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### Classroom Management Practices of Secondary School Teachers in Wah Cantt, Rawalpindi, Punjab: A Survey Study

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#### ABSTRACT

Managing classrooms effectively is a main factor in determining the success of teaching and learning. However, teachers are rarely able to establish disciplined and productive learning environments. This research explored secondary school teachers' classroom management strategies in Wah Cantt, Rawalpindi, Punjab. The teacher management practices focused on were organizing learning materials, surprise visits, notebook checking, character building, polite behavior, parent-teacher meetings, student recognition, eye contact, collaboration, mutual respect, conflict resolution, cooperative learning, problem-solving, rule establishment, positive reinforcement, and understanding of consequences. A descriptive cross-sectional survey design was used. The population consisted of secondary school teachers of government sector schools in Wah Cantt, Rawalpindi, Punjab. Through simple random sampling, 320 teachers were picked as a sample. A 16-item, five-point Likert scale questionnaire was conceptualized and validated by educational experts. Reliability was assured through pilot testing. Data were analyzed using frequency, percentage, and mean scores. According to the findings, a great majority of teachers manage the learning materials; most teachers carry out surprise visits; many teachers do random notebook checking; teachers mainly concentrate on character development; the majority of teachers behave politely; the majority of teachers meet parents; teachers learn the names of students; teachers mainly use eye contact; a very high percentage of teachers start with collaborative activities; a very high percentage of teachers promote mutual respect; teachers mostly support conflict resolution; teachers mostly teach cooperative learning; more than half of the teachers use problem-solving; a great majority of the teachers engage students in rule-making; more than half of the teachers give positive reinforcement; and most of the teachers make aware of consequences. The study found secondary school teachers in Wah Cantt to be moderately to highly engaged in classroom management practices. Collaborative activities and mutual respect were the strongest areas of these teachers. The recommendations included giving proper training, involving students in rule-making, preparing engaging activities, developing caring behavior, and focusing on effective lesson planning.



## **Introduction**

Teaching is one of the most respected and valued professions in the world. A classroom is a community of learners where formal interaction takes place between the teacher and the students. Better management of a classroom ensures the quality of teaching and learning. Management is defined as the behaviors that teachers take to build an atmosphere that promotes and encourages both educational and social-emotional learning (Lewis & Sugai, 1999). According to Samson and Daft (2003), management is to achieve proposed aims through the combined effort of workers.

Clear and strong managerial skills have been described as contributing to fewer disciplinary issues in the classroom (Froyen & Iverson, 1999). A classroom is a room where teaching-learning related activities take place. The main aim of the classroom is to provide a secure place for non-stop teaching without any disruption or interruption.

All education policies of a school which involve coaching and learning happen in the classroom. Learning aims cannot be achieved completely without a favorable classroom atmosphere. The teacher in a classroom has many duties in the development of teaching and learning. One of the most stimulating roles of the teacher is to manage and control the classroom. Classroom management has been identified as a major variable influencing the academic performance of students through various research studies (Marzano, 2008).

A study conducted by Ifeoma (2011) showed that most recognized establishments like secondary schools are directed by efficient and effective supervision of human and physical resources. Kyriacou (2004) stated that the classroom is the meeting place for both learners and teachers where curricular actions are instigated. Teacher success in teaching is assessed by his/her ability to use a variety of classroom management methods to control pupils towards effective and meaningful learning.

Teachers in Pakistani schools have been noted to face classroom management complications. A study by Ali (2000) showed that many urban and rural schools in Pakistan consist of disenchanting, disturbed, and disruptive children. Therefore, this study focuses on the classroom management practices of secondary school teachers in Wah Cantt, Rawalpindi, Punjab.

## **Statement of the Problem**

Secondary education is an important stage. Classroom management plays a vital role at any level of education. Bad management implies a bad impression on the mentorship of students. It is necessary to manage the classroom environment properly at secondary level so that students may perform their skills along with their studies. In the past, many researchers have conducted studies on classroom management practices, but in Wah Cantt, Rawalpindi, Punjab, limited research has been done on this topic. Therefore, this study investigated the classroom management practices of secondary school teachers in Wah Cantt, Rawalpindi, Punjab.

## **Objective of the Study**

The study pursued to explore the classroom management practices of secondary school teachers in Wah Cantt, Rawalpindi, Punjab.

## **Significance of the Study**

The study is helpful to identify classroom management strategies of secondary school teachers of Wah Cantt, Rawalpindi, Punjab especially in the Government sector. The study also explores the perceptions of secondary school teachers about classroom management strategies, so it will be

helpful for researchers as it will provide relevant literature. It is useful for teachers to identify their responsibilities. Moreover, it is also useful for students as well as for teachers as it will add new insights regarding this problem in the literature.

## **Review of the Related Literature**

### **Classroom and Classroom Management**

A classroom or schoolroom is a learning space in which both children and adults learn. The learners and teachers are also affected by learning experiences in the classroom (Emmer et al., 2000). The main aim of the classroom is to provide a secure place for non-stop teaching without any disruption or interruption. The three basic elements of a well-managed classroom are: (1) the productive use of time and classroom space; (2) the implementation of techniques that motivate students to make good choices; (3) the making of wise choices and the successful implementation of instructional techniques (Popescu, 2014).

Classroom management has been identified as a major variable influencing the academic performance of students (Marzano, 2008). According to Ostrosky, Jung, Hemmeter, and Thomas (2008), a teacher plays a highly important role in the development of a positive classroom environment. The basic purpose of classroom management is the socialization of students. For successful teaching and learning, teachers need to plan effectively. Ingersoll and Smith (2003) suggest six strategies: reflecting on student development needs, creating a supportive physical environment, creating a cooperative learning environment, teaching and maintaining rules and procedures, and managing classroom management style.

Classroom management is organizing space, time, and materials to facilitate effective instruction. Efficient and rewarding teaching-learning process is directly related to successful classroom management. Evertson and Weinstein (2006) stated that the management of classrooms has two separate purposes: "Not only does it strive to create and sustain a structured environment so that students can engage with meaningful academic learning, but it also seeks to promote social and moral growth for students."

### **Classroom Disruption**

One of the key issues in teaching is the classroom disruptive behavior of pupils. According to Suleman et al. (2013), disturbance in the classroom refers to actions that substantially or consistently obstruct and disrupt the classroom environment. According to Finn, Fish, and Scott (2008), behavior problems include arriving late, leaving seats, cutting class, refusing to follow guidelines, and failing to complete assigned tasks. Giallo and Little (2003) clarified that disruptive behavior can impede the child's self-education or the teacher's ability to work effectively.

### **Teachers as Good Managers**

The significance of the teacher's role as a change agent was never more clear than it is today (Delors, 1996). Efficient management in classrooms relies on a teacher's competencies. According to McLeod, Fisher, and Hoover (2003), the teacher's most significant role is that of leader in teaching. Teacher success in teaching is assessed by his/her ability to use a variety of classroom management methods. At the start of the session, effective supervisors plan and implement rules and procedures to prevent destructive activities (Suleman et al., 2013).

## Methodology

A descriptive cross-sectional survey design was employed in this research. The population of the study comprised secondary school teachers in Government sector schools in Wah Cantt, Rawalpindi, Punjab. Using a simple random sampling technique, 320 teachers were selected as the sample. A five-point Likert scale questionnaire containing 16 items was developed based on classroom management practices. The Likert scale included: Strongly Agree (SA)=5, Agree (A)=4, Undecided (UND)=3, Disagree (DA)=2, Strongly Disagree (SDA)=1. For instrument validity, the questionnaire was validated by three educational experts. Pilot testing was conducted with teachers not included in the sample. Reliability was established through pilot testing and expert review. Personal visits were used for data collection. Frequency, percentage, and mean scores were employed to analyze teachers' classroom management practices.

## Results

**Table 1: Classroom Management Practices of Secondary School Teachers**

| Statements                          | SA % | A % | UND % | DA % | SDA % | Mean        |
|-------------------------------------|------|-----|-------|------|-------|-------------|
| Manage learning support material    | 25%  | 25% | 15%   | 20%  | 15%   | 3.1         |
| Conduct surprise visits             | 40%  | 35% | 5%    | 15%  | 5%    | 3.9         |
| Check notebooks randomly            | 35%  | 25% | 10%   | 15%  | 15%   | 3.5         |
| Focus on character building         | 45%  | 35% | 3%    | 7%   | 10%   | 3.98        |
| Behave politely with students       | 39%  | 30% | 9%    | 12%  | 10%   | 3.76        |
| Meet with parents                   | 30%  | 25% | 2%    | 20%  | 13%   | 3.09        |
| Learn student names                 | 35%  | 30% | 10%   | 15%  | 10%   | 3.65        |
| Use eye contact                     | 37%  | 30% | 3%    | 17%  | 13%   | 3.6         |
| Begin with collaborative activities | 35%  | 34% | 1%    | 10%  | 20%   | 3.54        |
| Encourage mutual respect            | 60%  | 37% | 0%    | 2%   | 1%    | 4.53        |
| Encourage conflict resolution       | 32%  | 47% | 5%    | 8%   | 8%    | 3.8         |
| Teach cooperative learning          | 38%  | 42% | 2%    | 10%  | 8%    | 3.92        |
| Use problem-solving scenarios       | 30%  | 33% | 7%    | 15%  | 15%   | 3.48        |
| Involve students in rule-making     | 39%  | 44% | 7%    | 5%   | 5%    | 4.07        |
| Provide positive reinforcement      | 31%  | 32% | 7%    | 20%  | 10%   | 3.54        |
| Inform about consequences           | 36%  | 46% | 0%    | 10%  | 8%    | 3.92        |
| <b>Overall Mean</b>                 |      |     |       |      |       | <b>3.68</b> |

**Interpretation of Table 1:** Teachers demonstrated varying levels of engagement across different classroom management practices. The highest mean score was recorded for "encourage mutual respect," with overwhelming majority agreement. "Involve students in rule-making" also showed strong agreement. Practices such as "conduct surprise visits," "teach cooperative learning," and "inform about consequences" demonstrated moderate to strong engagement. However, "manage learning support material" and "meet with parents" showed lower mean scores. The overall mean score indicates moderate levels of classroom management practices.

## Discussion

Results of the study reveal that secondary school teachers of Wah Cantt, Rawalpindi, Punjab are engaged in various classroom management practices, with overall scores ranging across different levels.

### **Collaboration and Respect: Strongest Areas**

The extremely high score for encouraging mutual respect indicates that teachers prioritize creating a respectful classroom climate. This finding aligns with Evertson and Weinstein (2006), who emphasized that classroom management seeks to promote social and moral growth. Similarly, the strong emphasis on cooperative learning and conflict resolution supports the work of Johnson and Johnson (2012), who highlighted that cooperative learning environments enhance both academic and social outcomes.

### **Student Involvement in Rule-Making**

It's quite a discovery that the majority of teachers engaging their students in creating rules and work processes. This advancing strategy is very much in line with Marzano et al. (2003) who emphasized that student ownership of rules is enhanced when teachers discuss guidelines with students instead of simply enforcing them. As Masite and Vawda (2013) also pointed out, only those rules that students themselves have created will be respected by them.

### **Monitoring and Accountability Practices**

This research showed that the majority of teachers do surprise visits and randomly check notebooks. These actions clearly show teachers' attitude towards keeping track of student progress. However, a lower mean with regard to notebook checking implies that this activity is not being performed on a regular basis. Along the same line, even though a considerable number of teachers properly handle learning material, the mean score for this aspect shows that there is room for improvement.

### **Character Building and Teacher-Student Relationships**

The most striking result to a large extent is that the majority put character building as number one while also showing good manner and politeness. That is just one indication of how management can be effective way beyond control of behaviour. Good and friendly relationships between teacher and student, for example, through eye contact, will establish a conducive environment for learning. That said, the low mean for meeting with parents possibly means that the frequency or quality of communication between teacher and parent is not consistent.

### **Problem-Solving and Positive Reinforcement**

What is more, the discovery that a majority of them use problem-solving scenarios and give a lot of positive feedback puts the waking up of strategies at moderately getting to know the strategies. In fact, Marzano (2008) has a very strong argument that positive reinforcement is a very effective tool to bring about the required behavior. Quoting them means that it would be a very good idea to use some professional training focused on proactive techniques.

### **Alignment with Previous Research**

Indeed, the results confirm the findings of several earlier works. The finding of moderate overall management practices is in line with Ali (2000) who pointed out that teachers in Pakistani schools face management woes. The fact that teachers are collaborative within their working environment as happened here also matches the findings of Suleman et al. (2013) who stressed that management is an integral function of the teacher's competences.

## **Conclusions**

The main purpose of this study was to examine the classroom management practices of secondary school teachers in Wah Cantt, Rawalpindi, Punjab. The data show that teachers implement a range of management practices across multiple dimensions:

**Management of Learning Materials:** Teachers demonstrate awareness of managing learning support material, though the practice requires more consistent implementation.

**Monitoring and Accountability:** Teachers conduct surprise visits and random notebook checking, indicating active monitoring of student progress, though notebook checking is implemented less consistently.

**Character Building and Moral Development:** Teachers focus on character building and behave politely with students, reflecting understanding that effective management includes moral and social development.

**Parent-Teacher Communication:** Teachers meet with students' parents, but the practice is not consistently or frequently implemented, indicating room for improvement.

**Individual Student Recognition:** Teachers learn student names to recognize them as individuals and use eye contact to demonstrate care, which helps build positive teacher-student relationships.

**Collaboration and Active Learning:** Teachers begin lessons with collaborative activities and strongly encourage students to be respectful of one another, which are the strongest practices identified. Teachers also teach cooperative learning towards academic goals.

**Conflict Resolution and Problem-Solving:** Teachers encourage students to reach agreements through conversation to resolve issues and use problem-solving scenarios to develop problem-solving skills. The latter practice shows room for improvement.

**Rule Establishment and Behavioral Management:** Teachers involve students in establishing rules and procedures, provide positive reinforcement for appropriate behavior, and make students aware of consequences for misbehavior. The positive reinforcement practice requires strengthening.

**Overall Conclusion:** The research identifies that secondary school teachers of Wah Cantt, Rawalpindi, Punjab demonstrate moderate levels of classroom management practices. While teachers show strong commitment to fostering respect, collaboration, and student involvement in rule-making, areas such as parent-teacher communication, management of learning materials, problem-solving instruction, and positive reinforcement require improvement. Effective classroom management is essential for creating an environment conducive to teaching and learning, and continued professional development in these areas will enhance student academic and behavioral outcomes.

## **Implications for Practice**

### **For Teachers**

Teachers may be provided relevant training in classroom management to deal with issues and problems effectively. Teachers should involve students in classroom activities, motivate and encourage them to be active and participative in all academic school activities. Teachers may design different learning activities in the classroom so that students are engaged and do not find

extra time for making mischief and disturbances. Teachers may be able to overcome classroom problems on the basis of effective lesson planning on a regular basis.

#### **For School Administrators**

School administrators may support classroom management by providing professional development opportunities focused on proactive management strategies. Administrators may facilitate the creation of a positive school climate that reinforces respectful behavior and collaboration. Schools may develop clear policies for parent-teacher communication and ensure that teachers have the resources needed to manage learning materials effectively.

#### **For Curriculum Developers and Teacher Educators**

Teacher education programs may include robust preparation in classroom management content and pedagogy, with emphasis on positive reinforcement, problem-solving instruction, and parent-teacher communication. Curriculum developers may integrate classroom management training across pre-service and in-service teacher education programs.

#### **For Policymakers**

Policymakers may strengthen requirements for classroom management training at all levels of education. Government may develop quality resources, guides, and materials for classroom management. Policies may be established to support regular parent-teacher meetings and provide incentives for effective classroom management practices.

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