Classroom Management Strategies Used by English Language Teachers

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Masters of Education in English

Submitted by

Nawaraj Khadka

Faculty of Education

Tribhuvan University,

Kirtipur, Kathmandu, Nepal

2023

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Recommendation for Acceptance

This is to certify that Nawaraj Khadka has prepared this thesis entitled**Classroom Management Strategies Used by English Language Teachers** under my guidance and supervision.

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Dedication

Dedicated

To

My dear parents, respected gurus and entire family members

Who are the ultimate source of love and inspiration for my career path.

Declaration

This research contains no material which had been accepted for the award of other degree in any institutions. I declared that this thesis contains no material previously published by any authors except due acknowledgement has been made.

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Nawaraj Khadka

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Nawaraj Khadka

Abstract

The present thesis is entitled **Classroom Management Strategies Used by English Language Teachers**. The main objective of this study was to explore classroom management strategies used by English language teachers at secondary level in Morang district.I used survey research design. The requireddata were collected by using observation checklist and questionnaires. The total sample size was 10 English language teachers of community school, Morang district. I adopted convenience sampling procedure for selecting the sample. The data was qualitative in nature, obtained from observation and open-ended question.From the obtained data I found that classroom management strategies in an English Language Teaching (ELT) context are essential for creating a positive and effective learning environment. Teachers make effective plans for creating a systematic and well-organized classroom, but lack in knowledge and time management techniques effectively. Additionally, many teachers understand students' needs and interests, but lacks incommunications skills which make students feel uncomfortable. The results of this research suggest that classroom management is an important aspect of ELT and it should be given more attention. The study also found that many teachers do not apply and practice these strategies effectively. Therefore, it is recommended that all English language teachers should be committed to using these strategies to create a positive and effective learning environment.

This thesis consists of five chapters along with references and appendices at the end. The first chapter deals with the introduction part which includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study and operational definition of the key terms. The second chapter deals with review of related literature and conceptual framework. Chapter three deals with methods and procedures of the study which includes design and method of the study, population, sample and sampling strategies, sources of data, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. Chapter four includes analysis and interpretation of results. The final chapter encompasses the findings, conclusions and recommendations made after the analysis of the data.

Table of Contents

Chapter One

Introduction

The title of the research is **Classroom Management Strategies Used by English Language Teachers**. This chapter includes background of the study, statement of the research problem, objectives of the study, research questions, delimitations of the study, significance of the study and definitions of the key terms.

Background of the Study

Management is the capacity of controlling and making decision in business or similar organization as the process of dealing with or controlling people or things. It means through meaningful interaction and appropriate classroom management, students can progress in learning English language. Classroom management covers a wide range of areas including lesson planning, managing pair and group work, handling transitions, giving instructions, dealing with disruptive behavior. If we want to manage classrooms effectively, we have to be able to handle a range of variables. These include how the classroom space is organized, whether the students are working on their own or in groups and how we organize classroom time. It is need to consider how we appear to the students and how we talk to students and who talks most in the lesson is another key factor in classroom management. We also need to think about what role there may be for the use of the students' mother tongue in lessons, Successful classroom management also involves being able to deal with difficult situations (Harmer, 2008, p.34).

Crookes (2003), similarly sees a well-managed classroom as a relatively orderly room in which "whatever superficial manifestations of disorder that may occur either do not prevent instruction and learning, or actually support them". In the definitions of classroom management they have in common is establishing an appropriate environment and therefore orders in the classroom so that teaching and subsequently learning can take place. A well managed classroom can play an important role for building a good society, nation or a human who will be the maker of society and nation. For this reason, a teacher is called a manager.

A good classroom environment facilitates desirable behavior and attitude among students and thus enhancing their academic performance positively enhancing their academic performance. Such an environment provides an opportunity for effective teacher- students and student-students interaction. Teachers are responsible for guiding every student's holistic development and meaningful learning in their classroom (Save the Children, 2008). Classroom management an intended practice to ensure students with more opportunities to learn the things the teacher does to organize class so that effective learning can take place, is a matter of concern in both academic and professional life. But our outdated practices regarding seat management, classroom structure, activities, presentation, mixed ability grouping of students, and time management are yet the bitter reality of prevailing classroom practices, specifically in public schools. Effective teaching and learning cannot occur in poorly managed classroom (Jones & Jones, 2012).

In a traditional ELT class, the teacher tends to achieve control over the whole class by strict discipline so that he/she can convey instructions and the students can copy them down. The teacher needs a well-controlled and strictly disciplined class simply because he/she takes English language teaching as a process of knowledge imparting. In light of ELT teaching-learning mechanisms aims at identifying and explaining the crucial elements that a positive classroom climate for effective ELT teaching and learning is compose Based on these identifications, suggestions will be given as to how to achieve the wanted learning environment and how to maintain it by minimizing disruptive behaviors of the students during a lesson.

Statement of the Problem

Classroom management has emerged a global issue, challenge as well as rewarding prospect for high performing teacher, students and the administrators of educational institutions. Conceptually speaking, classroom management refers to holistic managing approach to transforming classrooms into more effective learning centers. And, thus its functional coverage today cannot be limited to just managing physical infrastructure, rather it includes effective management of collaboration, transforming school rules and regulations, capacitating both teacher and students, bringing ethic to classroom life. It is making a collective mission of all stakeholders sharing the interest and obligations.

Teachers face with the disruptive behavior in their classroom which results in wasted instructional time. English language teaching are more challenging because student have not knowledge about how to learn and what is discipline, teachers should build the concept of learning. If we want to make our house strong, we should make strong foundation. Similarly, secondary students are also foundation for further development. They need more amount of time with them but teachers do not spend amount of time and exposure to students. Physical facilities are also the great problem of management. Lack of physical instructional instrument instructors are facing problems. Freiberg, Huzinec and Templeton (2009 p.77)state, "When teachers have a rich management and discipline repertoire, students become more self disciplined, minimizing the need to refer students to the office and maximizing instructional time with great opportunities to teach and learn". Educators need to consider whether they have eliminated all instructional impediments and distractions in the classroom. It has been argued that establishing classroom procedure/strategies and utilizing actionable techniques such as non verbal cues and positive framing, is extremely vital in an efficient and academically successful classroom. The success of programme depends upon the ability of anchorman.

Likewise, teachers are conducting the ELT classroom. So, effectiveness of ELT classroom management depends upon the ability of teacher, school sources, strategies and materials. The school administrators consider that deterioration of learners marks due to the failure of teacher in classroom teaching. This issue has negative effects on the process of classroom management. For these reasons and others, the management of English classroom stands three steps backward.

Objective of the Study

The objectives of this study were as follows:

⌡ To explore the classroom management strategies used by English teachers in ELT class at secondary level.
⌡ To suggest the some pedagogical implication.

Research Questions

The following research questions were addressed:

〉 What strategies are followed by English Language teacher for classroom management?

〉 How do teachers use classroom management strategies in the ELT classroom?

Significance of the Study

Many studies have been conducted in the field of Classroom Management in ELT class. Even a lot of theories, approaches and methods are also explored in the field of classroom management and ELT teacher education to make it effective in the context of Nepal but less attention is given towards creating a positive learning environment which is matter of discussion for the improvement and development.

This research study is helpful and applicable for the ELT practitioners. It is significant for teachers, students, parents, curriculum planner, and supervisors, government official, researchers and for those who are directly or indirectly engaged in ELT. Similarly, this study is beneficial for those further studies in the same field in coming days. Moreover, the findings and suggestions derived from this study will be useful for teacher, school, administrative, course designer textbook writers, and policy makers.

Teacher adopts new approaches and methods for effective teaching in ELT classroom. In this regards, teachers learn lesson that they should be updated according to time and situation to be effective classroom management strategies and implication. Therefore, this research makes every teacher and student know about the strategies for the use of effective ELT classroom management.   .

Delimitation of the Study

This study was delimited to the following areas:

〉 The study was limited to the only six public secondary school of Morang districts.

) 10 English teachers were selected as a sample from the population of the study.

) The study was only limited to classroom management techniques used in secondary level teachers.

) The tools of this study were questionnaire and observation checklist.

Operational Definition of the Key Terms

The key terms of my research study were as follows:

Classroom management.in my research study classroom management refers to the students view their classrooms as positive and supportive.

Effectiveness. In my research effectiveness the fact of producing the result that is wanted the fact of producing a successful result.

ELT. English Language Teaching.

Environment. appropriate classroom learning climate.

Management.It is the process consisting of planning, organizing, actualizing and controlling in the real classroom.

Physical management.managing a physical setup such as desk, bench, blackboard, windows etc.

Strategies.a plan of action designed to achieve a long-term or overall aim.

Chapter Two

Review of Related Literature and Conceptual Framework

This chapter consists of review of all the related theoretical and empirical literature, their implications on the study and conceptual framework of the whole study.

Review of Related Theoretical Literature

Under thissection of theoretical review, I have reviewed a number of research studies related to related to classroom management. A literature review surveys scholarly articles, books, dissertations, conference proceedings and other resources which are relevant to a particular issue, area of research, or theory and provides context for a dissertation by identifying past research. Research tells a story and the existing literature helps us identify where we are in the story currently. It is up to those writing a dissertation to continue that story with new research and new perspectives but they must first be familiar with the story before they can move forward. According to Creswell (2013), a review of the literature "is a written summary of journal articles, books and other documents that describes the past and current state of information, organizes the literature into topics and documents a need for a proposed study." (p. 79). Thereforeit provides a framework for establishing the importance of the study as well as a benchmark for comparing the results with other findings. All or some of these reasons may be the foundation for writing the scholarly literature into a study. Research design data collection tools, data analysis are to sufficiently support by theoretical review. Thus, this subtitle deals with different theoretical perspective related to my study. The theoretical related literature is mentioned below:

Management. The term 'management' refers to the capacity of controlling and making decision in business or similar organization as the process of dealing with or controlling people or things. "Management is the process of designing or maintaining an environment in which individual working together in group effectively accomplishes selected aims" (Weihrich, and Kootz, 1994, p. 4). So we can say that management is the process of planning, organizing, leading and controlling the work

of organizational goals. The above definition, we can say that management is the way of presenting the art of organization to accomplish the goals. It indicates that management is the process of getting work done effectively, efficiently and through other people to achieve expected goals which manage resources, employee and other obstacles to the organization, to fulfill is goal and objective successfully. Management of any component in teaching learning system may have varied purpose, but there should be a single primary reason of doing so. Thus, effective classroom management should also be initiated with a common purpose to enhance the level of learning among the students, at any level, everywhere.

   Introduction of classroom management. Classroom management is about the controlling of the teaching and learning environment by the teachers. The teachers are responsible for everything that happens in the class, including the behavior of the students. Your class management decides what kind of class you are going to have, whether you are going to have an engaging and joyful class or it is uninspiring or unengaging class. Classroom management is dependent on a set of variables like how 'the classroom space is organized, whether the students are working on their own or in groups and how we organize classroom time" (Harmer, 2007, p. 34). The way your classroom is arranged has a direct impact on what you can do and how you do it. The traditional classroom layout with rows of fixed desks all facing the front may be appropriate for teacher -fronted explanations, board work and quite individual work, but is arguably less suitable for communicative or task -based work.

   Classroom management indicates to the "ways of keeping order in class ad specifically to discipline-related problems" (Scriviner, 2012: p. 2).Classroom management as a whole is a complex task of designing an environment that facilitates better teaching and learning. Curriculum planning and the organization of teaching are major aspects of pedagogy which are often referred to as the "management of learning" (Tsui, 2002). Management of learning, which is concerned with the strategies teachers employ to manage their classes for improved learning, is a wider term than "classroom management" and for the purposes of construed as effective planning, motivating students to become more engaged in learning, and making the classroom enjoyable and challenging, while being responsive to children's needs and the goals of education. Well managed classes are organized and healthy environments

where teachers and students can get used to easily and flourish. Managing the classroom requires a great deal of effort from the teachers, especially at the beginning. Classroom management is important for teachers to achieve their desired educational goals.

*Strategies of classroom management.*Classroom management requires skills and experience. Teachers can get benefit from the strategies suggested based on the experience of researchers and teachers. Moreover, managing the time and space of class is the key for a successful class management. Teachers need to organize their class time based on the planned activities. The teachers need to become active when they search for efficient strategies in making students think resourcefully and critically. It was also stated that the teacher has important roles in managing the classroom, in enhancing the students to find the tasks more meaningful and in implementing effective learning strategies (Cardenas &Cerado, 2016). Class management and teachers' strategies are vital parts of teaching. Classroom management could effectively predict student learning motivation, and that learning atmosphere exerted the most influence.

Research has provided definitions of classroom management. McCreary (2010) defined classroom management as "the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning" (p. 1). Efficient teachers should acquire a toolbox of classroom management strategies that they can use within their classrooms. According to Marzano (2003), "well-managed classrooms provide an environment in which teaching and learning can flourish" (p. 1).

*Effective planning.*Planning is good preparation is vital for quality classroom instruction. In their research on planning, Rosenshine and Stevens (1986: 49) highlighted basic principles for effective instruction and curriculum enactment: well-organized lessons, systematic delivery, activities that can be applied in authentic situations, clear criteria for assessing student performance and constructive feedback.

*Meeting needs of the students.*Student find lessons attractive, they are less likely to feel bored and misbehave. Glasser (1998), suggested that teachers can engage their students more actively and increase their concentration span by

discussing the subject matter being taught with them and encouraging them to ask questions. Also, including topics which students show a strong desire to learn will clearly increase the likelihood of their being attentive and involved.

*Motivation.*Motivation is often referred to as an inner drive which leads individuals to persist in completing tasks or accomplishing their goals. When pupils are motivated to learn, they will pay more attention and be more actively involved in learning - and therefore be likely to behave well in class. Increasing pupils' motivation is one of the surest ways of helping them to develop their full potential. This is unlikely to be achieved if the instruction and learning activities are boring and unchallenging.

*Need for classroom guideline.*Classroom guidelines are needed for running this small, but complex and sometimes unpredictable, community in which teaching and learning takes place. Clear classroom guidelines can minimize confusion and ensure orderly interaction among pupils, and so minimize the loss of valuable teaching time (Weinstein, 1996: 49). Properly designed classroom guidelines should support teaching and learning by providing pupils with clear expectations and well-defined norms for functioning in a collaborative and cooperative manner to create an orderly environment for learning. The provision of clearly stated rules and guidelines, as well as practical experience with them, not only assists students in understanding the school's expectations, but also contributes to their sense of security and academic success. As classrooms are public and unpredictable places, procedures for good "housekeeping" must be established; and rules are also required to direct student behavior when necessary. Students should be involved in developing these procedures and rules to make them more relevant and acceptable to them, and teachers need to communicate them to students in a clear and appropriate way.

*Establishing classroom procedures and rule.*The critical issue in classroom management is whether students can be self disciplined. To accomplish these goals, the teacher needs to establish routines and procedures for daily work and, if necessary, some measures for handling any misbehavior that disrupts the classroom environment. Eggen and Kauchak (1997), two major goals of classroom management are to create a learning environment which is conducive to learning and to develop in students a sense of responsibility and self-regulation in maintaining it.

Classroom procedure.Procedures are classroom routines that require specific behavior at specific times and on specific tasks. They are required not only to ensure the smooth operation of instructional activities, but also to reduce the frequency with which teachers must provide instructions for daily classroom events. It is useful to distinguish two types of guidelines for effective classroom management: procedures and rules (Levin & Nolan, 2004: 137). Classroom procedures need to make good sense to students otherwise they are not likely to follow them. Students who do not comply with the classroom procedures, the consequences should be logical and natural (Brophy, 1988).

Classroom rules.Classroom rules require maintaining good classroom discipline. Some teachers like to make a list of all the "does and don'ts" for specific occasions, whereas others create a rule book for all occasions. A more practical and civilized approach to developing classroom rules is to consider the fewest number of rules that will minimize discipline problems. If procedures are for "housekeeping" tasks, classroom rules are guidelines for required student behavior (Levin and Nolan, 2004). Therefore, classroom rules should be designed with the aim of enhancing pupils' positive and on-task behaviour rather than reprimanding disruptive behavior. Therefore, rather than punishing disruptive behaviour, classroom rules should be created to encourage students' positive and on-task behaviour. It is always a good idea for teachers to create the essential classroom rules with the students, to discuss their justification, expectations, and punishments in a democratic and open setting.

The teacher must explain the rules to the students properly so that they completely grasp their aims and justification if student participation in making the rules is not possible. Otherwise, the rules run the risk of being perceived as unjust, unreasonable, and arbitrary. According to (Martella, Nelson, & Marchand-Martella, 2003) Educators have identified important guidelines for the construction of classroom rules:

- Rules should be kept to a minimum to allow students to remember them.
- Rules should contain language that is simple and appropriate to the developmental level of the students and classroom.
- Rules should be positively stated.

- Rules should be developed for various situations or contexts as needed (e.g. physical education class, field trips).
- Rules should be consistent with the school wide behavior plan

*Managing classroom discipline.*Classroom management is one of the most powerful factors in affecting student outcomes. Classroom management refers to the way a teacher organizes and manages variables of the curriculum, time, space, and interactions with students. Discipline issues, as most teachers are aware, can be contagious. If unacceptable behavior is not monitored frequently and consistently, it can gradually become acceptable. When considering classroom discipline, it is first important to consider that without order provided by effective classroom management, there is little hope for teachers to instruct in any consistent and effective manner. When teachers feel that they need to discipline students, it is often because there was a lack of procedures and routine in place (Wong & Wong, 1998).

A disciplined classroom is necessary for both students and teachers to succeed. A loud, unruly class with a lack of discipline is not conducive to successful learning, as any teacher will tell you. Maintaining a respectful and learning-positive environment requires the development of classroom management skills. A little skill and planning, as well as getting students to understand the expectations and consequences of their own actions, will pay dividends in terms of attention span and overall engagement in the lessons. Students of all ages will react positively to a consistent approach to discipline. It's essential that pupils know what is expected of them. Make it clear from the start what teacher expectations are for behavior in the class. Great classroom discipline goes hand in hand with lessons that capture pupil's interests. Get to know students and their interests so that can tailor lessons to be as engaging as possible for them.

Tolerating and understanding behavior.In general, students, particularly newcomers, may misbehave for the reasons listed below. They may find themselves in a new school environment without support and are unfamiliar with the environment; learning in the classroom and communicating with people in schools may be unpleasant for them; and they may struggle to cope with classroom life, rules, and regulations. Sasidher et al. (2012) students those show disruptive behavior create problems in the classroom may also lead to low achievement. The teacher has to face

many behavioral and academic problems regarding students in the classroom for example frequent absence, forgetting school tools, lack of attention, hyperactivity, unsuitable talk in the classroom vandalism, disobedience, aggressiveness and Lack of student motivation .Although excellent planning can avert the majority of these issues, misbehavior is inevitable if they are not managed properly.

Alternatives to punishment.Teachers must use caution when dealing with challenging behavior because it can occasionally be accepted. Docking (2002) suggested that teachers should offer more praise for classroom behavior, instead of assuming that pupils ought to behave well and that only very good behavior deserves praise or rewards. While punishment may arouse hostility, Praise and rewards create the positive atmosphere needed to maintain good behavior and promote learning, as well as boosting pupils' self-esteem. Teachers should be Generous in giving praise or rewards to both individuals and groups, either publicly or in private.

Teacher authority in good management.There are various ways of interpreting what counts as a teacher's authority in the classroom. At one extreme, some teachers may adopt an authoritarian approach and favor controlling the classroom with firm and strict punishments. At the other extreme, some teachers may resort to giving students complete freedom in return for less confrontation with them. In neither case are these teachers exerting their authority appropriately and managing the classroom well.All teachers' authority resources have significant relationship with students' learning. It means that as the teachers' authority is in higher level, the learning of students of studies. Healthy classroom management includes students' healthy growth, healthy motivation, healthy teacher, healthy communication and healthy discipline. Healthy classroom management is a process that helps students in all physical, social, spiritual, emotional, intellectual and environmental fields and provides them the opportunity for growth and progression. William Glasser (1998) identified two types of teacher: "boss teachers" and "lead teachers". The former, whom he considers old-fashioned, act in an autocratic way and are unlikely to involve the students in planning their instructional activities, designing the curriculum and developing classroom rules. The latter adopt an open and democratic approach to classroom decision making, inviting student participation in the above activities and respecting their rights as learners.

The way in which teachers exert their authority lies at the heart of successful classroom management. If Glasser's view is correct, a good manager is able to steer the class in an open and democratic manner that gets students to participate in every aspect of school life. Students can share power with the teacher in the processes of planning instructional activities, decision making in classroom affairs, and creating a pleasant atmosphere conducive to effective instruction and learning. In return, teacher authority is reinforced through a more student-centered teaching approach which produces a stimulating classroom environment with better behavior and learning. Intimidation and autocratic management can never gain students' respect: students respect teachers who understand their needs, share power with them and know how to teach well. Teachers' authority is essential for the productive functioning of classrooms. It is complex because it overlaps conceptually with power and because it derives from such varied sources, some of them legal and formal others informal. For students, a good classroom manager is a teacher who gives engaging lessons, creates a positive learning environment, and uses authority in ways that encourage students to contribute to the creation of classroom routines and rules and, most importantly, fully participate in all aspects of learning.

The proper exercise of teacher authority in managing classrooms is not about autocratic and dominating control. The concept of a "boss teacher" has been replaced by that of a "lead teacher"— a good teacher who gains pupils' respect and stimulates them to participate actively in the learning and teaching process.

Managing the physical environment of the classroom. A well-designed utilization of classroom space is of utmost necessity if the aim is to be able to manage all learning activities to successful completion. As pupils spend most of their school learning time in the classroom, its design clearly has an impact on them. However, the management of the physical environment is often overlooked by both teachers and school administrators; and, unfortunately, most classrooms are designed or furnished in ways that make it difficult for pupils to stay motivated and work happily (Gordon et al., 1974: 156).

Arranging the physical environment of the classroom is one way to improve the learning environment and to prevent problem behaviors before they occur. The spatial structure of the classroom refers to how students are seated, where the

students and teacher are in relation to one another, how classroom members move around the room, and the overall sense of atmosphere and order. The research on classroom environments suggests that classrooms should be organized to accommodate a variety of activities throughout the day and to meet the teacher's instructional goals (Savage, 1999; Weinstein, 1992).

Although teachers have very little influence over the size of their classrooms, they can choose how to make the most of the space they do have. It is important to spend time optimizing the use of physical space because it has a substantial impact on children's learning.

Floor space. A good seating arrangement is one which facilitates specific learning tasks and activities and communicates a teacher's beliefs about learning and teaching. Leaving sufficient space for an "interior loop" or a passage to give teachers easy and efficient access for working with different groups of pupils is paramount.

Wall space. Wall space is another area which needs special attention. Very often it is utilized merely for decorative purposes, and more effort could be given to its use for teaching

Countertop space. the countertop space is normally close to windows and has natural light; it is one of the best places for, for instance, plants and aquariums which can provide a beautiful and interesting spot for students.

In managing the physical environment of the classroom, teachers should aim to provide a secure, welcoming context for learning which facilitates social contact among teachers and pupils to increase pupils' knowledge, confidence and skills in human relationship. Also, the way in which the physical aspects of the classroom are arranged should reflect the goals and values the school wishes to promote.

Management of the physical environment is concerned with the optimum arrangement of furniture and use of space, for example on the walls, for various purposes — the main one being to produce an environment which will engage pupils in learning.

Building and maintaining teacher-student relationships. Good communication and relationships are the foundation for transforming a classroom into a learning community where pupils embrace a spirit of acceptance, respect and security. The quality of teacher-pupil relationships often determines whether or not pupils' needs are met and affects their attitudes to classroom behavior. Good teacher-pupil relationships go beyond controlling students and fostering compliance in the classroom: they aim to create a classroom climate that represents an affective blend of warmth, care, tolerance, respect, acceptance and competent teaching (Connolly et al., 1995). A positive teacher-student relationship is essential for quality teaching and student learning.

*Socially acceptable skills.*Socially acceptable skills refer to a set of behaviors or attitudes — such as sensitivity, respect, caring, trust, willingness to listen and helpfulness — that are valued by members of society. While teachers have to demonstrate that these skills and attitudes are productive for communication in the classroom, they also have the responsibility to teach them to their pupils.

*Maintaining relationships.*The quality of the process is directly related to the extent of cooperation between pupils and the teacher in an interactive process which mutually reinforces each party's behavior in the classroom. How students perceive themselves as learners affects the way they behave in school, and good teacher-pupil relationships built on trust, care and respect not only enhance students' self-esteem but also meet their personal and psychological needs (Jones and Jones, 2001) and develop group cohesion in the classroom. Teacher-pupil relationships develop continuously: while it may be difficult to measure this precisely over time, they change and evolve significantly with particular events or issues.

*Good and active listener.*It is argued that good listening is essential for establishing effective communication with students. It is often said that teachers are not good listeners because, on the one hand, they regard students' problems as trivial and do not pay enough attention to them and, on the other, they often like to give advice instead of listening to students' problems in a genuine way. Without trust, regard and care, students will not talk about their problems honestly, and so they remain unheard and unsolved. Students must perceive that full attention is given to what they say and that their ability to solve their problems is respected. On teacher-

pupil relationships which are crucial for generating a positive and encouraging classroom climate that can meet students' needs and enhance their learning.

Good teacher-pupil relationships can be seen as an affective blend of warmth, care, respect, acceptance and competent teaching. Teachers must always reflect on their own attitudes towards their students. Without positive human relationships in the classroom, effective teaching and learning is impossible.

Review of Empirical Literature

Many research studies have been carried out in the field of effective classroom management and strategies. Hence, the very section has dealt with the earlier research studies conducted in the field of management and strategies of effective classroom management education in general, and classroom management pedagogical practices in particular. Moreover, the studies related to effective management practices in English language teaching.

Rana (2014) carried out a research study entitled "Classroom management in English Language Teaching." The main objective of the study was to identify different techniques of classroom management used by secondary level English teacher for effective learning of English language. The total populations of this study were all secondary level English teacher of Kavre district. The sample of his study consisted five government aided and five private school of Kavre district using non-random judgmental sampling procedure. Questionnaire and classroom observation checklist were used as a research tools for data collection. The finding of the study showed that classroom management is very necessary for effective learning as it promotes learning more lively, systematically and meaningfully. Movements of teachers i.e. how he/she moves, stand, and take postures in the classroom are important techniques of classroom management.

Basyal (2010) carried out a research study entitled "Strategies of classroom management used by secondary level English teachers". The objective of his study was to identify the common strategies used by the secondary level English teachers for classroom management. The total population of his study was all the secondary level English teachers of Syangja district. He selected 9 teachers as a sample for his

study. He used classroom observation checklist as a research tool for data collection. The findings of his study showed that use of gesture, eye contact with the students, use of teaching aids and use of chalkboard were more effective strategies for classroom management.

Likewise,Dhakal (2012) has carried out a research study entitled "Teachers' Skills at Managing Disruptive Classroom Behaviour in ELT Classroom". The main objective of this study is to analyze teachers' skill at managing disruptive behaviour in term of procedures and rule, classroom organization, lesson movement and communication. He selected eight teachers and twelve students from four colleges of Kaski district by using non-random sampling procedure. He used questionnaire, observation checklist and interview as a main tool for data collection. He found that effective communication is the key to success and there was a gap between teachers' knowledge and their practice in the classroom. He also added that student's behaviour is also influenced by teacher behaviour.

Khatri (2012) conducted a research study entitled "Classroom Management Techniques Used by ELT Teachers." The main objectives of the study were to analyze and compare classroom management techniques used by government aided and private English teacher. He used questionnaire and checklist as basic tools. The sample was taken from 12 selected lower secondary schools (government and private school) and 36 teachers of lower secondary level of Palpa district were selected by using non random sampling procedure. He observed 6 classes particularly focusing on the physical condition and classroom practices of classroom management in ELT in Palpa district. His findings showed that there were not required numbers of English classroom in lower secondary level in government aided school.

Similarly, Giri (2012) carried out a research study entitled "A study on classroom management in teaching English". The main objective of his study was to find out problems and solutions of classroom management. The total population of his study was all the primary level English teachers. The sample of his study was 10 primary teachers from 10 government aided schools of Bardiya district. He selected 10 government aided schools and 10 teachers (one teacher from each school) using non-random judgemental sampling procedure. Questionnaire and classroom observation checklist were used as a research tool for data collection. The findings of

the study showed that maximum number of classes was congested. Teaching materials were not sufficient in the classroom. Similarly, mostly teachers felt disciplinary problems in the classroom.

Romana (2018) carried out a research study entitled" Effective Classroom Management Strategies ELT at Lower Secondary School". The main objective of the study was the explanation of the concept of classroom management and its role in teaching. The practical part of the work consists of research in the sixth grade at the second level elementary school in English language classes. The research focuses on the classroom environment, classroom rules and rituals, interventions, motivation and enthusiasm. They were chosen for research four methods of data collection – observation sheets, pedagogical diary, audio recordings and retrospective bond from pupils. The finding of the research showed that the teacher needs to have appropriate management skills in order to achieve desired educational goals. Teachers' management strategy should reflect teachers' philosophy of teaching, values and believes about education. It is essential for teachers to build a democratic environment in the classroom to assure pupils that they are educated in a safe and supportive environment.

Owusu (2021) conducted the survey research study entitled "Classroom Management Strategies and Academic Performance of Junior High School Students". The study examined the influence of classroom management strategies of Junior High School teachers on the academic performance of students in the Ghana.The descriptive survey design was used for the study. One hypothesis and two research questions were developed to guide the study. Multistage sampling technique was used to select 48 teachers and 297 year two students to respond to the Behaviour and Instructional Management Scale (BIMS). Test scores in English Language, Integrated Science, Mathematics and Social Studies were used to Measure students' academic performance. The findings revealed that both students and teachers identified good relationship and reinforcement as the mostly used classroom management strategies. It was found that a significant positive relationship existed between reinforcement and antecedent as classroom management schemes and students' academic performance. However, good relationship and punishment as classroom management strategies did not have a positive relationship with the academic

performance of students. It is recommended that teachers should use reinforcement and antecedent strategies frequently in their classrooms since they play a dual role of managing behaviour and predicting the academic performance of students.

Yasin (2022) carried out a research study on "Effective Classroom Management in English as a Foreign Language Classroom". This research aims to investigate the elements of classroom management which can be effectively applied in ELT classrooms. This study is a review research study, where the data were collected from 43 previously published materials, restricted to books, dissertations, and articles published in academic journal. The data were analyzed using data condensation, data display and conclusion drawing. The results of this study show that there are three elements of classroom management, i.e. seating arrangements, engagement, and participation. The results of this research have shown some gaps which need to be addressed in future research .The components of student participation effective for an EFL classroom include classroom talk, teacher talk, collaborative talk, exploratory talk, disputational talk, and learner-managed talk. Based on these results, it is significant that teachers understand the role of classroom management and how to apply it optimally by implementing the elements of classroom management that are most effective in language classroom. Because each component of classroom management element has its own characteristic, the teacher can apply different models of classroom management, depending on the language skills being taught.

After reviewing all these research works, I updated myself with research works. In order to conduct those research works the researchers had used survey research design. As my study is based on survey research design, I get ideas on the process of it all after reviewing those works. As, above researcher had used classroom observation, checklist, and questionnaire as tools for data collection. These works have direct implication to my research study because I also use questionnaire for data collection. Therefore after reviewing those research works, I updated myself with research process, design and methodological tools which are very beneficial to my research work.

Implications of Review for the Study

Classrooms have been primarily focused. As I stepped up in the area of classroom management, I gathered the theses, dissertations, journal articles, and blogs to have insights in terms of research problem, methodology, content, and organizational aspects. The empirical literatures are awakened to the researchers how to conduct research, and what are the issues to be addressed, and how one's research is going to be different in comparison to others.

All these reviews mentioned above are some extent related with my study. After reviewing this study I have got lots of ideas regarding classroom management. Thami (2008) pointed out that classroom management in private school is better than the government schools so I decided to see the management status of public schools. Similarly, Bashyal (2010) explored the major strategies used by secondary level English teachers in government schools and from his ideas; I have got ideas regarding the strategies of classroom management. In the same way, Phyak (2006) point out aims to find out the strategies used by their students in the classroom for effective classroom management. So I decided to see the real problems in teaching of English were lack of the interaction strategies from both teachers and student's side.

Similarly, Dhakal (2012) pointed out the skills at managing disruptive classroom behaviours in ELT classroom and also pointed out the key role of teacher's behaviour is influential to manage the disruptive behaviours of the students so I also focused the teacher's behaviours too. Similarly, Romana (2018) pointed out the teacher needs to have appropriate management skills in order to achieve desired educational goals so I decided to see philosophy of teaching, values and believes about teacher. Similarly, Owusu (2021) examined the influence of classroom management strategies that both students and teachers identified good relationship and reinforcement as the mostly used classroom management strategies. Similarly,Yasin (2022) pointed out the elements of classroom management which can be effectively applied in ELT classrooms so I have got ideas that teachers understand the role of classroom management and how to apply it optimally by implementing the elements of classroom management that are most effective in language classroom. So, after reviewing all these research works, I updated myself with research works. In order to conduct those research works the researchers had used survey research

design. As my study is based on survey research design, I get ideas on the process of it all after reviewing those works. As, above researcher had used classroom observation, checklist, and questionnaire as tools for data collection. These works have direct implication to my research study because I also use questionnaire for data collection. Therefore after reviewing those research works, I updated myself with research process, design and methodological tools which are very beneficial to my research work.

Conceptual Framework

A conceptual framework is a road map that represents the understanding of the theories by the researches. It also represents the researcher's own conceptualization of the relationships between several variables. The conceptual framework of my study will be presented below:

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┌─────────────────────────────────────┐
│   Strategies of Classroom Management in │
│              ELT Class                │
└─────────────────────────────────────┘
                  │
                  ▼
        ┌───────────────────────┐
        │   Qualitative design   │
        └───────────────────────┘
         │                      │
         ▼                      ▼
┌──────────────────────┐   ┌──────────────────────┐
│ Teaching management  │   │  Teachers' behaviour  │
│     technique        │   │                       │
└──────────────────────┘   └──────────────────────┘
         │                          │
         ▼                          ▼
┌──────────────────────┐   ┌────────────────────────────────────┐
│ Seating arrangement  │   │ Developing Teacher Student relationship │
│ Student grouping     │   │ Build Students Self-determination and  │
│ Teaching method and  │   │ Motivation                             │
│ techniques           │   │ Promote Social Competence              │
└──────────────────────┘   └────────────────────────────────────┘
         │                          │
         └──────────┐     ┌─────────┘
                    ▼     ▼
             ┌──────────────────────┐
             │  Descriptive analysis │
             └──────────────────────┘
                        │
                        ▼
                 ┌──────────────┐
                 │   Finding     │
                 └──────────────┘
                        │
                        ▼
                 ┌──────────────┐
                 │  Conclusion   │
                 └──────────────┘
```
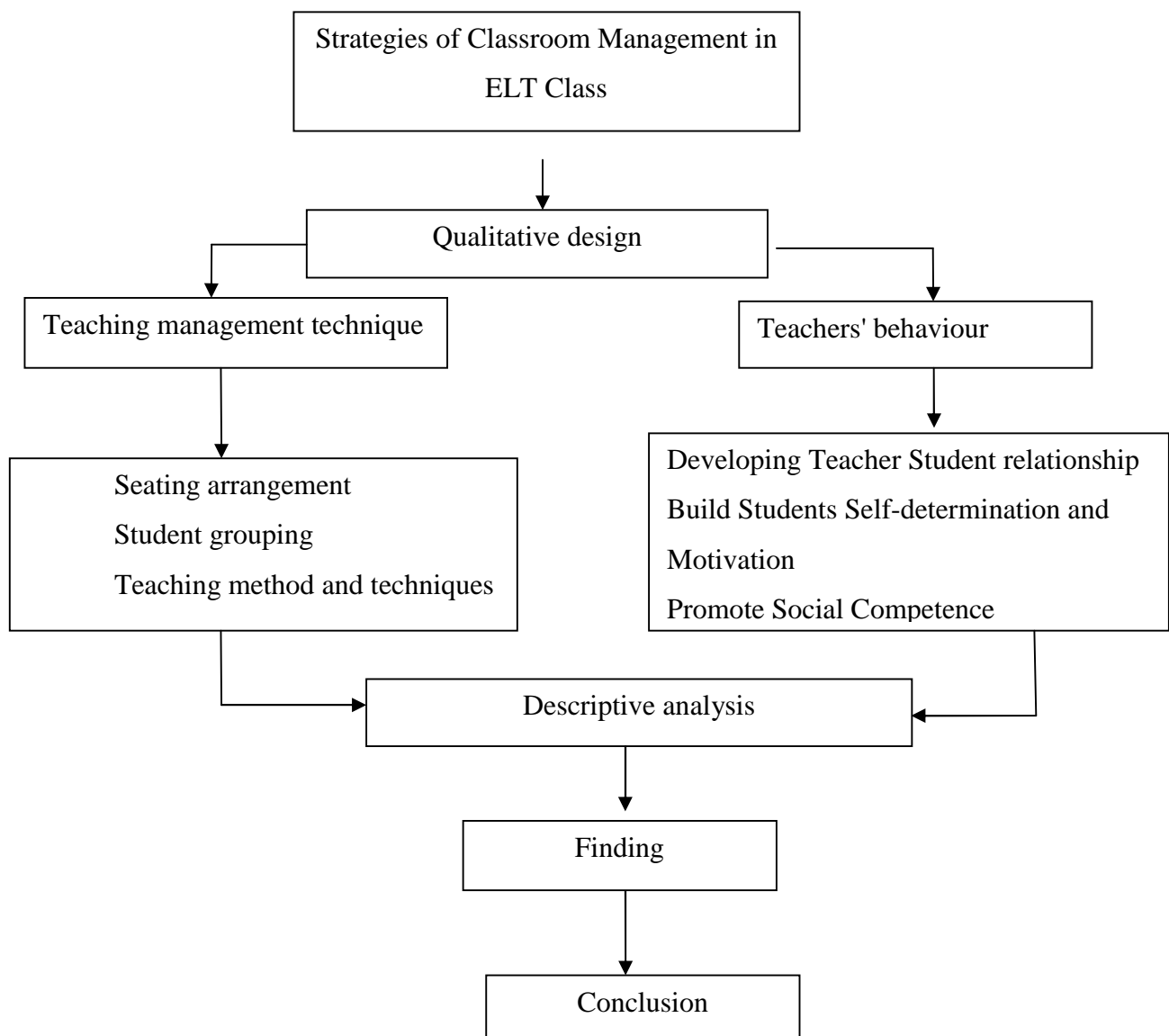
Chapter Three

Method and Procedures of the Study

This chapter consists of methodological procedures used for carrying out the research. This chapter includes population, sample and sample strategy, sampling procedures, research tool, data collection procedures, data analysis and interpretation procedures and ethical considerations. In this study, followings will be the method and procedures to complete the research;

Design and Method of the study

The design of the study is survey research. The survey research design was adopted to forward my thesis. Since survey research is the most popular design of research used in social, research study, explorations, findings, investigations and science including in the field of education which is suitable for my research study. Survey research is a kind of research which studies large and small population by selecting and studying sample chosen from the population. Survey is usually done in the natural setting.

In this research I used survey because it allows collecting large scale of data for the sample population within a single point of point of the time. It is easier to determine my sample population, sampling procedures and data collection tools to fulfil my research objectives using survey than other design. Therefore, I applied survey research design in my study. Thus, Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design:

Step 1: Defining Objectives

Defining objectives is the first and most important thing in any research design. In the first task of any researcher is to define objectives of the study and want to find out should be clearly written in their research work. If they carry out research work without defining objectives it will lead them nowhere.

Step 2: Identify Target Population

This is the second step of survey research design under which target population of the study should be mentioned. For example, teachers, students etc.

Step 3: Literature Review

Under this step, related literature should be reviewed. It helps to know about what others said / discovered about the issues.

Step 4: Determine Sample

In this step, I need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure I am going to use to select those study population, e.g. random sampling, non-random sampling are also important.

Step 5: Identify Survey Instruments

In this step, I have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

Step 6: Design Survey Procedures

After preparing appropriate tool for data collection the process/ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify Analytical Procedures

After collecting raw data it should be analyzed using appropriate statistical and descriptive tools like mean, mode, and median and so on.

Step 8: Determine Reporting Procedure

Finally, after analyzing the data I have to prepare the report of my research. It can be written in narrative way with description.

Population Sample and Sampling Strategy

This research was conducted to explore strategies of classroom management in ELT classroom at secondary level. The group selected for the purpose of research is called population. After wards a sample was a group of people, objects, items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole. Researcher will be select Morang district because of it's my home place, researcher easily inter this place and came real and natural data, create a natural environment. All secondary schools in Morang district and all secondary English teachers are population of my research. On these populations, selections of six public schools were taken through conventional sampling. In fact, only 10 teachers were included in these studies as a sample are select randomly in each selected schools.

Research Tools

There are different tolls to collect data from the selected population. The data plays a crucial role to reach to the solution that comes from the analysis and interpretation in order to collect the data required for this study. For data collection purpose, I wasdesign open-ended question and checklist as tool for data collection.

Sources of Data

Data was collected by using various sources: primary and secondary. In this study, I collected the data by using primary and secondary sources. For the factual data or information primary source was used and to expand further theoretical information about "Classroom Management Strategies Used by English language Teacher" For reader secondary sources were used.

Primary Sources of Data

The primary sources of data were 10 English language teachers from the different secondary schools of Morang.

Secondary Sources of Data

The secondary sources of data, I read different books, journal, articles, thesis different internet sites so on.

Data Collection Tool and Technique

To collect the primary data for the study, Ivisited the secondary schools of Morang district while establish the rapport with the head teachers of the schools and make him/her clear about purpose of my study in Nepali and English language and request them to find out the sample teachers based on experience. Then again explained about the purpose of my study to the select teachers and distribute the copy of questionnaire to collect the require data from the sample population and systematically collected data then analysis, interpretation and present descriptively with the help of tables, illustration and effective language.

Data Analysis Processes

Systematically collected data wereanalyzed, interpreted, and presented descriptively with the help of tables, illustration and effective language.

Ethical Considerations

While collecting data and after the completion of the study, the ethical considerations were kept in mind which is essential in the research works. My research made for academic purpose. Thus, the findings and data was not misuse. Before taking an interview, I took informed consent from my respondents. I clarified my purpose and built the rapport with them. In the same way, Iensured them that their names, address and responses were kept confidential. The data protected and there was no rise of experimentation and data manipulation. To conceal the identity of the participant, I used their pseudonyms, as Kamal, Hari, Roshan and Sita in my research.

Chapter Four

Analysis and Interpretation of Results

In this chapter, collected data by using different research tools were analyzed and interpreted by following descriptive approach. The data were collected through questionnaires and classroom observation. After analyzing the data systematically, the results were presented thematically.

Analysis of Data and Interpretation of Results

I collected information about 'Classroom Management strategies used by English Language Teachers' to accomplish the goal of this study. In order to gather the required data, I used questionnaires and a checklist form. I have tabulated, described, analyzed and interpreted the information gathered from the teachers and my close observation descriptively using simple statistical tools like percentage, etc. I used quantitative approach to analyze the data.

It summarizes collected data. It involves interpretation of collected data through the use of analytical, descriptive and interpretive patterns. In this study I interpreted the data by explaining respondent's views. Regarding data analysis and interpretation, I studied the recorded data several times to develop deeper understanding on views supply by responded. And I categorized the collected information individually into the respected case respondents. It helped me to develop a detail description of their views on classroom management motivation, needs for classroom guideline, classroom procedures and rule, managing classroom discipline, understanding behavior, alternative to punishment, physical environment of the classroom, building and maintaining teacher-student relationships, good and active listeners, classroom management strategies to express reality as far as possible. The collected data analyzed and interpreted two following broad headings.

- Questionnaire and
- Classroom Observation Checklist

This research mainly concerned with comparison of different strategies adopted by the Public school English teachers. So, the data collected from primary sources are analyzed in the following sections.

English language teachers' opinion on class-room management. The responses of teachers to each question are analyzed and interpreted qualitatively for open- ended questions. In my research some teachers give the similar answer and some give different answer. The response given by the teachers are matched through coding, decoding and the similar response are kept in one place. The opened-questioner taken from the sample teachers. Also the data are interpreted and analyzed in following heading.

Class-room management perception. classroom management is the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. Researcher asked the following question "What do you understand by class-room management"? This question was asked to get ideas about the classroom management. I tried to find out the concept of Classroom management on the part of teacher side. In the response of this question, different teachers answered different views. They are as follows:

Teacher 1says that "*Classroom management is ensuring that the classroom run smoothly. When a classroom is managed teacher creates an environment where the students are focus and there is a positive environment which creates growth in the classroom".* Researchers concluded that classroom management is depending on the teacher who make effective classroom learnable and teachable. Well classroom can help the learner to increase learning outcomes and ensured friendly environment.

Teacher 2 says that "*classroom management is method and strategies that are used a teacher to maintain classroom despite of behavioral disturbance".* The researcher concluded that teaching method and strategies are essential for classroom management which helps to maintain appropriate climate for learning. Effective management strategies guided good method and appropriate strategies used by the teacher in language teaching which could help remove behavioral disturbances.

Teacher 3 says that "*Classroom management refers to the various techniques and strategies used by teachers to create a safe, orderly, and productive learning environment for their students. It involves establishing clear rules and expectations, managing student behavior, and creating a positive classroom culture that encourages learning and engagement"*. The researcher concluded thatclear expectations and promoting positive behavior, teachers can establish a culture that encourages student engagement and academic success. Ultimately, classroom management is critical components of effective teaching that can help students reach their full potential.

Teacher 4 says that*"Effective classroom management is essential for promoting student learning and achievement. It enables teachers to maintain control over their classroom, minimize disruptions, and create a sense of stability and predictability that helps students focus on their work"*. The researcher concluded that implementing effective classroom management strategies, teachers can foster a positive and productive learning environment that supports student growth and development. Investing time and effort into developing these skills can pay off in the form of increased student engagement, academic success, and a more fulfilling teaching experience.

Teacher 5 says that"*Classroom management is not just about discipline or punishment. It involves a proactive approach to teaching that emphasizes communication, mutual respect, and positive reinforcement. By building strong relationships with their students and creating a positive classroom climate, teachers can help to prevent problems before they occur"*. The researcher concluded thatit requires educators to focus on building relationships, establishing expectations, and creating a positive learning environment that supports students' academic and personal growth.

Teacher 6 says that"*Effective classroom management requires a variety of skills, including effective communication, organization, and flexibility. Teachers must be able to adapt their approach to the unique needs of their students and respond to unexpected situations in a calm and professional manner"*. The researcher concluded thatsuccessful classroom management involves a range of competencies that enable

teachers to create a positive and productive learning environment. By developing strong communication and organizational skills and being flexible in their approach, educators can establish a culture of respect and collaboration that fosters student success and creates a rewarding teaching experience.

Teacher 7 says that "*classroom management is well-organized plan for classroom to instruction learning for students with academic, social needs*". The researchers concluded that classroom management is process of physical and technique management for learning. It is plan for the quality outcomes for the learner at time.

Teacher 8 says that"*Classroom management is an ongoing process that requires continuous reflection and improvement. Teachers should regularly assess their practices and seek feedback from their colleagues and students to identify areas for improvement and make adjustments as needed*". The researcher concluded that classroom management is a dynamic and evolving aspect of teaching that requires a growth mindset and a commitment to ongoing learning.

Teacher 9 says that"*Classroom management is not a one-size-fits-all approach. Different teachers may have different styles and strategies that work best for them and their students. However, all effective classroom management approaches share certain key principles, such as establishing clear expectations and consequences and promoting a positive learning environment*". The researcher concluded that successful classroom management is built on a foundation of shared principles that support student learning, including clear expectations, positive reinforcement, and a safe and supportive learning environment.

Teacher 10 says that"*Classroom management is an essential part of teaching that requires a commitment to ongoing learning and growth. By prioritizing effective classroom management practices, teachers can help to create a supportive and engaging learning environment that sets their students up for success*". The researcher concluded that prioritizing the development of effective classroom management skills, educators can create a safe and supportive learning environment that promotes student success and prepares them for lifelong learning.

From the obtained data, it is clear that classroom management is managing necessary elements in the classroom and making favorable conditions for teaching and managing teaching materials. It is also helpful for the effective teaching and learning.

Effective planning for management. A classroom management plan is a set of rules designed to hold students accountable for their behavior. It also details procedures for how a classroom operates throughout a school day, such as procedures for when students take tests or when there are emergency situations. Classroom management serves as a solid foundation for learning. When all aspects of the classroom work efficiently and in harmony, the students can maximize their learning potential, and the teacher can better educate the class. The teacher were asked the question about the effective planning that is "How do you make effective plan for management?" regarding these question the verities of response obtain by the teachers which are;

Teachers 1and 8 share similar opinion, they make plans based on the interests of their learners to create a supportive environment that benefits both students and teachers. A well-designed classroom management plan can provide opportunities for academic, social and emotional learning. Researchers have concluded that a good plan can make a classroom more effective by creating an appropriate learning environment, providing clear guidance on what should and should not be done in the classroom, and focusing on academic, social, emotional, and behavioral learning.

Teacher 2 says that *"I make plan for giving direction classroom. Plan is foundation of every students and teacher do in the classroom it determine whether or not students are learning and engaged.* Researcher concluded that every classroom management plan is foundation of the learning which gives direction to the learner or teacher. It makes strategies for learning which valuable or teacher can classroom management according to learner interest.

Teacher 3 says that "*classroom management requires identifying the needs and interests of the students. I make sure to consider their unique abilities and create a plan that caters to them".*Researcher concluded that teachers who consider their students' unique abilities and plan accordingly are better equipped to create a positive

learning environment. By tailoring the plan to the students' needs, teachers can better engage and motivate their students, leading to improved learning outcomes.

Teacher 4 says that *" I use a variety of teaching strategies that are engaging and interactive to help maintain student focus and attention. I include breaks and hands-on activities to keep the students motivated and engaged throughout the class".* Researcher concluded that Teachers, who use a variety of teaching strategies, including hands-on activities and breaks, can keep their students engaged and motivated throughout the class. By incorporating interactive and engaging activities, teachers can promote active learning and create a positive classroom environment that encourages student participation.

Teacher 5 says that "*an effective plan for management begins with a clear understanding of the organization's mission and vision. This understanding should guide the development of specific goals and objectives that are aligned with the organization's overall strategy".*Researcher concluded that a clear understanding of an organization's mission and vision is essential for developing an effective plan for management. It provides the foundation for developing specific goals and objectives that are aligned with the organization's overall strategy.

Teacher 6 says that *"Effective planning requires being organized and managing time well. I always plan ahead and create a schedule that allows me to cover all the necessary material while ensuring the students have enough time to ask questions and engage in discussion".* Researcher concluded that effective planning and time management can also help teachers stay on track and avoid feeling overwhelmed, leading to a more positive and productive learning environment. By implementing these strategies, teachers can promote a positive and productive classroom experience for all students, ultimately leading to improved academic performance and success.

Teacher 7 says that *"an effective plan for management requires a collaborative and inclusive approach. This approach involves involving all stakeholders in the planning process, including teachers, staff, students, parents, and the broader community. This approach ensures that everyone has a voice and is invested in the success of the plan.* Researcher concluded that n effective plan for

management is not just about setting clear objectives and allocating resources. It is about involving all stakeholders in a collaborative and inclusive planning process that ensures everyone is invested in the success of the plan.

Teacher 9 says that "*plan for the guideline that teachers use to make pupils responsible for their action. I make some guideline that engage student teacher then follow the guideline like lesson, student involvement ".* Researcher concluded that plan use as guideline of classroom management which make proper way for effective teaching. Plan also makes responsible student and teacher for teaching learning activities.

Teacher 10 saysthat *"I make Plan for abilities and strategies teaching employ to keep the students on track, engaged, orderly and make academically productive through a lesson".* Researcher concluded that classroom management operated from the strategies which conduct meaningful teaching environment. It includes the lesson plan, time management and other essential activities further makes plan successful.

According to classroom management strategies, effective planning is teacher to oversee an organized and disciplined classroom. In this study, it was found that Maintaining order in a classroom allows a teacher to effectively present their lesson plans and help all students receive a beneficial education. It helps to create a plan for how teacher want classroom to operate.

By the above saying, I found that effective planning make classroom organize, systematic. Teacher makes plan to enhance learning and to achieve academic goal but lack of adequate knowledge and time management techniques teacher not able to effective plan for classroom. Teacher use appropriate techniques, method that direct student toward learning activities.

***Teacher understanding students' need and interest*.** Student engaged by understanding their interest and provides challenging task for them based on their skills by trying strategies. The main goal of education is to increase knowledge acquisition. When students are interested in learning, they are more likely to be motivated to learn new information and retain it better. In addition, when students are interested in learning, they tend to be less resistant to new information and more

open-minded about new concepts. On the basis of theme researcher asked question to teachers i.e. How can you meet need of all your students?

Regarding to this questions, sample teachers1 says that " *I am taking time and care to get to know them as individuals which can make a more effective and impactful teacher. I ask students' names, ages, friendship groups and family backgrounds, it's important to dig out deeper and discover their learning interests and strengths"*. Researcher concluded that teacher make friendly environment to know learner interest areas. All social factors also affect the student interest areas which teacher understand and make student centered learning classroom.

Similarly, Teacher 2says that "*In teaching address learner interest is not easy task. I often communicate student present content knowledge and found student different interest in subject matter so I include relevant content while prepare lesson which arouses interest the learner in learning"*. Classroom is boring without teacher active performance or relevant course content while teaching teacher also added student interest areas content. Good lesson plan also directed effective classroom management that leads students need and interest.

Teacher 3 says that "*I use student-centered approaches. This means giving students more control over their learning, such as offering choice in assignments, letting them set goals and track progress, and encouraging them to take ownership of their learning"*. Researcher concluded that offering choices in assignments, letting students set their own goals, and providing regular opportunities for self-reflection can help students develop a sense of agency and accountability, leading to greater motivation and success. Ultimately, using student-centered approaches can help teachers create a classroom culture that is more supportive, inclusive, and empowering for all learners.

Teacher 4 says that "*I use relevant and authentic learning activities. Teachers can meet students' needs and interests by using authentic learning activities that connect to real-life situations and challenges. This could include service-learning projects, problem-based learning, or incorporating community-based resources into the curriculum"*.Researcher concluded that providing students with opportunities to apply their learning in real-world contexts, teachers can help prepare them for success

in their future careers and personal lives. Ultimately, by using authentic learning activities, teachers can create a more engaging and meaningful learning experience that can inspire students to reach their full potential.

Teacher 5 and 9 share a similar opinion that some students feel shy to speak up in classroom discussion and may not enjoy large-task. Students feel comfortable in classroom expressing their through one to one conversation. Teachers are using a variety of teaching strategies which can help all students experience success while developing their confidence in other areas. Researcher concluded that student feel shy to speak up in classroom so that teacher make his/her feel comfortable in the classroom. Teacher adopted different strategies for developing student confidence in classroom that helps to know students need in teaching.

Teacher 6 says that *"I provide feedback and support. Students need feedback and support to be successful learners. Teachers can also provide academic and emotional support, such as tutoring, counseling, or mentoring, to help students overcome any challenges they may face".* Researcher concluded that supportive and inclusive environment; teachers can help students feel valued and appreciated, and create a sense of community in the classroom. Ultimately, by providing feedback and support, teachers can help students achieve their full potential and succeed in their academic and personal goals.

Teacher 7 says that *"Ibuild a positive classroom environment. Students need a positive and supportive environment to be successful. Teachers can meet students' needs and interests by creating a classroom culture that is welcoming, inclusive, and respectful. This includes setting clear expectations, promoting positive behavior, and addressing any negative behaviors promptly".*Researcher concluded that creating a welcoming, inclusive and respectful classroom culture and teachers can foster a sense of belonging and trust among students. This can help students feel more comfortable taking risks and participating in class, leading to greater engagement and motivation.

Teacher 8 says that *"Students are more engaged when they are actively involved in the learning process. I meet students' needs and interests by incorporating active learning strategies, such as group work, hands-on activities, and simulations, into their lessons.*Researcher concluded that active learning strategies such as group

work, hands-on activities, and simulations provide opportunities for students to interact, collaborate, and develop critical thinking skills. By implementing these strategies, educators can create a positive and dynamic learning environment that promotes student participation and enhances their learning outcomes.

Similarly, Teacher 10 says that "*classroom is also affected by student, Individual goals, interests, culture, home background, age, academic ability levels so I often provide the opportunity for appropriate interaction between teacher and student that helps to find out which areas they interested".*Researcher concluded that classroom is different   ethnic background learning center. Teacher addresses different ability of students. Classroom diversity also affect learning environment, Teacher should understand student according to his/ her goal.

The classroom management strategies teacher should meet student need and interest. In my study area, teacher was meet student need and interest but sometime student feel uncomfortable, feel shy, lack of communication between teachers and students, teacher difficult to find out learner interest and need. So that teacher should create friendly environment and understand student diverse background.

Student motivation for learning. Motivation for students is to make students aware of the position at the beginning of learning, the process, and the end of learning, informing about the strength of learning efforts when compared to their peers, directing learning activities, encouraging learning enthusiasm, and making them aware of the existence of a learning journey and then working. Providing motivation to students means moving students to do or want to do something learning activities so that it will become a habit and a need to achieve goals. Motivation in teaching and learning activities is the overall driving force within students that raises, ensures continuity, and provides direction for learning activities so that students' learning objectives are expected to be achieved. On the basis of theme researcher asked question to teachers i.e. How does motivation affect the classroom management?

Regarding to these questions, sample teacher 1 says that "*motivation encourages behavior and influence then change behavior.It force that keeps student going even when they face barriers or challenges. It charges them with the energy*

required to fulfill their potential. Researcher concluded that motivation play important role in classroom management. Motivation changes the student negative behavior and replace positive one. It gives confidence and encourages doing new things .teacher use motivation on classroom increase learning out comes.

Teacher 2 says that*"I read a lot and continue to learn through internet and book related to motivation fields. I provide explanation for things that are still unclear with understandable language and attitudes that good explanation of subject matter to motivate the learning.* Researcher concluded that motivation establish positive relationship between teacher and students. Teacher attitudes and understanding pupils needs also determine classroom learning. Also good explanation of subject matter helps increase learning outcomes.

Teacher 3 says that *" Motivation is crucial for classroom management as it helps students stay engaged and focused on their learning. When students are motivated, they are more likely to follow classroom rules and procedures and participate in classroom activities.* Researcher concluded that teachers can encourage and nurture student motivation by providing a positive and supportive learning environment, setting challenging but achievable goals, offering timely feedback, and providing opportunities for choice and autonomy.

Teacher 4 says that "*They will be more willing to cooperate and follow directions, which can help prevent discipline problems. As a teacher, I try to create a positive learning environment that encourages students to stay motivated by giving them feedback, setting achievable goals, and providing opportunities for success.*Researcher concluded that it is essential to prioritize student motivation by providing constructive feedback, setting achievable goals, and creating opportunities for success. By doing so, teachers can cultivate a sense of ownership and pride in their students, promoting their academic success and personal growth.

Teacher 5 says that *"Students are motivated; they will be more likely to participate in class discussions, complete assignments, and follow classroom procedures. Teachers can encourage motivation by making learning relevant and meaningful to students, providing opportunities for choice and autonomy, and giving positive feedback".* Researcher concluded that teachers can foster student motivation

by creating a learning environment that is relevant and meaningful to their students, providing opportunities for choice and autonomy, and offering positive feedback. By prioritizing student motivation, teachers can promote student engagement, academic success, and personal growth.

Teacher 6 and 7 share a similar opinion that, listen to student voice for their ideas and feedback and also would likely try seeing curriculum and instruction from the student point of view when making instructional decisions. Researcher concluded that classroom is equal for all learners so teacher should understand curriculum and instruction as student point of view which can be more effective for learning and motivate for learners' classroom practices.

Teacher 8 says that *"When students are motivated, they are more likely to follow classroom rules and procedures and participate in classroom activities. In contrast, unmotivated students may become disengaged and disruptive, which can make it challenging to maintain a positive learning environment".* Researcher concluded that when students lack motivation, they may become disengaged, uncooperative, and disruptive, which can hinder the learning process for everyone in the classroom. Therefore, it is essential for teachers to prioritize student motivation by creating a positive and supportive learning environment that fosters student engagement, provides opportunities for success, and encourages autonomy and choice.

Teacher 9 says that "*Motivation is essential for classroom management, but it's not the only factor. Teachers need to be able to manage their classrooms effectively, regardless of student motivation levels. That being said, motivated students are easier to manage because they are more likely to be actively engaged in the learning process and less likely to be disruptive."* Researcher concluded that motivated students are generally easier to manage because they are more likely to be engaged in the learning process and less likely to be disruptive. By promoting student motivation, teachers can create a more positive and productive learning environment, which can lead to better academic outcomes for their students.

Teacher 10 says that "*I motivate students might simply have a deep desire to success and are therefore motivated to do well in all that they want to do".* Researcher

concluded that teacher motive student in classroom activities which create desire to do something and learner built confident and eager to do something.

From the above views, I found that in classroom management strategies teacher motivation arouses learning interest .Motivation changes the student negative behavior and replace positive one. It gives confidence and encourages doing new things. Teacher attitudes and understanding pupils needs also determine classroom learning. Teacher should understand curriculum and instruction as student point of view which can be more effective for learning and motivate for learners' classroom practices.

Classroom rules and procedures for students. A rule is a set of guidelines, drawing the line firmly as to acceptable and unacceptable standards of behavior for your class i.e. students must act with respect to one another and the teacher. Rules are broader than procedures and can encompass a range of behaviors. A procedure specifies an action or routine, the behavior itself, and is often in response to something: i.e., what a student should do when they have finished their work early. This is a clear guideline for students to follow, removing ambiguity and classroom-disrupting questions or wasted time. On the basis of theme researcher asked question to teachers i.e. What are the things that you need to consider in making your classroom rules? How do you create procedure and rules in the classroom?

The responded that Teachers 1 and 5 shares a similar opinion that,built a procedures and rules are more likely to foster positive relationships, experience daily productivity, and enjoy a relaxed environment. Teacherneed to create and enforce systems that will not only increase efficiency but also keep the students safe and help them to understand what is expected of them. The researcher concluded that establishing rules maintains classroom discipline. In classroom management strategies rules and producers keep students safe and aware to follow classroom activates which increase learning outcomes. Rules and producers make enjoyable, systematic, productive classroom.

Teacher 2 says that "*I often set a clear system for students to follow when they need help. These guidelines should help them to avoid getting off-topic during a lesson like rise you hand, write down questions and provide students with plenty of*

opportunities for getting help". The researcher concluded that classroom rules and procurers give equal opportunity for all learners through him guideline. It avoids hesitation of student and provides opportunity to ask question in classroom. Teacher stands as rule maker and he also implementing in school.

Teacher 3 says that " I*keep the rules simple and clear: Rules should be easy to understand and remember. Use clear language, avoids using too many rules, and make sure they are age-appropriate".* The researcher concluded thatrules that are easy to understand and remember are more likely to be followed by students. Using clear language, avoiding using too many rules, and making sure they are age-appropriate are all strategies that can help ensure the success of the classroom rules.

Teacher 4 says that"*Make sure that you enforce the rules consistently and fairly. Students will quickly lose respect for the rules and for you if you make exceptions or play favorites".* The researcher concluded thatthe enforcement of classroom rules is just as important as creating them. Teachers must ensure that rules are enforced consistently and fairly to maintain the respect and trust of their students. Playing favorites or making exceptions to the rules can erode this trust and lead to a breakdown in classroom management.

Teacher 6 says that "*I make sure that students understand the consequences of breaking the rules. Consequences should be appropriate to the situation, and students should understand that they are responsible for their actions"*. The researcher concluded thatit is crucial to provide appropriate consequences that align with the severity of the situation, and students must take responsibility for their actions. Teaching students about the consequences of their actions can help to instill a sense of responsibility and accountability in them, which can benefit them throughout their lives.

Teacher 7 says that " *I show students how to follow the procedures, and give them opportunities to practice. Provide feedback and guidance as needed"*. The researcher concluded that students can develop a deeper understanding of the steps involved in completing tasks or activities, and can become more efficient and effective in their work. Providing feedback and guidance as needed can help students

to refine their skills and improve their performance, ultimately leading to greater success.

Teacher 8 says that*" I involve students in creating procedures. Like rules, involving students in creating procedures can help them take ownership of the routines and increase their engagement and investment in the learning process".* The researcher concluded that when students are given the opportunity to participate in the creation of procedures, they are more likely to understand the reasoning behind the steps involved and are more likely to adhere to them. This approach can also help to foster a sense of collaboration and community within the classroom, as students work together to establish procedures that work for everyone.

Teacher 9says that*"I spend more time in the teaching classroom routines and procedures as opposed to academic content because routines and procedures are the key to a well-managed, organized classroom. In my classroom I have a rule and procedure for everything. My students will know the classroom rules, disciplinary procedures, incentives, and classroom procedures. Within the classroom procedures I will explain what I expect of my students such as; being prepared for class, entering and exiting class, how to maintain their notebooks."* The researcher concluded that in classroom management teacher make routines for well-manage and organize the classroom. Teachers give guidelines orally in the class which helps to know student what teacher expect from the student. In classroom management clear rules and procedures leads to academic success students.

Teacher 10 says that "*I provide appropriate choice students tend to feel respected and am more likely to comply and allow myself some flexibility. Consequences for inappropriate behavior need to focus on helping a child learn from his/her mistakes.* The researcher conclude that In classroom management while making a rules and producers teacher should give choice and listen to students voice what they want to do . Teacher implementation some rules from student side that make classroom flexibility and student follow the classroom rules and procedures.

From the above view, I found that there was establishing rules maintains classroom discipline. Rules and producers make enjoyable, systematic, productive classroom. It avoids hesitation of student and provides opportunity to ask question in

classroom. Teachers give guidelines orally in the class which helps to know student what teacher expect from the student. Teacher implementation some rules from student side that consist classroom flexibility.

Managing classroom behaviors. Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosodiesbehavior and increase student academic engagement (Emmer &Sabornie, 2015; Everston& Weinstein, 2006).Behavior management system is any system put in place to help manage behavior. Classroommanagement has part behavior system: rules, incentives, and consequences. Depending on when you began teaching, the emphasis on each of these systems varies. There is a reason that rules, consequences and incentives have been the traditional go-to for classroom management. They provide a clear desire and outcome. They also provide two types of outcomes consequences and rewards. These outcomes are meant to motivate students to follow the rules. On the basis of theme researcher asked question to teachers i.e. Do you take care of the misbehaviors of the students? What sorts of misbehaviors have you found in your class-room? What should teachers understand about effective classroom behavior management**?**

The responded teacher1says that "*I found misbehaviors between high performance students, low performance student according to achievement score. Behavior problems in a classroom increase the stress levels for both the teacher and students, disrupt the flow of lessons and conflict with both learning objectives and the processes of learning.* In classroom management teacher face many problem. Teacher should understand student differences that helps teacher manage student behavior. Teacher treat student equally in classroom but learner scores also affect classroom behavior.

The responded teacher 2 says that "*Teachers should also understand that consistency is key when it comes to behavior management. Students need to know that the same rules and consequences apply to everyone in the classroom and that there are no exceptions or special treatment based on favoritism or bias*". Researcher concluded that rules and consequences for everyone in the classroom, teachers can prevent bias and favoritism and ensure that all students are held accountable for their

actions. Consistency also helps students feel more secure and confident in the classroom, which can ultimately lead to better academic performance and overall success.

The responded teacher 3 says that "*Another important aspect of effective classroom behavior management is promoting positive behavior through incentives and recognition. Teachers can create a system of rewards for students who consistently demonstrate good behavior, which can motivate other students to follow suit"*. Researcher concluded that implementing a system of rewards and recognition for students who consistently exhibit good behavior, teachers can create a culture of positivity and reinforce desirable behaviors. This can motivate other students to strive for the same recognition, ultimately leading to a more engaged and well-behaved classroom. Additionally, incentivizing positive behavior can help build positive relationships between teachers and students, as students feel valued and appreciated for their efforts.

The responded teacher 4 says that *"Teachers should be willing to adapt and adjust their behavior management strategies as needed. What works for one class or group of students may not work for another, so it's important to be flexible and willing to try new approaches when necessary"*. Researcher concluded that Teachers must be willing to adjust their behavior management strategies as needed, and be flexible in trying new approaches that may better meet the needs of their students. By being open to change, teachers can more effectively engage their students, create a positive and supportive learning environment, and ultimately improve student outcomes.

The responded teacher 5 and 7share a similar opinion that,*teacher found misbehavior on the basis of student activities, discipline. Teacher encouraged using several strategies to correct behavior in the classroom before writing referrals, but sometimes it becomes necessary to do so because of the nature of the disruption.* Researcher concluded that in classroom management teacher treat student as his activities show in the classroom. Teacher code of conduct towards student to follows classroom norms but sometime they refuse to do classroom rules at that time teacher apply different strategies like teaches with politely in the classroom.

Teacher 6 says that "*I found misbehavior dominate other because of age gap. In classroom when children's behavior goes off track, they need immediate feedback from teacher to help them break their momentum and get back on track. Although this might sound obvious, adults often let small misbehaviors go, waiting to address them until they've escalated and are much more difficult to reverse.*" Researcher concluded that teacher should understand student desire and need. Good teacher always make student path easy. If student do something wrong teacher address problem and solution the problem. Teacher play vital role for management utilize his teaching skill and managing the classroom.

Teacher 8 says that "*I believe that effective classroom behavior management is all about setting clear expectations and boundaries for students. This means creating a positive learning environment where students feel safe, respected, and engaged in the learning process.* Researcher concluded thatthis involves setting and enforcing rules and expectations for behavior, being consistent in discipline and consequences, and providing students with the support and resources they need to meet expectations. When students understand what is expected of them and feel invested in their learning, they are more likely to behave positively and achieve their academic goals.

Teacher 9 says that "*I understand that effective classroom behavior management requires a proactive approach. This means taking the time to get to know your students, identifying potential triggers for disruptive behavior, and having a plan in place to address these issues before they escalate*". Researcher concluded that this proactive approach involves creating a supportive and positive classroom culture, building relationships with students, setting clear expectations, and providing positive reinforcement for good behavior.

Teacher 10 says that "*classroom misbehaviors as behaviors which are disruptive to classroom order and cause trouble to teachers, such as making nonverbal noise, disobedience, talking out of turn, no punctuality, hindering others, physical aggression and verbal abuse.*" the researcher concluded that teacher manage the student behavior and handle classroom for creative learning .teacher punctuality, aggression and verbal abuse also effect classroom behavior so that teacher should manage his tamper that helps to creating positive learning environment.

By the above quotation saying, managing classroom behavior is teacher face many behavioral and academic problems regarding students in the classroom that solve and create learning environment. Teacher should understand student differences that helps teacher manage student behavior. Sometime they refuse to do classroom rules at that time teacher apply different strategies like teaches with politely in the classroom. If student do something wrong teacher address problem and solution the problem.

   Positive alternatives punishment for student. Punishment of students continues to be a big problem around the world. The use of physical punishment in schools is associated with the proportion of those who exhibit violent behavior, poor school performance, and family conflict. Teachers are aware of the harmful effects of physical and verbal punishment. They know that slapping, hitting, and spanking can cause violence, destroy self-esteem, cause anger, and destroy the relationship with students. Teachers know what's important; teachers should know what to do instead. The effects of physical punishment on students found no lasting effect on behavior change; in fact, when the threat of punishment goes away, negative behavior returns.On the basis of theme researcher asked question to teachers i.e.do you punish your students? What are the possible punishment alternatives?

   The responded that Teacher 1 and 9 shares a similar opinion that, *teacheroften apply different strategies which maintain classroom rules and procedures. Teachercreate friendly environment student can express his/her ideas clearly. The behavior of students evokes emotions and reactions in us that have absolutely nothing to do with them. We are teachers, which means teacher have a lifetime of triggers and a schedule that causes fatigue, take a deep breath; if teacher need a little space before teacher can calmly react.*The researcher concluded that teacher not apply punishment strategies in the classroom if he has any misunderstanding he think about it and he try to understand student emotion that brings teacher forgiveness. Teacher should have such a quality as open-minded, friendly, forgiveness and helpful.

   Teacher 2 says that "*I don't use punishment in the classroom .punishment change student mind set and encourage bad activities so that if student done something wrong, I ask for them extra activities which helps them to develop confidence."* The researcher concluded that teacher use different techniques for class

room management. Student doesn't follow teacher guidance, teacher express anger with them. Punishment decrease student learning interest so that teacher asks for student to do extra activities like sing a song, dance.

Teacher 3 says that *"Punishment can be necessary in certain situations, but it should always be used as a last resort. Before resorting to punishment, I try to understand why the student behaved the way they did and address the root cause of the problem. When punishment is necessary, I prefer to use positive reinforcement strategies such as praising good behavior, offering incentives, or providing opportunities for the student to improve".* The researcher concluded that punishment alone does not always lead to positive behavior change, and it can sometimes make the situation worse. Instead, positive reinforcement strategies such as praising good behavior, offering incentives, or providing opportunities for the student to improve can be more effective in encouraging positive behavior.

Teacher 4 says that *"Punishment is not the most effective way to discipline students. Instead, I prefer to focus on creating a positive learning environment by establishing clear expectations and consequences for misbehavior. When a student misbehaves, I use positive reinforcement techniques such as redirecting their attention or giving them a chance to correct their behavior".* The researcher concluded that redirecting attention or giving students a chance to correct their behavior and encourage positive behavior and support students in developing the skills they need to succeed. Punishment alone does not necessarily teach students why their behavior was wrong or help them to make better choices in the future.

Teacher 5 says that *"Punishment can be a useful tool in managing behavior, but it should be used sparingly and with discretion. I believe in using punishment as a way to teach students the consequences of their actions, rather than as a way to shame or embarrass them. When a student misbehaves, I may assign extra work or a reflection assignment to help them think about their behavior and how they can improve in the future".* The researcher concluded that punishment alone does not necessarily lead to positive behavior change, and it can sometimes because more harm than good. Instead, educators should use punishment in conjunction with other strategies, such as positive reinforcement and restorative justice practices.

Teacher 6says that "*I punish sometimes but not harm physical and psychological. I give some examples from my own experience, but in any case, my students will feel comfortable knowing that they are not alone in their feelings.*" The researcher concluded that without punishment student feel comfort and shares his/her idea clearly. Often, teacher share his experience with related to that situation which motive student do right thing and replace punishment in the classroom.

Teacher 7 says that "*Punishment should only be used in extreme cases when all other methods have failed. I prefer to use positive reinforcement strategies such as praise, recognition, and rewards to encourage good behavior. When a student misbehaves, I try to understand the root cause of the problem and work with the student and their parents to find a solution that addresses the underlying issue*". The researcher concluded that punishment alone does not address the root cause of the problem and can lead to resentment, avoidance, and a lack of engagement. By focusing on positive reinforcement and working collaboratively with students and parents, educators can create a more supportive learning environment and help students develop the skills they need to succeed both in and out of the classroom.

Teacher 8 says that "*Punishment is not an effective way to change behavior. Instead, I believe in using positive reinforcement and restorative justice practices to encourage students to take responsibility for their actions and make amends. When a student misbehaves, I use opportunities for reflection and dialogue to help them understand the impact of their behavior and develop a plan for improvement*". The researcher concluded that Positive reinforcement and restorative justice practices can be used to encourage students to take responsibility for their actions and make amends. These approaches involve reflection, dialogue, and a focus on improving behavior rather than just punishing wrongdoing. By creating an environment that encourages growth and learning, educators can help students understand the impact of their actions and develop the skills they need to make better choices in the future.

Teacher10 says that " *I punishment sometime in positive way. One of the main problems with punishment is that it doesn't teach your students the best manners and hit them; it won't teach them how to calm down the next time. Teach them problem-solving and how to handle their emotions. Teachers teach these skills, behavior problems can be significantly reduced. Use discipline to teach, not punish*".

Researcher concluded that sometimes punishment result both good /bad in the classroom. Teacher observes student activities or cause of the problem that makes alternative ways of punishment. In classroom management teacher discipline also affect student behavior. If teacher maintain discipline automatically student obligate classroom rules and procedures.

From the above views, I found that classroom management strategies alternatives of punishment; Praise and rewards create the positive atmosphere. Teacher has any misunderstanding he think about it and he try to understand student emotion that brings teacher forgiveness. Teacher should have such a quality as open-minded, friendly, forgiveness and helpful. Teacher share his experience with related to that situation which motive student do right thing and replace punishment in the classroom. Teacher observes student activities or cause of the problem that makes alternative ways of punishment.

Teacher's authority in students' learning. Teachers have dominance to the classroom need to authority. High level of teacher knowledge and skill and ability to offer and transfer information, skill to learners. Teacher as a responsible position should have authority for being able to accomplish tasks. A teacher for persevering the peace and order in the world needs authority resources. The healthy classroom management includes dealing with students, providing order and peace, attracting attention of students and providing an appropriate educational environment in which student are directed to the desired objectives. On the basis of theme researcher asked question to teachers i.e. how do you show authority? What is the role of the teacher being considered person in authority? The respondent teacher 1 says that "teacher *handle classroom the meaning of specialty authority is related to high level of teacher's knowledge and skill in the field of education as well as to its ability in presenting and transferring these skills and by bearing in mind, this leads in increase of learning among students"*. The researcher concluded that teacher is role model of classroom. Teacher has authority to control and directed for creating learning environment. Teacher perfect ability and skills solve many problems in classroom and enhance learning outcomes. Good teacher leadership can change student habit and create collaborative environment.

The respondent teacher 2 says that*" I establish my authority by setting clear expectations and boundaries for my students from the very beginning of the school year. I also maintain a confident and professional demeanor in the classroom, which helps to command respect and attention from my students."* The researcher concluded that classroom is crucial for maintaining a positive and productive learning environment. By setting clear expectations and boundaries from the very beginning of the school year, and maintaining a confident and professional demeanor in the classroom, teachers can effectively command respect and attention from their students.

The respondent teacher 3 says that "*Authority as a teacher is not about being authoritarian or demanding obedience. Instead, it is about creating a safe and structured learning environment where students feel empowered to explore their curiosity and creativity while also respecting the rules and expectations set by the teacher."* The researcher concluded those teachers who prioritize building positive relationships with their students, while also setting clear rules and expectations can help create a sense of ownership and empowerment in the classroom.

The respondent teacher 4 says that"*I show authority by consistently modeling appropriate behavior and holding my students accountable for their actions. This includes praising positive behavior and addressing any disruptive behavior in a calm and firm manner".* The researcher concluded that teachers who praise positive behavior and address disruptive behavior in a calm and firm manner can create a safe and supportive learning environment.

Teacher 5says that *" I control over the class for maintain classroom rules. Authority is the context in which power can be exercise; Teacher has the authority, or permission, to tell a student what to do. It is a situation in which a teacher can tell an administrator what to do".* The researcher concluded that teacher have authority for controlling the classroom. Student should obey teacher order without permission student don't move from classroom. In the learning process teacher practice power in the positive way that bring good result.

Teacher 6 says that"*I see my role as both a leader and a guide. I establish authority by leading by example and providing guidance and support to my students*

as they navigate the challenges of learning". The researcher concluded that an educator, it is essential to establish authority and earn the respect of your students by leading by example. Providing guidance and support can help them navigate the challenges of learning and develop the skills they need to succeed in life.

Teacher 7 says that "*Authority as a teacher is about fostering a culture of mutual respect and trust in the classroom. I strive to build positive relationships with my students based on empathy, understanding, and a shared commitment to academic excellence".* The researcher concluded thatcreating an environment where students feel valued and heard that can establish a sense of trust and encourage them to take ownership of their learning.

Teacher 8 says that "*I believe that the most effective way to establish authority as a teacher is to build strong relationships with my students and their families. By taking the time to get to know my students and understanding their individual needs and learning styles, I can better support them in their academic and personal growth".* The researcher concluded thattaking the time to understand their needs and learning styles, educators can create a supportive and inclusive learning environment that fosters academic and personal growth.

Teacher 9says that "*I often focused on positive activities which help to do right thing in classroom. Teacher leadership is the ability to get others to do things willingly. Leadership is more of a measure of a teacher's soft skills when compared to power or authority. Students are choosing to cooperate because they want to good leadership. A good teacher identifies the needs of the students and makes adjustments appropriately".* The researcher concluded that teacher leadership is important for classroom management. Leadership can expose teacher skill and power using capability. In the classroom management teacher leadership skills helps to identify the student needs and adjust at that time. Teacher cooperates with the student that makes teacher student relationship strong.

Teacher 10 says that *Authority as a teacher means having the responsibility to create a positive and supportive learning environment for all students. This includes being proactive in addressing any issues that arise and working collaboratively with students, families, and colleagues to ensure that everyone feels valued and*

*respected.*The researcher concluded that an authoritative teacher should be approachable, empathetic, and responsive to the needs of their students. Overall, effective authority as a teacher involves a commitment to creating a safe and welcoming learning environment that fosters academic and personal growth for all students.

From the above views, I found that teacher authority for good learning, teacher ability and skills solve many problems in classroom and enhance learning outcomes. Good teacher leadership can change student habit and create collaborative environment. In the learning process teacher practice power in the positive way that bring good result. Leadership can expose teacher skill and power using capability. In the classroom management teacher leadership skills helps to identify the student needs and adjust at that time.

***Arranging physical environment of classroom*.** The classroom refers to how students are seated, where the students and teacher are in relation to one another, how classroom members move around the room, and the overall sense of atmosphere and order. The physical arrangement of the classroom can serve as a powerful setting event for providing students effective instruction and facilitate positive teaching/learning interactions. As with other aspects of instruction, the physical arrangement of the classroom should be reflective of the diverse cultural and linguistic characteristics of the students and be consistent with specific learner needs. A well-arranged classroom environment is one way to more effectively manage instruction because it triggers fewer behavior problems and establishes a climate conducive to learning. On the basis of theme researcher asked question to teachers i.e. How do you manage physical environment in the classroom?

The respondent teacher 1 says that *"I manage classroomthe physical environment must also be a safe place where curious, overactive, and energetic children are always on the go. Avoid slippery floors, rickety chairs, and old furniture".* The researcher concluded that teacher use manage physical environment establishing safe place and replace old furniture. Physical environment also effect classroom management and well- organized classroom attract student for learning. Physical environment also help to develop student achievement.

The respondent teacher 2 says that" *I believe that managing the physical environment requires flexibility and adaptability. As teachers, we need to be willing to make changes to the classroom layout or design based on the needs and preferences of our students, as well as the evolving nature of the curriculum and educational technology".* The researchers conclude that it is important to recognize that the physical environment is not static, and requires constant attention and adaptation. By being flexible and adaptable, teachers can create a classroom that supports the diverse needs of their students and encourages engagement and learning.

The respondent teacher 3 says that*" I also believe in the importance of creating a welcoming and inclusive environment for all students. This might involve incorporating multicultural or diverse elements into the classroom design, such as posters or artwork that reflect different cultures and perspectives.* The researcher concluded that teachers can help create an environment that celebrates diversity and encourages respect for different perspectives. Creating an inclusive environment also involves ensuring that all students feel valued and included, regardless of their backgrounds or identities.

The respondent teacher 4 says that *"I also place a strong emphasis on creating a space that is flexible and adaptable to the changing needs of my students. This means that I am constantly reassessing the physical environment and making changes as necessary to optimize the learning experience."* The researcher concludes that creating a flexible and adaptable physical environment is key to promoting a positive and effective learning experience. As educators, we must be constantly attuned to the changing needs of our students and willing to adjust the physical environment as necessary to meet those needs.

The respondent teacher 5 says that *"physical environment requires different seating arrangements. Classrooms should be inviting, environments that make students feel good to be there. I manage seats in rows, students at the front can see. I did a workshop that included significant student sharing, building community and increasing trust I made a space with chairs, preferably ones with writing surfaces for note taking and windows with adequate light".*The researcher conclude that teacher manage classroom setting according to classroom norms. Physical environment

demand such a thing seating arrangement, floor space, adequate light. Physical environment make student feel good and arouse learning desire.

The respondent teacher 6 says that "*One of the key aspects of managing the physical environment is ensuring that the classroom is well-organized and clutter-free. This not only enhances the aesthetic appeal of the classroom but also creates a sense of calmness and order that is conducive to learning.*" The researcher conclude thatpromoting a sense of order and cleanliness, teachers can help create a calm and focused environment that is conducive to learning. Additionally, a well-organized classroom can help students feel more comfortable and at ease, which can further support engagement and motivation.

The respondent teacher 7 says that "*I believe that managing the physical environment in the classroom is essential for creating a positive learning experience for my students. This involves creating a comfortable and safe space that promotes engagement, focus, and collaboration*".The researcher concludes that creating a comfortable and safe space, teachers can help promote engagement, focus, and collaboration among their students. This might involve optimizing lighting, temperature, and noise levels, as well as incorporating comfortable furniture and design elements that promote a sense of calmness and relaxation.

The respondent teacher 8 says that "*classroom learning environment is physical spaces, learners, peers and teachers because students learn best when the school is accessible, safe, hygienic, relatively comfortable and cognitively stimulating*". The researcher concluded that physical environment is all about floor space, accessible, safe and comfortable for learning. In the physical environment teacher manage classroom and provide needed facilities that create learning environment. Teacher and administration arrange such thing for student achievement.

The respondent teacher 9 says that"*I make sure to involve my students in the process. I encourage them to take ownership of their classroom by allowing them to help with things like setting up bulletin boards, arranging furniture, and keeping the space tidy*".The researcher concluded that empowering students to take an active role in the design and maintenance of their classroom, teachers can help foster a sense of pride and responsibility among their students. This might involve inviting students to

help with tasks like setting up bulletin boards, arranging furniture, and keeping the space tidy.

Teacher 10 says that "*physical management is to ensure a positive effect on learning; a quality school environment requires attention to aspects such as location, building materials, classroom size, furniture, lighting, temperature, ventilation, noise level, sanitation, air quality and the integration of ancillary equipment".* The researcher concluded that physical environment is all about location, building materials, classroom size, furniture, lighting, classroom temperature, ventilation, noise level. Teacher arranges classroom materials and classroom that enhance student learning.

By the above quotation saying, Classroom management strategies arranging physical environment aim to provide a secure, welcoming context for learning which facilitates social contact among teachers and pupils. Physical environment demand such a thing seating arrangement, floor space, adequate light. Physical environment make student feel good and arouse learning desire. In the physical environment teacher manage classroom and provide needed facilities that create learning environment.

Building teacher-student relationships.A student-teacher relationship in the classroom is a positive relationship between the teacher and the student in efforts to gain trust and respect from each other. This relationship may consist of getting to know your students better, providing choice and encouraging the students to become stronger learners' every day. By doing this teachers are showing respect to their students, valuing their individuality and being polite. Having a positive relationship with your students helps them become more successful in the classroom as well as makes your classroom a safe and welcoming environment for all. On the basis of theme researcher asked question to teachers i.e. how do you manage relationship in the classroom? How do you handle relationship with students? What is the influence of teacher student relationships on learning?

The respondent teacher 1says that *"I maintain relationship for creating friendly environment which help easily understand student interest. I am connecting to my students, but understanding and learning about any student's interest or*

favorite activity can help me build relationships. I show students that respect their extracurricular interests by learning". The researcher concluded that teacher tries to understand student and support them. Teacher connected with student activities that create friendly environment. Teacher addressed student desire and make classroom eco-friendly. Teacher share a positive relationship with their student develops strong socio-emotional skills. The result of a strong student teacher relationship is that it allows students to feel confident through exploration and taking risk in their academic success.

The respondent teacher 2 says that "*I focus on building trust with my students. This involves being approachable and available, actively listening to their concerns, and showing empathy and understanding. I also establish clear expectations for behavior and performance, and provide regular feedback and support to help students meet these expectations."* The researcher concluded that focusing on being approachable, actively listening, and showing empathy and understanding can help build a foundation of trust and respect between teachers and students.

The respondent teacher 3 says that "*I prioritize being consistent and fair. I strive to treat all students with respect and understanding, while also holding them accountable for their actions. I also make an effort to get to know each student individually, and tailor my approach to their unique needs and learning styles".* The researcher concluded that all students should be treated with respect and understanding, while also being held accountable for their actions. By getting to know each student on an individual level, I can tailor my teaching methods to best suit their unique needs and learning styles.

The respondent teacher 4 says that "*I actively participate in class, student feel comfortable asking questions, and they feel confident enough to test their theories and ideas. A positive teacher-student relationship leads to long-term benefits, including social and emotional growth, academic development and pastoral relationships".* The researcher concluded that teacher participation in class making student comfortable and developing confident. Positive teacher- student relationship is the production of an environment that incorporates mutual respect. Teacher mental health, personal ability, student mental health also affects teacher student relationship.

The respondent teacher 5 says that"*positive relationships with teachers can have a significant impact on student motivation, engagement, and academic achievement. That's why I make it a priority to establish strong relationships with all of my students."* The researcher concluded that it a priority to establish strong relationships with all of your students can help create a positive learning environment that promotes growth and success. By investing in these relationships, educators can help students feel valued, supported, and motivated to reach their full potential.

The respondent teacher 6 says that *"I take the time to get to know each student and their individual needs and strengths, and creating a learning environment that is inclusive and supportive. I also believe in being transparent and honest with students about my expectations and the reasons behind them"*. The researcher concluded that being transparent and honest with students about expectations and reasons behind them can help build trust and foster a sense of shared responsibility for learning.

The respondent teacher 7 says that,*"I amincluding giving consequences and appropriately shutting down problem behaviors can be used to display a sense of deep caring for students. When teachers can combine this multitude of skills to show students that the teacher is both in control, and genuinely invested in students' success, teachers can begin to create efficient and supportive learning environments"*. The researcher concluded that Positive teacher- Student relationships involving a caring teacher that treats students equitably, believes that all learners can succeed and gets to know each student's strengths and need to help them grow in the learning and confidence in themselves. Teacher experience, class size, Student individual need, classroom support also affect in classroom.

The respondent teacher 8 says that "*I approach every interaction as an opportunity to build trust and rapport. This involves active listening, showing empathy and understanding, and being responsive to students' needs and concerns. I also make an effort to celebrate student successes and provide constructive feedback when needed."* The researcher concluded that active listening, empathy, responsiveness, celebrating successes, and providing constructive feedback are all important components of building trust and rapport. As a result of these efforts, students are more likely to feel comfortable, engaged, and motivated in their learning.

The respondent teacher 9 says that "*Teacher-student relationships are the foundation of effective teaching and learning. When students feel seen, heard, and valued by their teachers, they are more likely to be engaged in class and motivated to succeed. That's why I prioritize building positive relationships with my students from day one, and work to maintain those relationships throughout the school year*". The researcher concluded that maintaining positive relationships with students is an ongoing process that requires patience, empathy, and a willingness to connect with students on a personal level. Ultimately, investing in these relationships can have a profound impact on students' academic and personal growth, and is an essential component of effective teaching.

Similarly, teacher 10says that "*Personal connection with my students can also raise their motivation to learn. When students feel interested in their work for the sake of mastering it, they develop a love of learning that will benefit them for their entire lives. Plus, they're also more likely to have positive attitudes towards their teachers, classes, and lessons. When students focus less on grades and more on mastery, they're on their way toward a successful school career*". The researcher concluded that in order for any relationship to be successful, there has to be respect and love. Teacher should address inappropriate behavior but also praise the positive. Teacher pays close attention and interaction with children. Teacher built confidence and offer suggestion while students were conflict. Teachers have responsibility to communicate with student in regards to their needs in their intellectual, social, and emotional development.

From the above views, I found that in classroom management strategies there was good relationship between teacher and student. Positive teacher- student relationship is the production of an environment that incorporates mutual respect. Teacher mental health, personal ability, student mental health also affects teacher student relationship. Teacher experience, class size, Student individual need, classroom support also affect in classroom. Teacher should address inappropriate behavior but also praise the positive. Teacher pays close attention and interaction with children.

Analysis and interpretation of the data obtained from the class observation check list. The researcher make checklist question. There is a formal

system of classroom observation in my institution." Followed by two alternatives; yes and No. The 10 responses made by the teachers are analyzed and presented in the following;

Teacher student relationship under Classroom management. A positive and nurturing relationship between the teacher and students can lead to a positive learning environment, where students feel safe and respected, and are more likely to engage in active learning and achieve academic success. On the other hand, a negative or strained relationship can lead to disruptive behavior and a lack of student engagement and achievement. Teachers should strive to build positive relationships with their students by getting to know them, communicating effectively, and setting clear and consistent expectations for behavior.

Table 1: Teacher Student Relationship

S.N.	Statement	No. of Teachers		Percentage	
		Yes	No	Yes	No
1.	Portray a friendly and positive attitude.	6	4	60%	40%
2.	Make eye contact with each student during discussion.	8	2	80%	20%
3.	Plan lesson that allow students to work in preferred learning styles and intelligence.	5	5	50%	50%
4.	Establish clear learning goal-use rubrics.	7	3	70%	30%
5.	Provide school materials for the needy students.	7	3	70%	30%

According to the data presented in Table 1, out of 10 teachers 6 (60%) exhibited a friendly and positive attitude towards their colleagues, while 4 (40%) did not. Similarly, 8 (80%) made eye contact with each student, whereas 2 (20%) did not during discussions.

When it came to lesson planning, 5 (50%) teachers created lesson plans that catered to students' preferred learning styles and intelligence, while the remaining 5 (50%) did not. With regard to learning goals, 7 (70%) teachers established clear goals

and used rubrics, while 3 (30%) did not. Moreover, 7 (70%) teachers provided school materials for needy students, whereas 3 (30%) did not.

It shows that most of the teachers create Portray a friendly and positive attitude toward students, make eye contact with student, established goal and provide school materials for develop student teacher relationship.

Classroom practices of the teachers along rules and procedures.To elicit the further information of classroom rules and procedures, the statement; providing set of rules at beginning of classroom, involving students in the design of rules and procedures, post systematic class rules, routines and procedures in a manner easy to see, read and understand, organize the physical layout of the classroom, apply consequences as for lack of adherence to rules and procures was observe to them with two alternatives. The researcher observe classes are presented in the table 2

Table 2: Classroom Rules and Procedure

S.N.	Statement	No. of Teachers		Percentage	
		Yes	No	Yes	No
1.	Provide set of rules at beginning of classroom.	6	4	60%	40%
2.	Involve students in the design of rules and procedures.	8	2	80%	20%
3.	Post systematic class rules, routines and procedures in a manner easy to see, read and understand.	7	3	70%	30%
4.	Organize the physical layout of the classroom.	8	2	80%	20%
5.	Apply consequences as for lack of adherence to rules and procures.	7	3	70%	30%

Table 2 presents data indicating that, out of 10 teachers, 6 (60%) provided a set of rules at the beginning of the classroom, while 4 (40%) did not. Additionally, 8 (80%) involved students in the design of rules and procedures, while 2 (20%) did not. Regarding the display of class rules, routines, and procedures, 7 (70%) teachers

posted them in a manner that was easy to see, read, and understand, while 2 (20%) did not. In terms of classroom layout, 8 (80%) teachers organized it effectively, while 3 (30%) did not. Moreover, 7 (70%) teachers applied consequences for lack of adherence to rules and procedures, while 3 (30%) did not.

The results show that a majority of the teachers exhibited positive and friendly attitudes towards their colleagues, and also made eye contact with their students during discussions. Additionally, a significant number of teachers created lesson plans that catered to their students' preferred learning styles and intelligence, and established clear learning goals with the use of rubrics. It is also noteworthy that a majority of the teachers provided school materials for students in need, indicating a level of commitment and dedication to their students' success.

Classroom management disciplinary interventions. To elicit the idea about disciplinary interventions observation, the statement, use clear classroom discipline, praise students for desirable behavior and things accomplished, Assign special and/or additional task for students who misbehave during class discussion, pause lecture until disruption classes, call parent's attention for the students misbehavior was prepare with two alternatives, Yes and No. Their activities are presented in following table 3.

Table 3: Disciplinary Interventions

S.N.	Statement	No. of Teachers		Percentage	
		Yes	No	Yes	No
1.	use clear classroom discipline	8	2	80%	20%
2.	praise students for desirable behavior and things accomplished	6	4	60%	40%
3.	Assign special and/or additional task for students who misbehave during class discussion	7	3	70%	30%
4.	pause lecture until disruption classes	8	2	80%	20%
5.	call parent's attention for the students misbehavior	7	3	70%	30%

The presented data in Table 3 reveals that out of 10 teachers, 8 (80%) implemented clear classroom discipline practices, while 2 (20%) did not. Additionally, 6 (60%) teachers praised students for desirable behavior and accomplishments, whereas 4 (40%) did not. Moreover, 7 (70%) teachers assigned

special or additional tasks to students who misbehave during class discussions, while 3 (30%) did not. In situations of classroom disruptions, 8 (80%) teachers paused their lectures, while 3 (30%) continued without interruption. When it came to dealing with misbehavior, 7 (70%) teachers contacted parents to address their child's conduct, while 3 (30%) did not.

These findings suggest that there is a range of disciplinary practices used by teachers, and some teachers are more likely to use positive reinforcement while others prefer disciplinary action. It is important for teachers to strike a balance between maintaining discipline in the classroom and creating a positive learning environment that encourages students' success.

Physical environment for classroom management. To elicit the idea about physical environment observation, the statement, seating areas are arranged so students can interact and participate in instruction, furniture is arranged to allow for easy traffic flow — teacher and student movement, all materials are clearly organized and labeled, walls reflect current curriculum information created as a class, learning materials are easily accessible to students and teacher. Checklist was prepared with two alternatives, Yes and No. Their activities are presented in following table 4

Table 4: Physical Environment

S.N.	Statement	No. of Teachers		Percentage	
		Yes	No	Yes	No
1.	Seating areas are arranged so students can interact and participate in instruction.	7	3	70%	30%
2.	Furniture is arranged to allow for easy traffic flow — teacher and student movement.	6	4	60%	40%
3.	All materials are clearly organized and labeled	7	3	70%	30%
4.	Walls reflect current curriculum information created as a class	6	4	60%	40%
5.	Learning materials are easily accessible to students and teacher.	8	2	80%	20%

Based on the data presented in Table 4, out of 10 teachers, 7 (70%) arranged their classroom seating areas to facilitate student interaction and participation in instruction, while 3 (30%) did not. Additionally, 6 (60%) of teachers arranged their furniture to allow for easy traffic flow, while 4 (40%) did not.Furthermore, 7 (70%) teachers organized and labeled all materials clearly, while 3 (30%) did not. 60% of teachers created walls that reflected the current curriculum information as a class, while 4 (40%) did not.Moreover, 8 (80%) teachers made learning materials easily accessible to students and teachers, while 2 (20%) did not.

These findings suggest that most teachers prioritize creating a conducive learning environment for their students through appropriate arrangements of classroom furniture, materials, and access to learning resources.

Chapter Five

Findings, Conclusion and Implications

This chapter deals with the major findings of research, conclusion, implication drown from the study and recommendation for the further study. In this chapter the researcher includes finding, conclusion and implication on the basis of observation and respondent's view.

Findings

On the basis of the analysis and interpretation of the data, the followings summary of the findings has been drawn:

1. ELT context classroom management is managing the necessary elements in the classroom and creating favorable conditions for teaching and managing teaching materials. Teaching methods and strategies are essential for classroom management which helps to maintain an appropriate climate for learning.

2. It was found that maximum teachers make an effective plan for making the classroom systematic, well-organized, and enhancing learning to achieve goals but lack of adequate knowledge and time management techniques teachers are not able to effectively plan for the classroom.

3. Similarly, most of the ELT Teachers were found to understand students' needs and interests but lack of communication students feel uncomfortable and shy therefore teachers understand student behavior and create a friendly environment.

4. It was found that most of the teachers' use of motivation arouses learning interest and changes the student's negative behavior and replace positive one. A teacher's positive attitude gives students confidence and encourages doing new things.

5. It was found that most ELT teachers make classroom rules and are producers. A teacher pays close attention to children and interacts with them. All teachers were required to provide a set of rules at the start of each class and to involve students in the development of rules and procedures. Post systematic

class rules, routines, and procedures in a manner that is easy to see, read, and understand. Organize the physical layout of the classroom and apply consequences for lack of adherence to rules and procedures.

6. It was found that most of all ELT teachers understood student differences and manage the behavior. Sometime student refuse to do classroom activities, teacher apply strategies like; present politely, addressed student problem, teacher punctuality, managing student aggression, temper and verbal abuse.

7. Similarly, most of the ELT teachers found that praise and rewards create a positive atmosphere. The teacher tries to understand the student's feelings/emotions that lead to forgiveness. Teachers possess qualities such as openness, friendliness, forgiveness, and assistance. The teacher shared his experience with the situation, which motivated students to do the right thing and replaced punishment in the classroom.

8. It was found that most of the ELT teachers' ability and skills solve many problems in classroom and enhance learning outcomes. Good leadership change student habit and create collaborative learning environment. In the learning process teacher practice power in the positive way that bring good result. Leadership can expose teacher skill and power using capability.

9. Arranging the physical environment, such as the seating arrangement, floor space, adequate light, accessibility, security, hygiene, comfort, essential learning materials, temperature, ventilation, and noise level, were also found as management strategies in the classroom. Teachers manage classrooms and provide needed facilities that create a learning environment.

10. Likewise, it was found that in building teacher-student relationships, teachers pay attention to and interact with children. Teacher-student mental health, teacher experiences and expertise, student individual needs, classroom support, a positive attitude, eye contact, a lesson plan, establishing goal rubrics, and providing materials for needy students were all used by teachers.

Thus, this thesis paper found out teachers' practices regarding strategies and the quality of those strategies. Furthermore, it discovered the status of the strategies used by teachers as well as ways to overcome such challenges in order to make strategies smart.

Conclusion

Classroom management Strategies used by English language teachers to enhance student interest in their studies It is what teachers do to create and maintain an atmosphere that encourages students' academic success as well as their social, emotional, and moral development. The primary objective of this study was to investigate classroom management strategies used by English language teachers at a community secondary school in the Morang district. This study looked at classroom management strategies used by teachers. According to the findings of this study, an overall management strategy in the English classroom was satisfactory. The majority of teachers employed classroom management strategies.

Effective classroom management in an ELT context involves managing necessary elements in the classroom, creating favorable conditions for teaching, and utilizing effective teaching methods and strategies. It was found that many teachers make effective plans for creating a systematic and well-organized classroom but lack knowledge and time management techniques. Additionally, many teachers understand students' needs and interests but lack communication skills, which can make students, feel uncomfortable. Motivation and a positive attitude were found to be key changing negative student behavior and encouraging new learning. Rules and procedures were also important in creating a positive classroom environment, as understood and managing student differences and behaviors. Praise and rewards, good leadership and problem-solving skills, and arranging the physical environment were also found to be effective management strategies. Furthermore, building a strong teacher-student relationship is crucial to enhancing learning outcomes. Overall, classroom management in an ELT context is essential for creating a positive and effective learning environment. Although the majority of teachers used effective classroom strategies, some teachers did not. Thus, classroom management strategies are not properly used for effective classroom management.

Therefore, all English language teachers should be committed to using strategies, but the responses from the respondents showed that the current practice of strategies lacks effectiveness. The less effective strategies used by teachers are a major problem in classroom management. As teachers are most responsible for applying classroom management strategies, they must be aware of the importance of

making the process regular, effective, and systematic. For this, teachers need to follow the strategies for creating a learning environment.

Implication

This study entitled 'Classroom management strategies used by English teacher' attempts to explore teachers' used on classroom management Strategies, present practices, their practice on the quality of classroom management, and ways to make more effective classroom management. Thus, based on the outcomes of the study, the following are the implications:

Policy related. Effective classroom strategies can promote a positive and safe learning environment, leading to improve student engagement and learning. This can influence the curriculum design by allowing teachers to incorporate more interactive and communicative activities, which can help student to develop the language skill they need to be successful in their academic and professional line. Additional, effective classroom management strategies can helps to ensure that the curriculum implemented effectively by providing a clear structure and expectations and by promoting active participation and engagement. Furthermore when classroom management strategies are effectively implemented, it can lead to a reduction in disruptive behavior which can helps to create a safe and inclusive learning environment all students. These can faster a sense of belonging and engagement for all students which can lead to more equitable access to the curriculum and better outcomes.

Effective classroom management strategies can have significant implication for curriculum policy by promoting a positive and safe learning environment, leading to improved student engagement and learning and influencing the design and implementation of the language education and impacting the school policies and funding decisions.

Practice related. All the ELT practitioners need to be conscious on making listening test smoother. All the policies go in vain if good practices are not being happened. Thus, for the effective practice the following recommendations can be made:

I.   Setting clear expectations rules: research suggests that setting clear expectations and rules at the beginning of the school year can help to reduce disciplinary student engagement in learning.

II. Proactive planning researcher indicates that engaging and relevant lesson and activities can increase student motivation and participation in learning.

III. Positive reinforcement: researcher has shown that positive reinforcement can improve students' self-esteem and motivation, and reduce disruptive behavior.

IV. Differentiated instruction: research suggests that meet diverse needs of secondary school students and improve their learning outcomes.

V. Building positive relationship; research indicates that building positive relationships with students can improve classroom climate and reduce disciplinary problems.

It's important to notice that, in practice, teacher should consider the specific context of their classrooms and students when selecting and implementing classroom management strategies. They should also continuously reflect on the effectiveness of the strategies they use and adapt them as needed.

Recommendations for the further study. No research is complete itself. It cannot say that the finding of any research done by selecting some samples from within certain limits are universal accepted. Any of the research doesn't give only new findings but also take out new problems and issues. This study was based only on Classroom management strategies used by English language teachers of Morang District. Thus, further research needed in this direction and more research is expected. Further recommendation is presented as below:

) Finding of this study would be valid for the English teacher at secondary level of Morang district, so it suggest to national wise research on it as well as for the different level.

) It would suggest to study on Classroom Management Strategies used by teachers towards ELT class.

) It would suggest to study about the classroom managementstrategies adopted by English language Teacher.

) It would suggest to study about effect of classroom management in ELT.

) The further researcher can be carried out the others classroom management strategies used by teacher.

) The same research can be concluded in the teacher of other level too.

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Appendices

Appendix 1

Teacher's Questionnaire

This questionnaire is prepared to draw information on for the work entitled: **'Classroom management strategies Used by English Language Teacher'** which is going to be carried out under the guidance of Professor Dr.Renu Singh, Department of English Language Education, faculty of Education, T.U. Kirtipur, Kathmandu. I hope that you all will help and co- operate with me to fill up this questionnaire, where this data will be invaluable contribution to accomplish this work and all information obtained from you will be used only for the purpose of this research.

Name of the teachers: .... …**Level:**………..

School: .... **Address**:………

Please give your views on the given questions briefly and accurately.

1. What do you understand by class-room management?

    ....
    ....

2. How do you make effective plan for management?

    ....
    ....

3. How can you meet need of all your students?

    ....
    ....

4. Do you do frequent communication with your students?

    ....
    ....

5. How does motivation affect the classroom management?

    ....
    ....

6. How important is motivation for the success in language learning?

    ....

    ....

7. What are the things that you need to consider in making your classroom rules?

    ....

    ....

8. How do you create procedure and rules in the classroom?

    ....

    ....

9. Do you take care of the misbehaviors of the students?

    ....

    ....

10. What sorts of misbehaviors have you found in your class-room?

    ....

    ....

11. Do you punish your students?

    ....

    ....

12. What are the possible punishment alternatives?

    ....

    ....

13. How do you show authority?

    ....

    ....

14. What is the role of the teacher being considered person in authority?

    ....

    ....

15. How do you manage physical environment in the classroom?

      ....

      ....

16. What is the influence of teacher student relationships on learning?

      ....

      ....

17. How do you handle relationship with students?

      ....

      ....

18. How do you manage relationship in the classroom?

....

....

Appendix 2

Classroom Observation Checklist

Teacher's name: Date:

Name of the School: No.ofTeacher:

classroom management practices of teacher along teacher student relationship	Yes	NO
Portray a friendly and positive attitude.		
Make eye contact with each student during discussion.		
Plan lesson that allow students to work in preferred learning styles and intelligence.		
Establish clear learning goal-use rubrics.		
Provide school materials for the needy students.		
Classroom practices of the teachers along rules and procedures.		
Provide set of rules at beginning of classroom.		
Involve students in the design of rules and procedures.		
Post systematic class rules, routines and procedures in a manner easy to see, road and understand.		
Organize the physical layout of the classroom.		
Apply consequences as for lack of adherence to rules and procures.		
Classroom practices of the teachers along rules and procedures		
Provide set of rules at beginning of classroom.		
Involve students in the design of rules and procedures.		
Post systematic class rules, routines and procedures in a manner easy to see, read and understand.		
Organize the physical layout of the classroom.		
Apply consequences as for lack of adherence to rules and procures.		

Classroom management practice of the teachers along disciplinary interventions		
use clear classroom discipline		
praise students for desirable behaviour and things accomplished		
Assign special and/or additional task for students who misbehave during class discussion		
pause lecture until disruption classes		
call parent's attention for the students misbehaviour		