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## Exploring Effective Classroom Management Strategies in Secondary Schools of Punjab

### Abstract

*Role of effective classroom management strategies have been a topic of discussion among different stake holders such as educationists, teachers and principals. The answer to this question is still needed in various contexts, so the aim of the present study was to explore Effective Classroom Management Strategies in Secondary Schools of Punjab. In this qualitative study, twenty teachers from ten public secondary schools in district Okara were selected using purposive sampling technique. Data were collected through a self-developed semi-structured interview. Qualitative thematic analysis was done with the help of software, Nvivo-11. Analysis revealed that teachers have to face a large number of classroom management issues such as noise, overcrowded classrooms, STR, unsupportive seating arrangements, lack of teaching facilities, and disruptive behavior of students, latecomers, and improper uniform, less attention toward lesson, family background and conveyance problem for rural students.*

*Findings suggested different classroom management strategies to tackle classroom management issues such as students' academic engagement, content related questioning, activity base learning, proper seating arrangements, group work, observation, suitable teaching method, developing supportive classroom rules and finally teacher attitude towards students.*

*Moreover, analysis revealed that most of the teachers used lecture method with different pedagogical practices such as questioning, discussion, diagramming and use of whiteboard as an effective visual aid. Less interaction was observed while teachers were busy in writing on whiteboard. Front students were seemed engaged but back benchers were passive. Group work, activity based teaching, storytelling and demonstration teaching methods were found most effective to maintain the discipline in the classroom. It was suggested that teaching methods should be according to the nature of content, learner, time and available resources.*

*The present study recommended top-down change as teachers' trainings, improving teacher education programs, providing basic facilities in the school, balancing students' teacher ratio and conveyance especially for rural students.*

**Keywords:** Classroom Management, Classroom Management Strategies, Discipline and Secondary School Teachers (SSTs)

### Background of the Study

All of the actions and approaches utilized by the teacher in the classroom to improve student academic performance and to achieve institutional aims should be included in classroom management (Umoren, 2010). Students, time, space, and resources may all be kept under control using classroom management (Wong and Wong, 2014). For better classroom management, teachers should use efficient verbal communication and pedagogical attitudes (James, 2018).

Different researchers have different explanations for how to manage their classrooms for effective learning. In the view of Alber (2015), effective classroom management leads to effective learning. Classroom discussions, feedback, formal assessments, and a teacher's interpersonal skills and control over the students contribute to a successful classroom management. According to Heick (2014), an effective classroom management consists of students being encouraged to ask good questions based on some valid source of knowledge, a proper response by the teacher with the valued answer, the use of

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various learning models interchangeably, and contestable opportunities to exercise students' abilities in the classroom. It was also mentioned by Wong et al. (2012) that the best teachers are those that are self-motivated, organized, and effective at what they do. Teachers regulate the surroundings and create a learning environment using appropriate classroom management strategies. According to Wong and Wong (2015), a teacher should be skillful and structured, vigilant in assessing and resolving classroom problems.

Classroom management is a broader notion that encompasses several components that make the classroom a learning place. There are many issues related to classroom discipline that a teacher face in the existing setting of public sector high schools. A teacher must have the ability to manage and organize the classroom by using effective classroom management strategies. For learning in a comfortable zone, the classroom environment must be well managed (Dibapile, 2012). Students Perform better when teacher's priority will be to meet instructional goals using appropriate classroom management strategies. Good classroom management is based on any process or action that fundamentally increases the students' achievement level.

On the other hand, ineffective classroom management has been reported to waste instructional time, reduce time on task, and cause interruptions in learning. Many teachers do not have enough skills to manage the class environment and overcome the disruptive behavior in classroom as Shen (2009) found that teachers spend a lot of time and energy in the classroom in controlling disruptive behaviors of the students. A teacher with a grip on content knowledge but lacking classroom management strategies may not be a successful teacher. As students come with different mental levels and societies, it is a challenge for teachers to manage such a variety of learners in the classroom.

A teacher applies various classroom management strategies to stop students' unwanted behaviors in the classroom such as observing students during teaching, body language, developing rules at the start of the session (Harmer, 2003). Classroom management strategies improve teaching skills (Alan, 2003). Classroom management is one of the top contributory variables influencing students' academic achievements. Students' abilities and personalities are nurtured and polished through effective classroom management strategies. Effective classroom management strategies may ensure a safe, sound classroom that is effective for a productive teaching-learning process (Dibapile, 2012). A disciplined classroom is well managed, good infrastructure, minimum student misbehavior and high-level concentration on task completion but undesirable behavior of students badly affects the learning environment of the classroom. It creates hurdles in the way to achieve desired learning outcomes. So, it can be said that a teacher with a lack of classroom management skills is likely to fail to overcome undesirable behavior in the classroom. A teacher continuously needs to update themselves regarding effective classroom management strategies for smooth lesson delivery. It depends on the teacher to find out what strategies should be used and when (Smart & Igo, 2010). There is no any single classroom management strategy that can be said most effective in maintaining the discipline of the classroom. It is determined by the type of students in the classroom, the subject matter, the competency of the teacher, physical and material conditions, strength of students in the classroom and available resources. All these factors must be considered for effective classroom management.

### **Objectives of the Study**

1. To find out classroom management strategies used by secondary school teachers to maintain discipline in public sector high schools.
2. To investigate classroom discipline issues faced by secondary school teachers in public sector high schools.
3. To explore secondary level teachers' perceptions on effective classroom management strategies to maintain discipline in public sector high schools.

### **Research Questions**

To conduct this Study, the following research questionnaire is designed.

1. What are the classroom management strategies used by secondary school teachers to maintain discipline in public sector high schools?

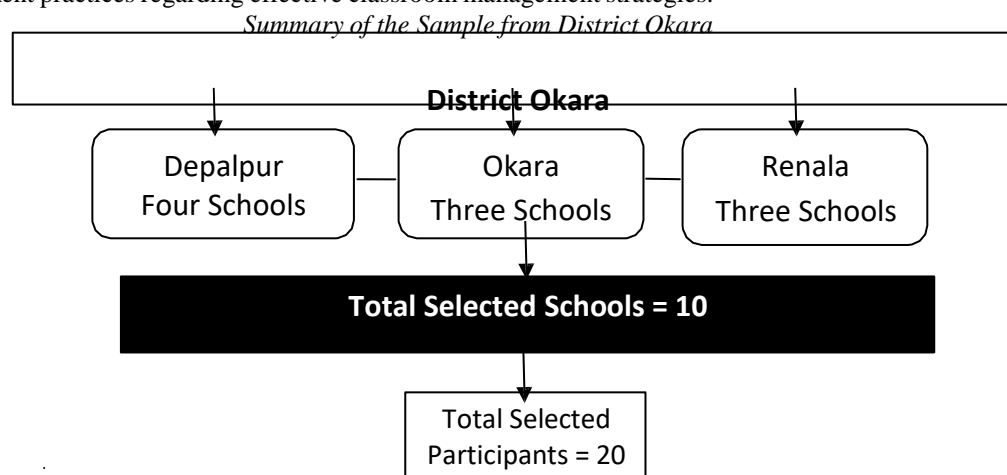
2. What are the classroom management issues faced by secondary school teachers in public sector high schools?
3. What are the effective classroom management strategies that teachers use to maintain discipline in public sector high schools?

### Theoretical Framework

This Study's theoretical framework was based on choice theory commonly known as control theory developed by William Glasser in 1998. It is very useful tool for resolving classroom management issues and practices. Glasser posited that behavior (choices) are driven by five genetically driven needs, survival, freedom, fun, power, love and belongingness. Classroom may be managed by incorporating these five basic human needs. Issues in classroom occur when students' needs are not met. Students who have their basic needs met will do better in school than students who do not have their basic needs met (Burdenski & Faulkner, 2010). Moreover Glasser (2010) stated that significance of classroom management may be proven by implementing seven caring habits as supporting, encouraging, listening, accepting, trusting, respecting, negotiating and differences and avoiding seven deadly habits as criticizing, blaming, complaining, nagging, threatening, punishing and bribing". Discipline issues arise when these habits are missing in the relationships between learners & teachers.

### Research Methodology

The present qualitative study was conducted in the district Okara, Punjab province using multiple case study research design informed by interpretive research paradigm (Yin, 2018). A single teacher was deemed a case, which was the analyses' main unit (Miles et al., 2014). Through this methodology, an understanding was developed about the participants' multiple viewpoints and enactment practices regarding effective classroom management strategies.



Two from each school and total 20 secondary level teachers from 10 public sector secondary schools having at least 5 years teaching experience were selected as research participants through purposive sample technique. The selection of these schools was made from the School Education Punjab Government's official website regarding their relatively easy access (Hancock & Algozzine, 2016). Data was collected through a self-developed semi-structured interview. In qualitative research, the semi-structured interview is the most common data collecting method (Charmaz, 2017; Busetto, Wick & Gumbinger, 2020). With the consent of each participant, all interviews were audio recorded and translated from Urdu to English.

#### *Demographic Information of Selected Sample*

| Teacher Code | Age (Years) | Academic Qualification | Professional Qualification | Experience (Years) |
|--------------|-------------|------------------------|----------------------------|--------------------|
| T-1          | 49          | M.A (English)          | B. Ed.                     | 19                 |
| T-2          | 34          | M.Phil (Math)          | B. Ed.                     | 07                 |

|      |    |                    |         |    |
|------|----|--------------------|---------|----|
| T-3  | 48 | MSc. (Math)        | B. Ed.  | 10 |
| T-4  | 35 | MSc. (IT)          | B. Ed.  | 06 |
| T-5  | 42 | M.A (English)      | B. Ed.  | 17 |
| T-6  | 34 | MSc. (Zoology)     | B. Ed.  | 06 |
| T-7  | 45 | M.A (Urdu)         | B. Ed.  | 12 |
| T-8  | 35 | M.Phil (Chemistry) | BS .Ed. | 10 |
| T-9  | 42 | BS Hons (Botany)   | B. Ed.  | 11 |
| T-10 | 45 | M.A (Islamiyat)    | M. Ed.  | 15 |
| T-11 | 36 | MSc. (Biology)     | B. Ed.  | 07 |
| T-12 | 35 | M.A (Urdu)         | B. Ed.  | 06 |
| T-13 | 40 | M.A (Islamiyat)    | B. Ed.  | 12 |
| T-14 | 34 | BS Hons (Botany)   | B. Ed.  | 06 |
| T-15 | 35 | M.A (English)      | B. Ed.  | 07 |
| T-16 | 37 | BS Hons (Botany)   | B. Ed.  | 09 |
| T-17 | 35 | M.A (Urdu)         | B. Ed.  | 06 |
| T-18 | 39 | BS Hons (Botany)   | B. Ed.  | 08 |
| T-19 | 41 | M.A (English)      | B. Ed.  | 12 |
| T-20 | 34 | BS Hons (Botany)   | B. Ed.  | 06 |

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#### 4. Data Analysis

Thematic data analysis technique was used with the facilitation of qualitative analysis software, *Nvivo-11*. Thematic analysis is a preferred method used to systematically describe and interpret qualitative data (Schreier, 2012). Collected data was categorized into themes and subthemes. The text was coded and condensed to identify assertions linked to the study's objectives and research questions.

#### Summary of Research Findings

The participants shared their experience regarding first theme “classroom management strategies to maintain discipline” as students academic engagement, content related questioning, activity base learning, proper seating arrangements, group work, observation, making teaching methods

interesting, formulating classroom rules & regulations, implementing teaching standards include proper lesson planning, asking question during teaching, positive attitude of teacher, authoritative personality, teacher student relationship. Moreover 17 out of 20 participants supported the use of intonation during teaching. Teachers who make sure effective use of intonation can manage students' attention easily (Bunglowala, 2015). While in contrast only three participants seemed disagree. Further 18 out of 20 participants considered problem solving is best in this regard but a very few participants responded that they did not use problem solving technique in the classroom because a large amount of time is wasted in this activity. 15 out of the 20 respondents agreed that classroom management and quality of education are correlated. Without proper knowledge of classroom management skills, classroom will be fish market.

The participants shared their experience regarding second theme "classroom management issues" in the existing setting of public sector high schools which might have a negative impact on a classroom discipline as students make a lot of noise, overcrowded classrooms, congested seating arrangements, imbalanced student teacher ratio, disruptive behavior of students as talking, whispering, fighting and complaining the teacher, Poor family backgrounds, cost diversity and family clashes, absenteeism especially in harvesting season, Poor management, late comers, go out of the classroom without permission, Inaudible responses, sleeping in class, tardiness, asked silly questions etc. Lack of teaching resources as there was not enough material even stationary too, anyhow low cost no cost activities are done according to the nature of content and need. Moreover conveyance was also another issue for rural students. At the start of new academic year, handling new students' behavior was also another issue.

The participants shared their experiences regarding third theme "effective classroom management strategies" as controlling variation during teaching, getting students attention, eye contact, gestures & body language, positive and negative reinforcement etc. Moreover 14 out of 20 participants' supported nonverbal communication for gaining students' attention. Total 12 out of 20 participants highlighted that students remain focused and attentive when teacher asks question during teaching. All participants suggested that eye contact is fundamental, time saving and very effective classroom management strategy that encourages students to take part in classroom activities attentively. Moreover positive reinforcement decreases the negative interactions and increases positive interactions in the classroom (Kennedy, 2008). On the other hand 15 out of 20 participants indicated that negative reinforcement is also mandatory to maintain discipline in the classroom.

The participants shared their experiences regarding fourth theme "effective teaching methods" as 19 out of 20 participants suggested that there is no any single method that can be said 100% effective. A variety of teaching methods should be used based on subject & mental level of the students, available time and resources. 6 respondents suggested group work, 5 participants recommended activity based learning, 5 respondents suggested digital storytelling method and many participants were in favor of demonstration method was one of the most important teaching methods to maintain discipline in the classroom.

### 5.3 Conclusions

***(RQ1): What are the classroom management strategies used by SSTs to maintain discipline in public sector secondary schools?***

In relation with second research question, the present study concluded that classroom management and quality of education are correlated. If a teacher is highly qualified and gold medalist but have zero classroom management skills will not consider a successful and effective teacher. The participants shared a number of classroom management strategies can be used to maintain discipline as

- a) Academically engage students remain disciplined but it is mandatory to guide and deep focus on students' movements during any activity. When a teacher detracts from the topic, student loss their interest and creates disruption.
- b) Questioning also work effectively to maintain discipline. Teacher should ask content related questions to check what has been learned. It increases higher order learning and students attention.
- c) Proper seating arrangements are vital for effective classroom management. A teacher should ensure best seating arrangements that fulfill the requirement of the content and comfort of the

students.

- d) Group work motivates the students, encourage active learning, develop critical thinking, effective communication and decision-making abilities and show higher academic performance.
- e) A teacher should ensure classroom discipline by positive attitude towards profession. If a teacher remains serious in the class, students also take the work seriously and concentrate on classroom activities. Otherwise students will make noise and create disciplinary issues.
- f) Observation during teaching keeps the students focus on learning. If a teacher remains active in class then there will be little chance of disturbance.
- g) Appropriate teaching method plays a significant role in maintaining classroom discipline. A teacher should know numerous teaching methods because if existing teaching method is not yielding results, then other teaching method should be adopted.
- h) A teacher should set standards for teaching as lesson planning on daily bases; content related questioning, positive professional attitude, authoritative personality and establishing rules and regulations etc.
- i) Intonation keeps students focus on learning and very helpful in expressing emotions during teaching. A teacher should express excitement, joy and sadness in his voice.
- j) There is a great need for identification of key stressors that are affecting the academic performance of the students.
- k) Problem-solving is best classroom management strategy to maintain classroom discipline for smooth learning.
- l) Students variations can be reduce by applying child friendly environment, motivation, academic engagement and understanding individual differences as students possessed different social, mental and physical characteristics which differentiate each individual from each other.
- m) Efficient use of nonverbal communication such as, eye contact, gestures, facial expression, hand rising, body language etc. are the best predictors to get attention of the students during teaching.
- n) Asking question during teaching is another technique to get attention of the students. In this ways students remain alert all the time.
- o) Positive reinforcement (praise, reward, motivation, encouragement, appreciations and positive calls at home etc.) was found one of the most effective classroom management strategies to maintain discipline in the classroom and to get desired behavior of the students.
- p) Sometimes a teacher has to use negative reinforcement (punishment, degrading, insulting, scolding, standing behind the class, changing the seating place and fine on cross the limits etc.). When students violate the rules and regulation of the classroom consistently in spite of several times warnings but negative reinforcement should be with aim to feel ashamed so that the students never do such acts again in future.

***(RQ2): What are the classroom management issues faced by secondary school teachers in public sector high schools?***

In relation with second research question, the present study concluded that teachers have to face a large number of classroom management issues in the existing setting of public sector high schools. These issues considered unfavorable and might have a negative impact on a classroom discipline. A teacher could not perform well in the presence of these issues. Effective teaching learning process can be possible by resolving these classroom management issues on first priority. The participants shared a number of classroom management issues as:

- a) Students make a lot of noise due to overcrowded classrooms, STR, lack of furniture, congested seating arrangements and students' illiterate family background etc. Teachers have to spent lot of instructional time in controlling the students' noise and students learning outcomes are not achieved in the prescribed time.
- b) Disruptive behavior as students quarrel due to cost diversity, family clashes, come late in classroom, irrelevant talking and asked some silly questions, whispering, rude behavior and do not pay attention toward the lesson. Finally conveyance problem is very common for village students.
- c) Seating arrangements were not up to the teaching standards. Three or four students are stuffed on each desk in rows and column shape. Even in some schools, students bring their own mates from homes to sit on it.
- d) On starting new academic year, teachers have to face different classroom management issues

such as how and where to seat the students, molding students behavior in already set pattern, character building, and moral development etc. A lot of efforts are made to put the students in education stream.

- e) Many students were found in different type of stress as some students were orphans, some were facing financial issues, death of some close ones make that particular student disturbed, overburden of academic work and teachers' strict attitude.
- f) Application of suggested teaching methods is almost very difficult due to overcrowded classrooms and lack of resources in secondary schools of Punjab. There was not enough material even stationary too to perform activities. Anyhow low cost no cost activities are done according to the nature of content and needs.

***(RQ3): What are the effective classroom management strategies that teachers use in public to maintain discipline sector secondary level schools?***

In relation with third research question, the present study concluded that a teacher should use different classroom management strategies based on content nature, students' mental level, and time and resources availability. It depends on teacher competency how a teacher makes selection of effective classroom management strategies to maintain classroom discipline. Following classroom management strategies were determined to be the most effective in maintaining classroom discipline:

- a) It was concluded that understanding individual differences, getting students attention, eye contact, gestures & body language, positive and negative reinforcement were concluded most effective classroom management strategy to maintain classroom discipline.
- b) The interview data indicated that nonverbal communication is very effective for gaining students' attention.
- c) Students remain focused and attentive when teacher asks question during teaching.
- d) Eye contact is fundamental, time saving and very effective classroom management strategy that encourages students to take part in classroom activities attentively.
- e) Moreover positive reinforcement decreases the negative interactions and increases positive interactions in the classroom.
- f) On the other hand negative reinforcement is also mandatory to maintain discipline in the classroom.
- g) Group work was concluded one of the most effective classroom management strategy to maintain classroom discipline. In group work students learn maximum through collaboration, interaction and team spirit. If group work is not properly planned, students may get frustrated and it became a time waste activity.
- h) The interview data indicated that activity based teaching is very effective appreciated due to involvement of students as students remained more engaged more disciplined
- i) Storytelling was concluded a unique and effective teaching method. In digital story telling method, a teacher explains the content through still pictures and voice over to teach individuals. But unfortunately in mostly schools digital media is rarely available.
- j) Demonstration method was one of the most important teaching methods to maintain discipline during teaching. The demonstration method allows pupils to fully participate in the learning process.
- k) It was also concluded that teachers should deal the students according to the nature and mental level through motivation and engaging the students in task related activities.

## **Discussion of the Results**

***In relation with (RQ1): What are the classroom management strategies used by secondary school teachers to maintain discipline in public sector secondary schools?***

The analysis revealed a variety of classroom management strategies to maintaining classroom discipline. Students' academic engagement leads to open, loving, and respectful interactions between students and teachers (Dunleavy & Milton, 2009). But students engagement should be problem-based, and exploratory (Willms, Friesen & Milton, 2009). Further, content related questioning stimulates learning, promote comprehension and build critical thinking skills (McComas & Abraham, 2012). Moreover, seating arrangements are also very significant (Fernandes, et al., 2011; Meilia Lestari, et al., 2016; Woodson, 2013). Good classroom seating arrangements had the ability to reduce behavioral

problems, enhance student attention but improper seating arrangements decrease student attention and diminish available instructional time (Babadjanova, 2020). Further Mvula (2020) concluded that group work is most effective classroom management strategy to build effective teacher student interaction and higher academic performance. Small groups have a significant role in group effectiveness and performance (Treen et al., 2016). Moreover, positive attitudes teachers have a positive impact on students' personalities as well as their learning outcomes (James, 2018). Observation during teaching also keeps the students focus on learning. A number of researchers as Pianta & Hamre (2009); Shinn & Yoshikawa (2008); Seidman (2007) and Katy (2008) suggested observation as effective classrooms management strategy. Moreover, teaching standards as formulating rules and strict implementation of those rules regulations (Saifi, Hussain, Salamat, & Bakht, 2018). Secondly, lesson planning also help teachers to improve the quality of the learning. Teacher student relationship is a recognized characteristic of a positive school climate but should be in limits (Thapa et al., 2013). An authoritative teacher also helps to maintain discipline and prevent disruption during teaching (Konold et al., 2014). Cornell, Shukla and Konold (2016) reported that the academic success of high schools with fewer dropouts resulted authoritative classrooms. The importance of intonation in learning cannot be overstated. Siemund (2018) found correlations between intonation and communication during teaching. Moreover, intonation makes easier to express ideas (Nordquist, 2019). Further, students were found in different types of stress. There is a great need to identify key stressors to reduce students' stress level for effective teaching (Perry et al., 2017). Without problem solving technique, it will be very difficult for a teacher to maintain discipline. Students' poor problem-solving skills, learning difficulties, and misconceptions are signs of a teacher's lack of instructional strategies (Gongden, 2016). Problem-solving enhances students' performance and promote positive attitude (Jalolov, Makhkamova & Ashurov, 2015). Moreover, understanding the individual differences make the teacher able to remove variations among students. Kubat, (2018) discovered that individual differences are important in determining student learning styles. An efficient and productive learning process may be organized by understanding individual differences (Forbes, 2019). Knowledge becomes more resistant when it is learnt with more attention (Prakash, 2015). Sezer, İnel, Seçkin and Uluçınar (2017) found positive correlation between students' attention and students' academic engagement. Facial expressions are very important to keep students attentive during teaching (Kumavat, 2016). It is critical for teachers to understand nonverbal communication in order to increase student attention during class (Bunglowala & Bunglowala, 2015). There is a strong relationship between nonverbal communication and quality teaching (Bambaerero & Shokrpour, 2017). Further positive reinforcement builds positive relationship among students (Lindsey, 2017). Positively reinforced students scored higher (Khattak, Ahmad & Khattak, 2018). Along with positive reinforcement, negative reinforcement is also mandatory to maintain discipline in the classroom (Morrison, 2009). But in contrast a large number of studies supported positive reinforcement as compare to negative reinforcement. As Greene and Todd (2015) claimed that rewarding students rather than punishing has a bigger impact on their performance. Punishment had been proven less effect (Abreu, 2008; Kelly & Pohl, 2018).

***In relation with (RQ2): What are the classroom discipline issues faced by secondary school teachers in public sector high schools?***

A large number of researches confirmed that teachers have to face a large number of classroom management issues (Johnston, 2013; Asendorpf, Denissen, & van Aken, 2008). Noise is a big hurdle in the way of learning. Woolner & Hall, (2010); Szalma & Hancock, (2011); Hellbruck and Liebl, (2007) believed that noise comes from physical environment of the class. Furthermore, over strength of student in classroom is not new (Bosworth, 2014). Hruz (2000) argued that reducing class size reduces various problems. In Pakistani scenario, there is less staff and low space for students as compare to their strength. Disruptive behaviors are occurring at an alarming rate in the classrooms (Azad, 2013; Knepp, 2012). Existing literature does not explain in depth how disruptive behavior is managed (Echeverri et al., 2012). To minimize disruptive behavior, teachers should increase on task behavior (Babadjanova, 2020). Good classroom seating arrangements had the ability to avoid behavioral problems and improper seating arrangements decrease student attention and diminish available instructional time (Babadjanova, 2020). Similarly, researches demonstrated that seating arrangements affect students' academic success (Woodson, 2013 & Meilia Lestari, et al., 2016). Further, students were found in different types of stress that causes discipline issues in the classroom. A large number of researches have proven that stress has negative effects on students' performance (Kotter, Wagner, Bruheim, & Voltmer, 2017). The result of the stress has been a reduction of sleep among students from universities in the US (Lytle, Boynton & Wallace, 2017), Saudi Arabian medical students (Alaqeel, Alothman, Almalki, Masuadi & Almojali, 2017), university students from Brazilian



(Amaral et. al., 2017) and medical students from Pakistan (Waqas, Khan, Sharif, Khalid, & Ali, 2015). The above discussion revealed that a teacher should well aware about these discipline related issues and should have great knowledge of effective classroom management strategies to handle these issues for productive learning.

***In relation with (RQ3): What are the effective classroom management strategies that teachers use in public to maintain discipline sector secondary level schools?***

The analysis revealed different effective classroom management strategies to maintain discipline in the classroom as students' academic success and motivation are greatly influenced by teaching methods (Ahmad, 2020). Students' negative behavior comes due to inappropriate and inefficiency in teaching methodology (Bello, Bukar & Ibi, 2016). Further, Ogide (2017) confirmed that student's poor performance is a result of the poor teaching method. A teacher should well aware about the merits and demerits of the numerous teaching methods (Adunola, 2011). If the existing teaching method is not yielding results, then a teacher should try another teaching method for effective learning (Saga, 2015). There was no any single method that can be said 100% effective. Different teaching methods should be used by a teacher depending on the material, the learner's mental level, the amount of time and resources available. Numerous studies have confirmed that group work enhance learning environments (Arumugam et al., 2013; Arumugam et al. 2013 and Ibnian, 2012. While in contrast group work can frustrate students and teachers and wastage of time if not carefully planned. Hanan, Taqi and Nowreyah (2014) concluded that students did not improve in group work. Activity based teaching is more effective, appreciated and more encouraged due to involvement of students and discovery learning (Brindley, 2015). It was revealed from interview data that in story telling method students make less discipline issues. Digital storytelling significantly enhanced the interest, motivation and achievement of the pupils compared with storytelling method (Nair, Yusof, & Hong, 2014). In various areas of learning and education, digital stories are used including Turkish, mathematics, language teaching, history and science education (Ulum & Yaman, 2018). Further demonstration method was concluded one of the most significant teaching methods for maintaining discipline that promotes students involvement in learning process (Furo, Abdullahi & Badgal, 2014). Students' achievement levels were significantly higher with the demonstration method (Ogologo & Wagbara, 2013). According to Ochogba (2019), there was a significant difference between demonstration method and those who were taught using the lecture method. Moreover, an effective teacher should keep in mind the age and mental level of the students while teaching multiple grade levels. Slow learners should be motivated using different forms of motivation because motivation influences student academic success (Edgar, Carr, Connaughton & Celenza, 2019). According to Greene & Todd (2015), rewarding pupils rather than punishing them has a greater impact on their performance. Secondly, engaging the students in different tasks also help the teacher to manage the multi grade teaching. It will increase the students' interest towards learning (Willms, Friesen, & Milton, 2009).

## **Recommendations and Suggestions**

### **Implications for Policy**

A top-down change was recommended. Teachers should be given specific trainings regarding classroom management strategies. There is great need to improve teacher education programs in the perspective of classroom management. Teacher should be provided basic facilities as proper space for students; enough numbers of classrooms, STR should also be balanced for effective learning and finally to solve conveyance issue especially in village schools. Policy makers should keep in mind that at least secondary education should be in reach of every individual.

### **Implications for Practice**

Findings suggested that teachers have not sufficient facilities in schools, classes are overcrowded and STR is not up to the teaching standard. It was recommended that teachers should be trained on innovative classroom management strategies to change classroom into a learning place. From interview data, it was clear that teachers had not received any specific training or professional development course in learning how to manage classroom well. In this regard, professional development sessions may be conducted by different training institutions such as QAED and DSD to make the 21<sup>st</sup> century classrooms more effective and productive.

## Implications for Future Research

The current study focused on exploring effective classroom management strategies in secondary schools of Punjab. Further studies should be conducted to find out the effect of any one classroom management strategy or combined strategies to maintain discipline at secondary level. This type of study can be conducted with other levels such as primary level (Adunola, 2011; Nair, Yusof, & Hong, 2014) at elementary level (Smart, & Igo, 2010; Sahin, 2015; Gage, Scott, Hirn, & Gage, 2018) secondary level (Wubbels, Brekelmans, Brok, & Tartwijk, 2006; Zuckerman, 2007; Muchemwa, 2013; George, 2017) and at university level students (Brannon, 2010; Omenka & Otor, 2015). Future researchers can conduct such type of studies in other provinces of Pakistan as Sindh, KPK, Blochistan and Gilgat Baistan using different research methodologies and on a large sample size. The study used qualitative data collection methods. Future researchers may conduct studies with different quantitative data collection methodology.

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