

Diversity of Classroom Management Strategies in Indian Schools

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Abstract

Purpose: The aim of this study was to compare the various classroom management Strategies used by different school teachers in India.

Objectives: In this study researcher wants to find out comparisons on various dimensions of the classroom management strategies. Also, find out that which type of school is better in classroom management between Institutional Type, locality and Level of Education.

Design: In this Study, a quantitative research approach was used. The descriptive research method was applied in this strategy. The researcher employed the survey method to gather data from the respondents for the descriptive approach. Chi-square test statistics is employed as analysis techniques. In this study there were 292 teachers employed as sample. The researcher selected the sample by Purposive random sampling technique.

Conclusions: The data shows that difference between classroom management strategies used in different Indian schools. It's concluded that Private, Urban and Secondary level Indian schools have better classroom management strategies than other school.

Keywords: Classroom Management Strategies, Government School, Private School

Introduction

Classroom management is directly linked to the function that the teacher plays in the classroom and how they address any problems that may arise on a regular basis (Brown & Phelps, 1961). According to Trikkaliotis (2014), classroom management is also linked to students' whole development - that is, to their emotive, cognitive, and social growth - in addition to their academic performance. Teachers have a crucial responsibility to guide students' academic and personal development while closely monitoring their progress and behaviour. In addition to fostering strong relationships and creating a conducive learning environment, the class teacher serves as a bridge between students and other teachers. Effective communication with parents is an essential part of a class teacher's primary responsibility. According to Xochellis, schools are social institutions designed to educate the members of every society. When students demonstrate greater progress compared to their initial level, it is deemed effective. A school's effectiveness is determined by two factors: the quality of education it provides and the entire growth of its students (Evaggelou, 2014). According to Epanchin et al. (1994), effective schools have a clear vision and mission, a safe environment, a pluralistic perspective, high expectations for all of their students, positive teacher-student interactions, a competent director and staff, an efficient evaluation system, are accessible to parents of students, and, generally speaking, have an outward-looking view of the community.

Both the physical surroundings and the interpersonal interactions within the classroom can be considered aspects of the classroom climate ([Chaplain, 2016](#)). The emotion you experience when entering a classroom is what matters ([Papastamatis, 2006](#)). It is difficult to measure Children's disruptive behaviour can be caused by a weaker classroom atmosphere, which put children's academic performance and the educational environment at risk ([Persson & Svensson, 2017](#)). According to [Muuss \(1966\)](#), a classroom's democratic atmosphere is one of the key elements that helps teachers effectively manage the class. The creation of clear norms, the creation of a welcoming environment, and the maintenance of an orderly environment through problem-solving techniques are all aspects of classroom management. [Doyle \(1986\)](#) asserts that studies on successful teaching, teacher thought, and classroom discourse are all strongly tied to the study of classroom management. The classroom is a social organization as well as a space for students to socialize. It also serves as a medium for discipline and instruction. Strong relationships are often formed in classrooms: bonds of love, support, solidarity, and respect for one another, among other things. Establishing a suitable learning atmosphere where kids are motivated and prepared to give their all is another crucial aspect of classroom management. The physical environment in the classroom includes things like the desks, chairs, and other furniture, the way the space looks, the logistics infrastructure, the lighting, temperature, and other natural conditions, and the seats for the students ([Anagnostopoulou, 2005](#); [Brown & Phelps, 1961](#); [Dunne & Wragg, 2003](#); [Germmen et al., 2016](#); [Sylwester, 1970](#); [Underwood, 1987](#)). Collaboration with parents is essential because students' attitudes and actions at home can have a direct effect on their behaviour and performance in the classroom. A class teacher can enhance their ability to maximize each student's potential by keeping lines of communication open and effective with parents. It enables the teacher to gain a deeper understanding of each student's unique needs ([Azman, 2012](#)). In general, classroom management refers to all the resources and methods that educators use and learn while working in the classroom. Communication skills, student

management skills, content management skills, time management skills, and pedagogical skills are some of the various classroom management techniques that have been documented in the literature ([Ahmed et al., 2018](#); [Kennedy, 2011](#)).

[Kraft & Dougherty \(2013\)](#) identified three main mechanisms - better teacher-student connections, more parental involvement, and increased student motivation - that are most likely to impact engagement. Encouraging parental involvement in their children's education is equally as crucial as teachers instructing kids. Research indicates that a parent's level of involvement in their child's education positively correlates with child's likelihood of success in school. In order to hold public education institutions to better standards, parental involvement is crucial ([Machen et al., 2005](#)). Parent-teacher communication is a fundamental kind of parental support, and given the links between support and academic achievement, it is a phenomenon that deserves careful consideration ([Thompson et al., 2015](#)). Human relationship skills are highly valued in this setting; these include relationships between students, teachers, and parents ([Charles & Senter, 2008](#)). Effective classroom management, according to [Ho & Lin \(2016\)](#), include developing a supportive classroom environment, fostering strong relationships between teachers and students, and attending to the sentimental needs of each student. Every teacher arranges the students, the classroom, the time, and the materials in order to create a cooperative learning atmosphere, encourage student participation in all activities, and promote student involvement ([Ahmad, 2018](#)).

A teacher's methodical approach to classroom management involves overseeing the class, managing it, and assisting each student in achieving their goals ([Samaddar et al., 2023](#)). A child's primary caregiver is his or her teacher. This teacher-educator is the art of making a real citizen. They believe that one of the most important aspects of educating children is choosing the right and best schools. Because the right classroom environment in the school will achieve special skills in the studies of the students, which will enlighten the child with the light of knowledge. So, the teachers will know what should be the quality of the classroom in the school. So, this research work will benefit the child students and their parents.

Objectives

- To analyse the comparisons on various dimensions of the classroom management strategies.
- To discuss the classroom management Strategies based on various categorical variables.

Hypothesis

In this study, the researcher main aim was to ascertain the classroom management techniques that teachers were currently using and investigate any notable variations between the applications of these techniques in public and private education. This will also reveal any variations in classroom management techniques according to their government and private sector schools, primary and secondary schools, and government and private sector schools in rural and urban areas. So, the study's statistical hypotheses include the following ones

- H_{01} : There are no significantly difference in classroom management strategies between Government and Private Schools.
- H_{02} : There is no significant difference in classroom management strategies between Primary and Secondary level Schools.
- H_{03} : There is no significant difference in classroom management strategies between rural and urban Schools.

Methodology

Design

The purpose of this study was to compare the primary and secondary strategies for classroom management implemented by West Bengali teachers in public and private schools. To conduct the study, a quantitative research approach was adopted. A quantitative technique was employed in this investigation to obtain the results. Quantitative research, as defined by [Creswell \(1994\)](#), is a kind of study that aims to explain phenomena by gathering numerical data and analysing it using mathematical techniques, particularly statistics.

Sampling Technique

In this case, researchers used Purposive random sampling. 'The process of identifying a population of interest and developing a systematic way of selecting cases that is not based on advanced knowledge of

how the outcomes would appear, the purpose is to increase credibility not to foster representativeness'. For groups that are relatively homogeneous, simple random sampling is applied, in which study participants are chosen at random ([Noor et al., 2022](#); [Bhardwaj, 2019](#)). Every person has an equal probability of being chosen from the population for the sample under this procedure, according to Acharya in 2013. Surveys and quantitative research designs frequently use simple random sampling ([Rahi, 2017](#)).

Data Collection Procedure

Total 22 schools from Rural and Urban area School are selecting from North 24 PGs and Nadia District were 10 Governments and 12 private schools are selected randomly. The respondents were also selected randomly from each school for the survey. In this study total 292 school teacher are selected for this research.

Instrument

A closed ended questionnaire with choice in five-point Likert scales were constructed for teachers. The respondents were asked to answer the questions by scoring 1 to 5, indicating 1 strongly disagrees and 5 strongly agree respectively. Five expert opinions from different categories were used to validate the questionnaire items, and some of the tool's items were altered in light of the expert opinions. The tool's reliability was guaranteed in addition to its validity. To examine the internal consistency of the items, a pilot study was conducted on a different sample of thirty items. According to Abdullah & Chaudhry, the Cronbach alpha report of 0.801 is regarded as a good reliability value in descriptive survey investigations. Any modifications to the tool were determined by looking at the outcomes of the pilot research. After the tool was complete, SPSS version 21.0 was used to gather and examine the real data.

Statistics

For evaluating the data, both inferential and descriptive statistics were used ([Shahi & Bist, 2021](#)). Descriptive statistics such as standard deviation, arithmetic mean, frequency, and percentage were calculated ([Senol & Akdag, 2018](#)). The current study

focused the use of inferential quantitative technique in order to compare the various variables ([Pancholi & Bharwad, 2015](#)).

Result

A teaching strategy is a lesson plan with a framework, instructional goals, and methods, including teaching techniques like developing methods, providing stimulus, practicing responses, and enhancing activities. Gifted education emphasizes effective teaching methodologies and classroom management, requiring professional competence, self-adjustment, parental support, and effective communication with expert instructors. Different classroom management strategies are mentioned below with respects of institutional type, Locality and Level of Education.

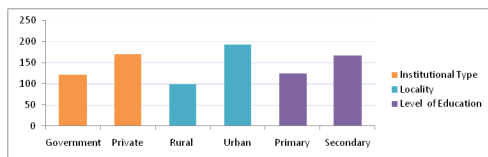


Figure 1 Classroom Management Strategies According to Infrastructure

In the above picture researcher can say that, in terms of infrastructure private school has good infrastructure than government school ([Shabbir et al., 2011](#)). Sitting arrangement, fan facility and building structure are better than government school. Also, it can be saying that urban and secondary level school has more suitable than Rural and primary level School ([Iqbal, 2012](#)).

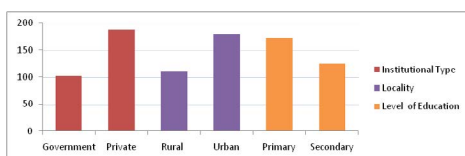


Figure 2 Classroom Management Strategies According to Different Methods of Teaching

In terms of Methods of teaching private school teachers use different method to delivered there teaching. In private schools' teachers use activity method, quiz method, project method and brainstorming method etc ([Azman, 2012](#)). on the other side urban school teachers are more active than rural teachers, maximum rural teachers are used

traditional method to delivered their lecture. But primary level teachers are used different teaching method to motivate their student in classrooms on other hand secondary level teacher are used lecture method only ([Edwards, 2011](#)).

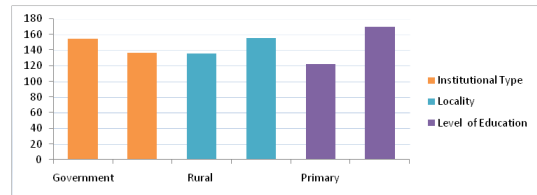


Figure 3 Classroom Management Strategies According to Learning Material

According to Learning material government schools have more material than private school. In the education sector in India, the government spends a lot of money on procurement ([Edwards, 2011](#)). But the use of learning material is much less in rural schools than urban Schools. In other hand primary school has more playing material and student engagement material for learning by doing activity but in secondary level schools has more study material like chart, model and books as learning material ([Goodwin, 2015](#)).

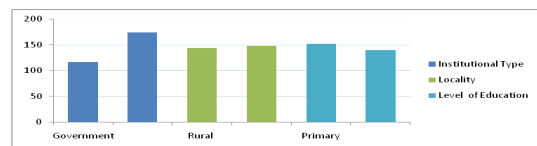


Figure 4 Classroom Management Strategies According to Student-Teacher Relation

Private schools are appropriate in terms of student teacher relation, in private schools all teachers know their students very well compare to government schools. Urban school teachers have more relation to their student than rural school students ([Goodwin, 2015](#)). The behavioural approach to classroom management emphasizes setting clear expectations, monitoring behaviour, and rectifying inappropriate ones, with a particular focus on creating a desirable classroom climate ([Emmer et al., 2003](#)). In other hand primary level school teacher are more friendly to their student. They do various activities to make the field of education more interesting.

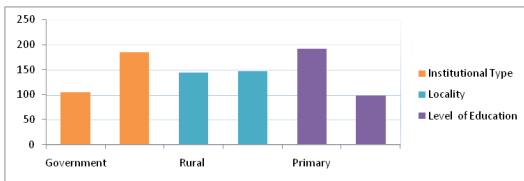


Figure 5 Classroom Management Strategies According to Parents-Teacher Communication

Private schools usually have parent teacher meetings once a week or once a month. On the other hand, the number of parent ticket meetings is usually very less in government schools. In urban schools where teachers have proper communication with their parents, in rural schools' parents are indifferent about this (Hough, 2011). They usually keep themselves away from these things. The amount of Parents Teacher communication is high because in case of secondary students their parents are more active and attentive than in case of secondary students (Li & Yu, 2022).

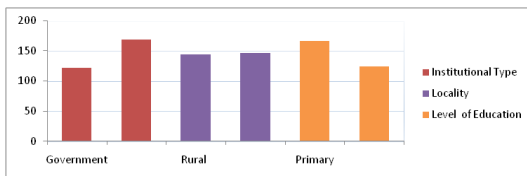


Figure 6 Classroom Management Strategies According to Students Psychological Aspects

In private schools, teachers develop good relationships with students, they teach students by examining psychological aspects more. On the other hand, as the number of students in government schools is high, teachers cannot understand the psychological aspects of their students (Iqbal, 2012). The psychological aspects of rural and urban schools are almost the same. However, it is more in urban schools because there are more students in rural schools, so their psychological examination is less. Psychological Aspects primary level schools have more psychological bond than secondary level schools (Obaru, 2015).

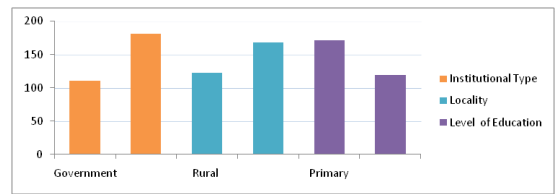


Figure 7 Classroom Management Strategies According to Feedback for Students

In private schools every student is given their feedback individually. In private schools, teachers give gifts to every student after good results and make corrections for bad results. On the other hand, teachers in government schools do not track and keep the results of so many of their students, so they do not correct their bad results. In urban schools' students are given relatively more feedback (Khan, 2012). On the other hand, students in rural schools have less demand for their own feedback. In primary schools, students are given more feedback to keep their attention. Feedback is given from this level to reduce the amount of school rush from primary level, on the other hand, secondary level students are given less amount of feedback (Shabbir et al., 2011; Watkins, 2006).

Table 1 Chi-square value with Respect of Institutional Type

Variable	N	Mean	SD	df	X ²	P-Value
Private School	155	136.50	9.91	290	129.7	0.034*
Govt. School	137	131.41	15.33			

* Significant at 0.05 level

The study compared classroom management strategies between private and government schools. A sample of 155 teachers from private schools and 137 from government schools was analysed. The mean score for private school teachers was 136.50 with a standard deviation of 9.91, while government school teachers had a lower mean score of 131.41 with a higher standard deviation of 15.33. The chi-square value was 129.7, indicating a statistically significant difference in performance at the 0.05 % level. This suggests that private schools have better classroom management strategies than government schools (Stough, 2014).

Table 2 Chi-square value with respect of Locality

Variable	N	Mean	SD	df	X ²	P-Value
Private School	130	128.05	15.99	290	208.7	0.000*
Secondary School	162	134.74	14.26			

** Significant at 0.01 level

The table presents statistical analysis of primary and secondary schools. Primary schools had a mean score of 128.05 with a standard deviation of 15.99, Secondary schools had a higher mean score of 134.74 with a lower standard deviation of 14.26 with 290 degrees of freedom and a Chi-square value of 208.7. The P-value of 0.01 indicates statistical significance at the 0.01 level.

Table 3 Chi-square Value with Respect of Level of Education

Variable	N	Mean	SD	df	X ²	P-Value
Rural School	151	134.48	12.59	290	193.7	0.000*
Urban School	141	137.79	10.60			

** Significant at 0.01 level

The difference in strategies for classroom management between rural and urban schools is shown in the table. There are 151 rural schools in the sample size (N), and the mean score is 134.48 with a standard deviation (SD) of 12.59. The sample size for urban schools is 141, and the mean score is 137.79 with a standard deviation of 10.60. This test has 36 degrees of freedom (df). At the 0.01 level, the chi-square (X²) value is 193.7 and the P-value is 0.000, indicating statistical significance. This suggests that classroom management strategies differ significantly across urban and rural schools, with urban schools having a higher mean score (Nishimura & Yamano, 2013; Suryadarma et al., 2006).

Discussion

The most important thing for teacher is to manage the classroom in the effective way. So, for healthy classroom management some aspects need to be paid special attention, some of them are infrastructure, mode of teaching, learning

materials, student-teacher relation, parents- teacher communication, student's psychological aspects, feedback for students. Based on above dimension it can be said that there is significant difference between private and government schools. But when the sub variables were compared through chi-square test it was seen from above tables that not all sub dimensions of classroom management are applied equally in different schools. This study has examined the application of the Chi-square test in classroom management, a commonly used independent test for estimating the probability of non-random factors in discrete data, focusing on its significance in research. Based on chi-square value (table 1-3), investigator found that there is a difference in the application of these dimensions with respect to Institutional Type, Locality and Level of Education in the context of Classroom Management.

Classroom management strategies are crucial for teachers to create a safe and effective learning environment, as the purpose of education is to facilitate learning. The success of a school is contingent upon the ability of its students to learn effectively (Samaddar & Sikdar, 2023). The study reveals that despite growing privatization, the government still has the largest education budget in India. Infrastructure standards vary by school ownership type, and privately run primary schools have better infrastructure. Government primary schooling costs are less, while privately managed schools have higher costs due to management and administrative expenses, and profit motives (Gouda et al., 2013). From the above discussion we can say that there is huge difference between Government and Private school Classroom Management Strategies. Table 1 show that mean score of private schools Classroom Management Strategies is higher than government schools Classroom Management Strategies (Kumar & Kushendra, 2015). Bondie et al., in 2019 emphasized the link between classroom management and the performance of private schools, stating that these institutions often achieve high results with low teacher pay. The performance of private schools consistently surpasses that of government schools, as observed in comparison to the public schools (Shah, et al., 2022). Effective teaching in secondary schools involves student-

directed interactive learning activities, with the teacher acting as a learning collaborator, director, guide, catalyst, and helper.

Discipline and positive classroom climate are crucial for effective classroom management. Teachers play a vital role in developing interpersonal relationships, strengthening group cooperation, and adopting positive behaviour. Solving school crises requires effective communication, close observation, and attentive listening. Education disparities in urban and rural areas significantly impact individuals' academic achievement, personal development, and future employment prospects. To prevent these disparities, comprehensive strategies addressing root causes are crucial. Education disparities in urban and rural areas are largely due to inadequate access to quality education, largely due to inadequate infrastructure like schools and libraries, necessitating government and non-governmental investment ([Gill, 2013](#)).

Conclusion

Student success depends on good classroom management strategies, the teacher plays the role of a leader in the classroom. Meaningful leadership allows students to actively participate and demonstrate intellectual integrity through their commitment to learning, rather than merely dispensed information ([Anrabi et al., 2008](#); [Shah et al., 2022](#)). The quality of education in rural areas requires adequate staffing, well-trained teachers, and government investment in technology and modern teaching methods ([Glock et al., 1958](#)). It can be said that there is no significant difference between levels of education institutional type and locality in terms of classroom management strategies although we think classroom management strategies are more applied in private school than government school ([Kumar et al., 2015](#)). After this study researchers can conclude that the application of classroom management strategies depends on teachers on students and on the school environment.

Limitation of this Study

The researcher faced challenges in collecting survey data from teachers, who avoided the investigator due to social stigma and fear of exposure in newspapers during the data collection period. For

this reason, researchers used only 292 samples in this study and only 22 schools from north 24pgs district and Nadia district in West Bengal were used by the researcher. Here some sub dimensions of classroom management have been used. The researcher has used purposive random sampling to collect the data but the value obtained does not match the NPC, so the chi-square test has been done here.

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