<i>t</i>	<i>Sig</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Classroom management	2.84	1.20	3.47	1.09	1.66	.02*
Lack of facilities	2.61	1.33	3.12	1.18	-1.71	.05*
Parental involvement	2.90	1.22	3.40	1.00	-1.82	.11
Administrative challenges	3.10	1.25	3.68	.99	-2.01	.19
Workload	3.47	1.11	3.79	.87	-1.23	.15

Significance difference < .05

To evaluate the difference of opinion about variable of the study. The results explained a significant difference and mean score of public teachers was more (M= 3.47, SD= 1.09) private teachers (M= 2.84, SD= 1.20) about classroom management. Moreover, there was also significant difference of opinion found about lack of facilities whereas mean score of public teachers was more (M= 3.12, SD= 1.18) private teachers (M= 2.61, SD= 1.33) about lack of facilities. Furthermore, it was not a significant difference about parental involvement and the mean score of public teachers was more (M= 3.40, SD= 1.00) private teachers (M= 2.90, SD= 1.22) about parental involvement. Additionally, it was not achieved a significant difference while mean value of public teachers was greater (M= 3.68, SD= .99) private teachers (M= 3.10, SD= 1.25) regarding administrative involvement and there was also not indicated a significant difference about workload, mean value of public teachers was more (M= 3.79, SD= .87) private teachers (M= 3.47, SD= 1.11).

Table 3. ANOVA

	<i>SS</i>	<i>df</i>	<i>M. Sq</i>	<i>f</i>	<i>Sig</i>
Between Groups	3.411	3	1.711	2.968	.027*
Within Groups	55.555	97	.569		
Total	58.959	99			

Significance Level P<0.05

To administer the difference opinion of the respondents regarding their professional experience (1-5 Y, 6-10 Y, 11-15 Y, >15 Y). The statistical findings revealed that there was a significant difference among these groups about the issues in classroom because the p value was less than 0.05.

5. Conclusions

It was concluded that elementary school teachers were satisfied with all the dimensions of study variable. Moreover, there was a significant difference found between public and private elementary school teachers about the factor classroom management and lack of facilities while the mean score of the participants related to the public elementary school was greater than private. Additionally, there was also indicated a significant difference among professional experience of the teachers regarding managerial challenges in classroom.

6. Discussion and Recommendations

School principals take a significant part in organizing the teaching- learning process because he/she assumes various roles like the educational leader who takes responsibility in carrying out numerous management functions that create an appropriate educational environment and assumes the role of educational supervisor. When administration and management do not provide facilitation to the schoolteachers like respectful environment, good salary package and other facilities then these create challenges for them. Moreover, the challenges that teachers face from elementary school children are as follows, for instance many children from poor backgrounds begin at a distinct disadvantage and it is very difficult to catch them up. Therefore, it is the responsibility of all the stakeholders to participate to make the students successful members of society. Based on research findings, there were several challenges and issues for elementary school teachers during classroom management for the completion of the teaching learning process. Although several initiatives have been taken by the higher authorities for the development of school education, these indicators yet not yet been taken into consideration.

Moreover, this study can be conducted in other areas of the country and other levels of the education sectors so that the quality of education can be ensured. Moreover, it is recommended that the government should focus on the pre-service and in-service training of the professionals so that the teachers can appropriately manage the challenges and issues in the classroom with their abilities. It is also the responsibility of the parents to participate in all the curriculum and extra curriculum activities performed by the students. Parents should make themselves role models for their children and give confidence to their children for the development of their physical and mental abilities. Moreover, the educationist, policy makers and educationist should focus on the development of elementary education by adopting the new strategies. Additionally, classroom size should be managed to adopt the international standards.

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