

An Analysis of Classroom Management Approaches towards Students' Behaviour at Elementary School Level

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KEY WORDS

Classroom management, traditional approaches, innovative approaches, students' disruptive behaviour

ABSTRACT

The main focus of the study was to examine the classroom management approaches used by the teachers of elementary school level for controlling students' behaviour. Eighteen schools from Islamabad were selected and three teachers from each school were interviewed through convenient sampling technique due to short span of time. Data collected through interview protocol was analysed through thematic analysis. The results indicated that teachers mostly used traditional approaches for managing classroom activities and behaviours of the students like punishment and reward system, lectures and direct instructions, seatwork, teacher-centered, listening and observations. So it was recommended that teachers may use eclectic approach by combining traditional with innovative approaches for maintaining classroom behaviours.

Introduction

In educational setting, teachers are responsible to manage the students' behaviour and needs by implementing different classroom management approaches (Kapur, 2018). It is significant in light of the fact that it keeps learners persuaded to proceed with their work, offers suitable guidance and criticism, and oversee their work and it can help the teachers to decrease problematical practices in the classrooms (Ahmad 2010). Classroom management approaches play a significant role in developing of protected and conducive learning environment for learners. The reason for instruction is to create a protected and sympathetic condition for figuring out the learning environment. Although, educators may realize how to utilize and apply techniques that will permit and assist learners with learning Stage & Quiroz (1997) and Zuckerman (2007).

Classroom management

It is an extensive and inclusive idea which indicates to the activities and arrangements that instructors use to sustain discipline and portray all educator endeavours to regulate a large number of exercises in the classroom including learning, social connection and learners' practices. Management of classroom establishes three extensive measurements; individual, guidance and control (Yasar, 2008).

Behaviour management

It is a part and plot of classroom management but is often focused around unacceptable and disruptive behaviour of students followed by information about what to do if students behave in an unacceptable or disruptive way (Pitsoe, 2007). One of the scholars (Page & Jones, 2018) mentioned in their study that behaviour management is the level of control, how much you have control on you is linked with the behaviour management.

Classroom Management Approaches

Classroom management approaches are utilized to strengthen and verify learning; assets and situation which are sufficient and helpful for powerful learning and accomplishment as Korpershoek et al., (2016) mentioned in their study that effective teaching depend on the use of effective classroom management approaches. Management of classroom problems can be overcome when students are appropriately involved in lesson planning and the learning outcomes are shared with them (Creemers, 1994). As Owens (2018) stated that use of clear rules and commands, positive reinforcement of effective behaviour and effective strategies for violation of rules are good examples of classroom management approaches.

Spahiu and Spahiu (2013) mentioned in their study the different types of traditional methods of classroom management: reward and punishment system, lectures and direct instructions, seatwork, teacher-centered, listening and observations are very common in maintaining the classroom behaviours of the students (Khalid & Azeem, 2012).

Rationale of the Study

Classroom management and discipline issues positioning at the highest point of the instructor's nuisance pain list. Different articles and studies have been composed examining strategies of control in the classroom. Even renowned experts, for example, Glasser (1969) and Canter (1979) have developed approaches for classroom discipline that were fruitful in certain schools yet unsuccessful in others

In Pakistan, teachers are more focused on the traditional approaches for controlling the behaviour of students and maintaining classroom discipline. As the world turns into global village and modernization, teachers may also use some innovative methods for classroom management. Therefore, this study explored the nature and types of methods used by the teachers for

controlling the disruptive behaviour of the students in the classroom. This study was delimited to the elementary level teachers of Government schools of sector G from Islamabad. The sample size was very limited because of shortage of time and financial resources so further research can be done with a large sample size.

The study may be beneficial for the teachers in terms of using the most appropriate approaches of classroom management. It gives the information to the school principals to overcome the students' disruptive behaviours, classroom management problems faced by the teachers by highlighting the innovative and multiple classroom management approaches. It also serves the educational administrations, teacher education institutes to include the domain of new approaches of classroom management in the content of teachers' training.

Objectives of the Study

1. To investigate the classroom management approaches used by the teachers at elementary schools in Pakistan,
2. To examine the use of multiple approaches of classroom management at elementary school level in Pakistan.

Research Questions

1. Which classroom management approaches are mostly preferred by the teachers for classroom management in school?
2. How can a teacher integrate multiple approaches to control the students' behaviour?

Literature Review

Classroom management and students disruptive behaviours are the most challenging concern of the teachers as Mahvar et al., (2018) specified that classroom management is formulating rules to settle the class, organise activities, supervise students' work and needs and problem solving/tackling with students' disruptive behaviour. A teacher rightly thinks that effective classroom management is the basis of successful teaching and learning. Evertson and Weinstein (2013) mentioned that management of classroom is related to the move's educators make to control a worst situation for the academic and social enthusiastic learning of learners, teachers creates a conducive learning environment. They portray five kinds of activities so as to achieve a broad-minded classroom management, instructors must:

1. Creates caring attitude, strong associations with and among learners.
2. Organize and execute guidance in manners that improve learners' entrance to learning.
3. Engage learners' in classroom activities, which should be possible by utilizing formulation peers and group discussions and activities.

4. Encourage the advancement of learners' self-guideline and social aptitudes.
5. Be able to utilize suitable strategies to help learners with classroom behavioural issues. (Korpershoek et al., 2014).

Students' Behaviour in the Classroom

According to Sun & Shek (2012) and Yuan & Che (2012) positive behaviours can be effectively communicated in classrooms through relationship-based classroom environment and practices. Some students adopt challenging behaviours and need extra support for the correction of their behaviour and for the development of positive behaviour. These sorts of behaviours comprise problematic talking, constant evasion of work, playing, meddling with educator exercises, verbal abuses, disturbing class fellows and inconsiderateness to instructor. If teacher can't control disruptive behaviour of the students in the class then he/she fails in his/her teaching as mentioned by Graham (2018).

Different Approaches of Classroom Management

Teachers use many different techniques for classroom management. The oldest technique of classroom management is traditional approach which ignores the student characteristics and center of focus is teacher. Classroom activities and teaching learning process need the context in which mental level and interest of students is progressed. The constructivist approach is a new and innovative approach for classroom management which is good and more intensive on acquisition of knowledge (Khalid & Azeem, 2012).

The Self-Discipline Approach

Self-discipline approach is based on the motive that learners can be righthand to think about and direct their practices to relax themselves as well as other people. supporters of this discipline claim that that instructors need to display the dispositions of admiration, authenticity, faith, acknowledgment, and sympathy toward learners so they can construct and set up connections with teachers (Glasser's, 1965)

Table 1

Self – Discipline Approach Model

Model	Key aspects
William Glasser (1965)	<ul style="list-style-type: none"> • Self-regulating learners are capable enough to deal with their own behaviours. • learners are capable enough to learn certain behaviours by looking at a full scope of ramifications for their conduct. They can also take decisions related to their own behaviours as they know the consequences of that

behaviour.

- Learners can fulfill the matters of survival, love, power, fun and opportunities through motivation.
- Teachers may create a caring, sympathetic conducive environment
- where learners can engage in quality work and enjoy their work.

The Instructional Approach

Instructors who utilize the instructional way to deal with classroom issues by effectively captivating learners in high-intrigue exercises outfitted to meet their interests, needs, and capacities. Hence, learners are persuaded to go to class, emphatically take interest in exercises, and deal with their very own conduct known as Instructional Approach. The advocates of this approach are Jacob Kounin and Frederick Jones

Table 2

The Instructional Approach Model

Model	Key Aspects
Jacob Kounin (1970)	<ul style="list-style-type: none"> • Instructors may utilize their skills by starting the class along with the exercises, follow-up techniques and shift from one topic to another through logical order. • When learners are disappointed or exhausted they can't focus on the subject, so it is the duty of teachers to bring interest in the exercises and group activities to motivate them.
Frederick Jones (1979)	<ul style="list-style-type: none"> • Teachers can create controlled classroom environment for learners to manage the disruptive behaviours of the students. • Instructors can regulate the class through nonverbal cues and actions determined to indulge learners in a lesson and also classroom structure, limit setting, duty preparing, and reinforcement frameworks can help teachers in management.

The Desist Approach

The classroom management of desist approach gives the freedom to teachers to modify the classroom discipline. The educator builds up and authorizes a lot of explicit guidelines to control learners conduct in the classroom. (Charles, & Senter, 2005). Thus, this approach of classroom management gives educators capacity to rapidly deals with bad conduct, they can be seen as powerful frameworks. This methodology presumably is

the most broadly classroom management approach utilized in the present schools. The desist approach practically used through Assertive model which was developed by Lee and Marlene Canter (1979) and behaviour modification of the students.

Table 3
The Desist Approach Model

Model	Key Aspects
Assertive discipline (1976)	<ul style="list-style-type: none"> • Instructors have the option to decide the ecological structure, principles, and schedules that will encourage learning of the students. • Educators ought to set up a control plan, including proclamations of their desires, principles, and schedules and the kind of order strategy to be utilized when learners get out of hand. • Teachers can formulate the positive and negative penalties for the classroom management and to control students' behaviours.

Theoretical Framework

Albert Bandura (1993) built up Social Learning theory based on the hypothesis of personality. He places that individuals learn from each other, by means of perception, impersonation, and demonstrating. His hypothesis has regularly been known as an extension among behaviourist and cognitive learning speculations since it envelops consideration, memory, and inspiration. He characterized self-efficacy as the "convictions in one's ability to sort out and execute the strategies required to oversee planned circumstances". Self-efficacy is a focal part in overseeing today's classroom. This theory is related to the study as it encompasses the factors which affect behaviour of students and it also helps teacher to understand the reason behind a specific behaviour and used their abilities to implement classroom management approaches to control students' behaviours.

Related Researches

Dube and Orpinas (2009) analysed Behavioural support profiles of school refusal conduct. The information gathered by the school social specialists on school refusal conduct for 99 upper-elementary and middle school students. The findings of the investigation demonstrated that: 17.2 % missed school to stay away from dread or tension creating circumstances, escape from unfriendly social or evaluative circumstances, 60.6% missed school to increase parental consideration and 22.2 % had no profile.

Another study conducted by Hararsh and Kawaldh (2009) expected to classify the practical patterns of control by the educators to maintain discipline in the classroom, Al-Mafraq District of Education. The data were collected through questionnaire and the sample size was 210 educators. The results of the study indicated that teachers mostly manage the discipline by utilizing three main styles of control: proactive style, annoying, and dictator.

Garrett (2008) researched on two different approaches in classroom management; student centered approach and teacher centered approach. He studied three elementary teachers to find out whether they are using teacher centered or student-centered approaches for classroom management. He found out that all the three teachers were using eclectic approach in which two teachers likely to be more students centered while one was more teacher centered. According to Garrett, although all the teachers were using different approaches, but all the three teachers depict 'good classroom management'.

Clunies-Rossel et al., (2008) conducted research on the relationship of teachers' self-reported and practical utilization of classroom management approaches. 97 instructors selected as a sample size from Primary schools. Data were collected through questionnaire. The major findings showed that instructor self-reports imitate practical classroom approach. The minor mischievous behaviours are included in the daily routine, but instructors give more time and energy on handling a serious misconduct of the students. Additionally, the study revealed that the utilization of overwhelmingly responsive supervision actions has a substantial connotation with raised instructor anxiety and diminished learner on-task conduct.

Another study conducted by Leblanc et al., (2008) examine the association of the antisocial behaviour during youth phase and high school social atmosphere. For this examination, researcher utilised longitudinal and multilevel approach. The data gathered form a longitudinal investigation of 1,233 young men and ladies visited 217 private and public high schools. Students of 6 to 12 years old were taken to measure the disruptive practices. Social atmosphere was examined through educators and students explained their peaceful and violent behaviours in schools. The multilevel approach uncovered a massive discrepancy between the rates of variance clarified inside schools, 97% contrasted with between schools 3% educators' reports of classroom conduct issues clarify between school contrasts in learners after controlling for learners' family difficulty and history of conduct issues.

Brophy (1988) explored on instructing educators about dealing with the students and manage the classroom behaviours. According to Brophy; there are four main functions of teaching which incorporate guidance, management of the classroom, socialization and disciplinary mediation. Brophy defined the term classroom management as organizing physical condition of classroom, setting up standards and methods, keeping up thoughtfulness regarding exercise and involvement in exercises. Disciplinary intervention are the moves made to change the conduct of learners who are

annoying the environment of the classroom. Brophy found out that teachers who use different classroom approaches tend to be more successful than the teachers who emphasize more on their authority and discipline.

The existing literature showed that many researchers explore classroom management approaches in relation to students and teachers' perspectives. By keeping in view, the importance of teacher beliefs related to classroom management approaches to control students' behaviour in the classrooms are very important element as the teachers are the locus of classroom management. It is recommended by Ghazi et al., (2013) that teaching methods and strategies may be revised to minimise the disruptive behaviours of the students in a classroom of Pakistan. The present study was designed to investigate teachers' beliefs in engaging students in classroom activities and which approaches they used to control the students' disruptive behaviour at elementary level in Pakistan as mentioned by Latif, Khan, & Khan, (2016) in their study that further research work is needed on methods or strategies for reducing disruptive classroom behavior of the students. Another study (Mahvar, Farahani & Aryankhesal, 2018) also suggested that future researches need to conduct studies to identify appropriate strategies for dealing with student's behaviour in a classroom, so this study explores the different classroom management approaches used by teachers to minimise the disruptive behaviour of the students.

Methodology

The main purpose of the research was to analyse classroom management approaches towards students' behaviour at School level. The design of the research was qualitative; therefore, this study was descriptive in nature. 18 government elementary schools were selected as a population of the study from the Sector G5- G11 of Islamabad. Researchers conveniently drew a sample size for data collection. Keeping in view the time and feasibility of the researchers, the small size of sample was taken for data collection. Fifty-four teachers, three teachers from each school were chosen for the purpose of data collection. After going through the relevant literature, semi-structured interviews were conducted with the elementary teachers. For the semi-structured interviews see (Appendix B) researchers personally visited the schools and arranged meeting with the Principals and after meetings, Principals allowed us to gathered data from the teachers and after taking informed consent see (Appendix A) from teachers, researchers scheduled the semi-structured interviews. The interview protocol was self-designed, validated through the experts' opinion and contained statements about both the dependent and independent variables related with classroom management approaches for the disruptive behaviour of the students used by elementary level teachers. Researchers recorded the interviews and transcribed them on Microsoft Words and analysed them through thematic

analysis. After gathering data, researchers cleaned the data to make it meaningful by categorizing them into ten different themes.

Findings

To explore the classroom management approaches used by teachers for controlling student's behaviour, firstly, researchers familiarise with collected data and formulate and share different codes to connect same responses drawn from interviews. This coding helped in determination of the themes to produce and structured the data collected through semi-structured interviews. After analysing and review themes, researchers finalize themes to incorporate the results of the participants.

Handling the misbehaviour

Majority of the teachers tackle the misbehaviour of the students through different means of punishment such as: assign extra task, taking fine from the students, giving them warning, complain to the parents/principal. Two teachers handle the misbehaviour by actively engaging the students in activities, give them advises and provide them ideal examples. Only one teacher used mixed techniques for tackling the misbehaviour of the students. Some of which are negative (strict warnings, point the student in front of the whole class) some are positive (counselling, dealing politely).

Creation of incentives

Almost all the teachers appreciate positive behaviour of students by giving rewards and verbal appreciation to the students. For example, gifts, clapping, good remarks, stars, candies stickers were used as incentives by the teachers. One of the teachers viewed that: "students' maintains good behaviour by asking or giving response to me because they knew that their behaviours are being recorded and in return they will get appreciations from me".

Maintaining learning-difficulties

Majority of the respondents said that they give extra classes or extra time to those students who are facing learning-difficulties and invest time in formulation of intelligent students group with the slow-learners to motivate them for learning. As one interviewee said that, "In my class, I offer students to meet me in their recess time for more clarification and learning". Very few respondents used Audio Visual aids (projector / boards/ pictures / written scripts) as a teacher told us that "In our school, we don't have projectors so we used white boards and print materials to grab the attention of the students and make learning easy" and make sitting arrangements according to the intelligence level where slowest learners are made to sit at the front row to have more attention.

Application of discipline-plan

Teachers make groups and assign group-wise task to organize classroom activities; every group works as a team and have group leader for maintaining classroom discipline but with strict classroom rules. Very few

teachers communicate discipline-plan to students as well as they use re-enforcement strategies to maintain the discipline. They also make Head-Girl (prefect) to manage the classroom discipline.

Redirection of disengaged students

The interviewees said that they start questioning about the topic when students are disengaged and involve them in different interesting activities such as story-telling, narrating any interesting topic like history, geography as one said that "I called the name of the student and ask him to recall whatever I presented". Other interviewees seek student's attention in different ways such as by clapping, by hitting with chalk on students, by calling their names or explore reason behind disengagement of the student and then recapitulate the lecture again for example a teacher described that "In my last class, student were whispering and not listening, so I hit her with a piece of chalk to grab her attention or I asked them to leave class and stand outside for 10 minutes".

Use of innovative strategies

Majority of the respondents said that they used 'innovative strategies' for promoting the positive behaviour of the students. Strategies like conducting group activities, providing real life examples, making lesson-plans, supportive learning environment and conduct competitions among students. One of the respondents mentioned that "I split students into two groups and ask them to write a reflection on a lesson and submit to me, they participated very well and also enjoyed and now I remain with this strategy in a week".

Very few respondents said that they used traditional approaches for promoting the positive behaviour of the students which was "reward-strategy" like stickers, pens, pencils, pencil case etc. and writing of score points on their respective behaviour chart.

Control through non-verbal cues

Almost all the interviewees mentioned that they used the mixture of non-verbal cues like eye-contact, facial expressions, tapping the table, board writing for seeking attention of student, finger pointing, head gestures and sometimes used silent strategy as non-verbal cue to control the class, a teacher responded that "Whenever I feel that students are not listening so I remain silent for few minutes and they noticed my action and again focused on a lecture".

Classroom management rules

Majority of the teachers followed classroom discipline rules which are set by the head/principal of the institution and these rules include cleaning one's own desk in the morning, raising hand for seeking permission, no more than two students can go outside the class, no student can go outside without 'pass' and cleanliness checking every morning, one of the interviewee shared that "I have a passive role in making of classroom management rules as I have to follow the advice of the principal". Very few

teachers have a right to set the classroom management rules before the session starts such as listen to the teacher during lecture without writing, giving bonus marks in exams for full attendance, changing seating arrangement on daily and weekly basis and assigning classroom duties among students.

Collaborative efforts

All the interviewees said that they collaborate with their colleagues for finding the solutions of students' serious behavioural problems and also consult with the vice-principal or principal for serious issues of the school for example; a teacher shared one incident that a student always became shy, discomfort, bored and aggressive among her peers, so she discussed this matter with other teacher and got to know the reason behind of her acts was her parents separation, so they deal this issue with collaboration”.

Set Induction strategy

Half of the respondents mentioned that they start their lecture with the revision of previous lecture, changing of sitting arrangement, start writing on the board and ask question. Half of the respondents said that they start their lecture with the practical examples use transition techniques to influence the mind of the students from one subject to another.

Discussion

The findings of the study showed that teachers are using traditional as well as some innovative classroom approaches to control the students' behaviour. Interviewees responded that traditional approaches are mostly preferred for managing classroom at elementary level. Teachers appreciate the positive behaviour of the students through different techniques like reward and punishment, appreciation as Lake (2004) also mentioned that reward and punishment approach can be a good strategy because children are not capable to understand their own behaviour so from this technique, they identify acceptable and unacceptable behaviours. It means that multiple strategies helped teachers for enabling the students to behave appropriately in the classroom. Canter (1979) supported this view in their model “Assertive discipline” that teachers may use the incentives which are beneficial for students to behave appropriately in the classroom.

Teachers viewed that incentives can be a good gesture for classroom management to motivates students to maintain positive behaviour or manage disruptive behaviours of the students as mentioned by (Özben, 2010) in a study that to reduce the unwanted behaviours of the students, teachers may avoid traditional approaches rather used preventive and constructive strategies. On the other hand (Gneezy, Meier, & Rey-Biel, 2011) mentioned that incentives are playing an important role in behavioural management and very popular now a days.

Teachers are very keen to give extra time to the students who faced learning difficulties or those who are slow learners as (Sullivan et al., 2014)

mentioned that curriculum, activities, teacher resources, teaching styles and environment of the classroom can also be plays an effective role in managing the learning difficulties of the students. Kyriacou (1997) mentioned that it is not difficult for the teachers to find the learning difficulties of the students which create behavioural problems among students so teacher can use multiple approaches to deal with the slow learners.

Teachers preferred team work, group work and assigning the task to the group leaders for maintaining discipline or also engage the students from this technique. Some teachers also used multiple strategies to get the attention of the students like questioning technique and storytelling. As (Angus et al., 2009) described that ineffective classroom management leads to promote the unproductive behaviours of the students. Teachers promote the positive behaviour of the students by practicing innovative strategies in the classroom as per Glasser (1965) discussed that students are self-regulating and can learn to manage their own behaviour. There must be warm and supportive classroom environment where students can complete quality work and feel good about them. Another researcher Raby (2010) stated that warning/reminders, time out, referral to principal can be a good strategy for classroom management.

Teachers view that they control the classroom through non-verbal cues like remain silent, hit with a piece of chalk, tapping a table and shout on students as Raby (2010) described that teachers used authoritarian style of management to control behaviours of the students. (Özben, 2010) stated in her study's findings that teachers used multiple strategies for classroom management like verbal and non-verbal cues to cope with the disruptive behaviours of the students. Jones (1979) supported the idea of non-verbal cues in his model "Instructional approach" that teachers get control through non-verbal cues to bring learners physically closer or manage the class discipline.

Teachers shared their views that usually Principals set the rules for classroom and schools, teachers have to follow rules and transfer those rules to the students. If they need to modify the rules or wanted to manage the severe behavioural problems of the students, then teachers consult with other teachers as well as with principal as Maguire et al. (2010) mentioned that ineffective discipline policies also lead to create disruptive behaviours in classes. On the other hand, it was also mentioned that if teacher gets the opportunities to control the discipline policies can overcome the disruptive behaviours of the students by engaging them through modifying the rules easily. (Sullivan et al., 2014) also described that teachers need to consider the other factors behind the disruptive behaviours of the students with the collaboration of other colleagues rather just blame the students. This can help in a long-term planning to change the behaviours of students. Teachers should work together to create positive learning environment in a class

which helps teachers in behavioural management as Egeberg, McConney, & Price, (2016) mentioned in their research.

Half of the respondents viewed that set induction technique can be a good classroom management approach for teachers to organized classroom activities and maintain discipline as Egeberg, McConney, and Price, (2016) mentioned that positive relationship between teachers and students can be an effective approach to manage the behavioural problems of the students. Kounin (1970) in his model “Instructional Approach” reinforced this finding by mentioning that teacher may use momentum by beginning the lesson immediately after the start of class, keeping lesson moving with little interruption and bringing the lesson to a close and making efficient transitions from one subject to another in a logical progression.

Conclusion

In the light of analysis and findings of the study, it was concluded that teachers control the classroom environment through non-verbal cues and also collaborate with their colleagues to overcome the behavioural problems of the students and finding the desired solution. In schools, teachers are using traditional approaches for tackling the misbehaviour of students by using different means of punishment. They appreciate the positive behaviour of the students through different incentives like reward and verbal appreciation, promote the positive behaviour of the students by practicing innovative strategies in the classroom, invest extra time for maintaining the learning difficulties, preferred team based group work for maintaining discipline, but teachers have limited freedom to develop their own specific discipline plan for classroom management and using set induction strategies for organizing the classroom activities.

Recommendations

In the light of findings and conclusions of the study, it is recommended that self-regulation approach is considered appropriate to control or manage the students’ behaviour in the classroom by the teacher because when students are assigned a group task and having a group leader for each group so teacher can easily tackle students’ misbehaviour. So, it is recommended that punishment approach for tackling the behaviour may be avoided rather engaging students in active learning and in other useful and interesting motivational activities. Innovative strategies are useful for managing the students’ behaviour in the classroom because the warm and supportive classroom environment may be helpful for enabling the students to behave appropriately and feel good about them. So, it is recommended that teacher may integrate multiple approaches for classroom management like Eclectic approach. Future researcher can conduct research on the same topic but with large sample size and can also include students in their population.

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Appendix A

INFORMED CONSENT

Researchers are student of PhD Education, University of Tasmania, Australia, and MPhil Scholar from National Defence University, Islamabad, Pakistan would like to conduct an interview on "Classroom Management Approaches towards Students' Behaviour at Elementary School Level". Teaching in today's time is a very specialized profession. Teachers deal with a range of different issues regarding positive and negative behaviour of students and its management. This study explores the traditional and modern approaches used by the teachers for classroom management.

The information required for this study will be kept confidential and will be used for research purpose only. Your support in giving true information to analyse the different classroom management approaches used by the teachers to control the students' behaviour and maintain discipline in the classroom will be highly appreciated.

Thank you.

Name (optional): _____

Job Position: _____

Current Job Responsibility (Grade level and Subject): _____

Appendix B

Interview Protocol

1. How do you tackle the misbehaviour of the students in classroom?
2. Which incentives do you use for appreciating positive behaviour of a student?
3. What are the special privileges you use for maintaining learning difficulties of the students?
4. How do you apply discipline plan for organizing classroom activities for students?
5. How you redirect the students when they disengaged?
6. Besides traditional approaches, which innovative strategies you use to promote students' positive behaviours in the classroom?
7. How you get control through non-verbal cues in the classroom?
8. Which specific rules do you have for classroom management?
9. How do you collaborate with other teachers for finding the solutions of students' Behavioural problems?
10. What strategies do you use to influence the minds of students from one subject to another?

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