



Comparative Study of Classroom Management Practices at Public and Private Universities

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Abstract

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

Keywords

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

Introduction

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

Background and Context of the Study

It is obvious that an instructor who properly organizes and manages the classrooms always supports students' learning. The management of a classroom involves the creation of an effective learning environment for a group of students within a classroom setting. In the past, classroom management

and instructions were considered as separate entities. Early literature on education treated teachers' management decisions as insignificant. However, research from the 1980s revealed that management and instruction are closely connected and can influence each other (Hunter, 2022).

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

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

The art of managing the classroom is a crucial skill for teachers regardless of their expertise level in the subject they teach. Therefore, it is important for educators to devote time and effort to study the principles of classroom management as part of their preparation. Existing research also suggests that effective classroom management can have a pronounced effect on student's academic achievement and emotional growth, making it a vital aspect of any teacher's toolkit (Rubio, 2009).

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

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

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

Problem Statement

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

Objectives of the Study

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

Research Questions

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

Literature Review

Theoretical Framework

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

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

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

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

Description

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

Interpretation

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

Juxtaposition

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

Comparison

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

Critical Summary

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

Research Methodology

Research Design

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

Population and Sample

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

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

Instruments

Researcher used Self-developed instruments to collect data. A close ended questionnaire on a five-point Likert scale and observation checklist was used to investigate the difference among classroom management practices in public and private universities.

Data Collection

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

Data Analysis

Quantitative data has been analyzed through descriptive statistics percentage and frequency to compare the classroom management practices of public and private universities in Islamabad. The data were collected through observation checklist by the researcher and analyzed by percentage. The self-developed questionnaire was used to collect data from students and analyzed by percentage. The data acquired were organized into tables as needed then evaluated using the percentages of statistical methods.

Table 1

Comparison of responses of students of classroom management practices at public and private universities

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

Table 2

Observation checklist for Behavior Management Practices

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

Table 3

Observation checklist for Management of Physical Resources

S. No.	Checklist For Management of Physical Resources	Public University			Private University		
		All times	Some times	Rarely	All times	Some times	Rarely
1.	Teachers have well-equipped classrooms	11%	33%	56%	70%	20%	10%

	with technology to stimulate students to learn.						
2.	Teachers keep the classroom's physical appearance favorable	89%	11%	0%	40%	50%	10%
3.	Teachers arrange correct seating in the classroom for optimum learning.	89%	11%	0%	50%	30%	20%
4.	The physical arrangement of the classroom is appropriate for activity	100%	0%	0%	30%	60%	10%
5.	Teachers use laptop, speakers, and projector in the classroom to facilitate student learning.	0%	33%	67%	20%	50%	30%
6.	Teachers change classroom seating arrangements for group work.	67%	33%	0%	40%	50%	10%
7.	Teachers keep notice of appropriate lighting in the classroom	78%	22%	0%	50%	30%	20%

Table 4

Observation checklist of Communication Practices

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

Findings

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

Student's Questionnaire Findings

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

Comparison of Classroom Management Practices in Terms of Mean Score

The average mean score for behavior management practices was 4.00 for public universities and 3.97 for private universities. For managing physical resources, the average mean score was 4.09 for public universities and 3.97 for private universities. In terms of communication practices, public universities again had an average mean score of 4.00, while private universities had a score of 3.97. Lastly, the average mean score for classroom management practices was 4.18 for public universities and 4.10 for private universities. (Table 1)

Findings Based on Observation Checklist

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

Behavioral Management Practices

All times, 100% of teachers at public universities while 60% teachers at private universities positively stated behavioral expectations in the classroom. Moreover, 100% of teachers at public universities while 70% teachers at private universities positively articulated behavioral standards were taught and prompted by the teacher. Additionally, 78% of teachers at public universities while 50% teachers at private universities, if necessary, the teacher chose and executed extra punishment techniques to support student conduct. (Table 2)

Management of Physical Resources

56% of teachers rarely go to public universities while 70% teachers always, at private universities have well-equipped classrooms with technology to stimulate students to learn. Moreover, 89% of teachers always, at public universities while 50% teachers sometimes at private universities teachers keep the classroom's physical appearance favorable. Similarly, 89% at public universities while 50%

of teachers all times are at private universities arrange correct seating in the classroom for optimum learning. Additionally, 100% of teachers at public universities all times while 60% teachers sometimes at private universities make the physical arrangement of the classroom appropriate for activity. Moreover, 67% rarely teachers at public universities 50% sometimes, teacher at private universities teachers use laptop, speakers, and projector in the classroom to facilitate student learning. However, 67% all time, teachers at public universities while 50% sometimes, teachers at private universities teachers change classroom seating arrangements for group work. Further, 78% of teachers at public universities while 50% teachers at private universities all times keep notice of appropriate lighting in the classroom. (Table 3)

Communication Practices

100% of teachers all times at public universities while 80% of teachers sometimes, at private universities efficiently moves students from one task to the next. Moreover, 100% of teachers are always at public universities while 50% teachers sometimes at private universities teachers give students positive feedback. Additionally, 100% of teachers at public universities all times while 70% teachers sometimes at private universities interact pleasantly with students. Moreover, 100% all times teachers at public universities 40% sometimes, helps all students in solving learning problems. However, 100% of teachers at public universities while 40% teachers at private universities all times, gain students' attention when required. Further, 100% of teachers at public universities while 60% teachers at private universities all times cater for diversity of students. Furthermore, 100% of teachers all times at public universities while 60% of teachers sometimes at private universities give clear instructions. (Table 4)

Discussion

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

Moreover, in this study researcher finds that in public universities, teachers are more professional in their communication skills, while they need physical resources such as chairs and technological equipment in the classroom. However, in private universities they have more facilities in terms of physical resources while teachers need to develop their communication skills to manage students' behavior. Similarly, in concurrence with earlier studies such as Ahmad (2011) public and private institutes understand the importance of carefully managing the physical environment and seating arrangements of their classrooms. However, private institutes use multimedia more effectively in their teaching methods than public institutes. Both types of institutes have established classroom rules and schedules that students know and follow. Public institutes utilize group activities and questioning methodologies, encouraging open discussion and collaborative learning. Private institutes, on the other hand, also employ the same teaching methods to promote active learning among their students. Private institutes are better equipped to address the students' behavioral issues, an integral part of their education system. They have a more hands-on approach to helping their students to deal with their behavioral problems, but public institutes do not much focus on it. Both public and private institute's track and reward student success as an essential aspect of any education system. Both types of institutes prioritize a conducive learning environment and positive student-teacher interaction. They provide clear education and task-focused instruction with logically arranged course materials that help students understand the subject better.

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

comprehending the factors that influence teaching and learning, we can continue to improve educational practices and student outcomes.

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

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

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

Conclusions

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

1. **Behavioral Management Practices:** It is concluded from the findings of questionnaires that teachers create a supportive environment in their classes to facilitate effective learning. They expertly structure their classes to motivate and inspire students to participate actively in the learning process, ensuring that every student is included. Teachers maintain an organized and disciplined classroom that promotes a respectful learning environment. They assign tasks on interesting topics, which encourage students to explore new ideas. Teachers are friendly and approachable, making it easy for students to seek assistance when needed. Additionally, from the observation checklist findings it is concluded that teachers in both public and private universities always communicated their behavioral expectations positively in the classroom. They taught and reinforced behavioral standards and used extra punishment techniques if required to maintain student conduct.
2. **Management of Physical Resources:** The results of the questionnaire indicated that teachers in both types of universities create a welcoming classroom environment, maintain a positive physical appearance, ensure that the whiteboard is visible to all students, use multimedia tools to facilitate learning, and encourage students to work in groups. However, from the findings of the observation checklist it is concluded that there is a slight difference between public and private universities in terms of physical resources. Private universities tend to have well-equipped classrooms with technology to stimulate student learning, while public universities rarely have these resources. Additionally, private university teachers are more likely to keep the classroom's physical appearance favourable and use laptops, speakers, and projectors to facilitate student learning. Nevertheless, teachers in both public and private universities prioritize optimal classroom seating arrangements and appropriate lighting for the best learning experience. From the findings it is concluded that teachers in both types of universities strive to create a conducive learning environment for their students.
3. **Communication Practices:** According to the findings obtained from the questionnaires it is concluded that teachers in both types of universities effectively communicate with their students, use real-life examples to relate lessons, encourage discussion, employ various

teaching strategies to enhance student participation, allow questions during lectures and respond to students' doubts to foster open dialogue in the classroom. They also meaningfully define class rules and regulations, intervene when students talk inappropriately during class, redirect them back to the topic when they go off-subject, ensure students adhere to class rules and regulations, and praise students for their excellent performance. Moreover, they pay special attention to individual differences and provide constructive remarks, quick feedback, and address students' queries when providing feedback. However, from the findings of observation checklist it is concluded that there is a slight difference between public and private universities in terms of teachers' efficiency in moving students from one task to the next. In private universities, teachers give students positive feedback, interact pleasantly with students, help all students in solving learning problems, gain students' attention when required, and provide clear instructions. Nonetheless, teachers in both types of universities always cater for the diversity of students.

Recommendations

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

This study was confined to Islamabad universities only. This study may be extended to other areas of Punjab. This study was restricted to 222 BS students. Hence larger samples may be taken up in future research endeavours. The study of the same nature may be taken for MS and PhD students also. A similar study at different departments may be conducted to make findings more reliable and valid. More variables like lesson planning, teaching methodology and time management practices may be taken up in the research designs which may influence classroom management practices.

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