



RESEARCH PAPER

Comparative Analysis of Classroom Management Practices and Teaching Methodologies across Educational Sectors in District D.I. Khan

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ABSTRACT

This study aims to compare classroom management practices and teaching methodologies across government, semi-government, and private secondary schools in District D.I. Khan to identify sector-specific strengths and areas for improvement. A descriptive research design was employed, utilizing a Likert-scale questionnaire to collect data from 457 respondents. Statistical analyses, including mean comparisons and ANOVA, revealed that while classroom management practices showed no significant differences across sectors, teaching methodologies varied significantly. Government schools excelled in maintaining discipline and employing structured teaching practices such as lesson planning and the use of visual aids. Semi-government schools demonstrated strength in interactive and student-centered approaches, including the effective use of technology and maintaining clarity in communication. Private schools emphasized individualized attention and student engagement but showed inconsistencies in resource utilization and planning. These findings emphasize the need for sector-specific interventions to optimize teaching practices and improve educational outcomes, fostering equity and excellence across the educational landscape. It is recommended that interventions, such as technology integration, enhanced teacher training, equip teachers with necessary visual aids, and sectoral collaboration, are essential to optimize educational outcomes across all sectors.

KEYWORDS Classroom Management, Comparative Analysis, Educational Sectors, Teaching Methodologies

Introduction

Education serves as the foundation for personal development and societal progress, equipping individuals with the knowledge, skills, and values necessary to navigate complex global challenges. Within the educational system, effective teaching is essential for fostering intellectual growth, character development, and academic success. Two critical dimensions that shape teaching effectiveness are classroom management practices and teaching methodologies. Classroom management creates a structured and disciplined learning environment; while teaching methodologies determine how effectively knowledge is conveyed and how actively students engage with the material.

In Pakistan, educational institutions are categorized into three main types: government, semi-government, and private schools. Each sector operates under distinct administrative frameworks, financial structures, and pedagogical priorities, resulting in variations in the quality of education delivered. Despite the universal recognition of the importance of classroom management and innovative teaching strategies, disparities across these sectors persist, influencing student outcomes.

While numerous studies have emphasized the significance of effective teaching practices, limited research has explored how these practices differ across government, semi-government, and private schools in Pakistan. In the district of D.I. Khan, these differences remain largely unexplored, leaving a gap in understanding how institutional

factors shape classroom management and teaching methodologies. This study aims to address this gap by providing a comparative analysis of these practices across the three educational sectors.

Literature Review

Classroom management

Classroom management refers to the strategies and practices employed by teachers to create an environment conducive to learning. Effective management involves maintaining discipline, fostering student engagement, and organizing instructional activities to maximize learning outcomes (Kodak, 2005). It is considered a cornerstone of effective teaching, significantly influencing student behavior and academic achievement (Miller, 2000). Mohanty (2003) asserts that classroom discipline and management should be under the control of an effective teacher, emphasizing the importance of a cooperative and structured classroom environment. Productive classroom outcomes are indicative of an effective teacher's control and organizational skills (Enner, 1987). Furthermore, the success of classroom management is often judged by the teacher's ability to maintain discipline, as it is vital for creating a learning environment that encourages fruitful student responses. In the view of Mohanty (2003), teachers must consistently evaluate the teaching-learning processes within the classroom. Daily interactions with students and maintaining control over the human-environment relationship are essential for effective classroom management. Even non-verbal cues, such as gestures, play a significant role in this context. Similarly, Randi (2010) and Adesina (2001) stress that clear expectations and consistent enforcement of rules are critical for creating a stable and productive classroom environment.

Research also highlights the importance of time management as a critical component of classroom management. Teachers who allocate time effectively to lessons and activities are more likely to cover the curriculum comprehensively, leading to enhanced student performance (Russell, 2002). Additionally, the integration of technology into classroom management has gained prominence. Tools such as projectors, educational software, and other digital resources are increasingly being used to enhance student engagement and facilitate modern pedagogical practices (Nguyen et al., 2012). Recent studies have further expanded our understanding of classroom management strategies. According to Wong and Wong (2018), establishing clear classroom routines at the start of the academic year significantly contributes to creating an organized learning environment. These routines help minimize disruptions, allowing teachers to focus on instructional tasks. Additionally, restorative practices are gaining recognition as a means to manage classroom discipline while fostering positive student-teacher relationships. Research by Gregory et al. (2016) reveals that restorative practices, such as conflict resolution and dialogue circles, reduce behavioral issues and enhance a sense of community within the classroom. The rise of digital technologies has also introduced new dimensions to classroom management. Studies by Pomerantz and Bell (2020) indicate that learning management systems (LMS) and digital tools for tracking student progress enable teachers to manage classrooms more efficiently while personalizing instruction. However, effective use of these tools requires training and a supportive school infrastructure. Furthermore, the role of teacher emotional intelligence in classroom management has gained attention in recent years. A study by Yin et al. (2022) found that teachers with high emotional intelligence are better equipped to handle classroom conflicts and build positive relationships with students, thereby fostering a conducive learning environment. Finally, culturally responsive classroom management has emerged as an important area of focus. According to Butler et al. (2022) understanding and respecting students' cultural backgrounds helps in creating an inclusive classroom environment. This approach not only reduces cultural conflicts but also encourages mutual respect and engagement among students from diverse backgrounds.

Teaching Methodologies

Effective teaching methodologies play a crucial role in the educational process, enabling students to engage with and understand complex concepts. According to Mohanty (2003), teachers with effective methodologies transform abstract ideas into concrete understanding, bridging the gap between internal desires and tangible academic goals. This aligns with the notion that teaching strategies, rather than merely the content, are instrumental in achieving educational success. Lowman (1987) emphasized that teaching methodologies range from traditional approaches to innovative, student-centered techniques, evolving alongside advancements in educational research and technology.

In recent years, there has been a growing focus on active and blended learning approaches. Active learning, which emphasizes student participation through discussions, problem-solving, and collaborative tasks, has been shown to significantly improve student engagement and performance (Freeman et al., 2014). Similarly, blended learning, which integrates face-to-face instruction with digital tools, offers flexibility and caters to diverse learning preferences, enhancing overall outcomes (Garrison, 2008). These methods align with the idea of catering to varied student abilities, as discussed by Tomlinson (2001). The use of technology in teaching has become indispensable. Incorporating multimedia tools, such as videos, animations, and interactive simulations, makes lessons more engaging and aids in explaining complex ideas effectively (Collis & Moonen, 2012). Moreover, game-based learning and virtual reality are emerging as powerful tools to foster experiential learning and increase motivation among students (Wu et al., 2020). Culturally responsive teaching has also gained prominence. It involves adapting teaching methods to reflect the cultural backgrounds and experiences of students, thus promoting inclusivity and equity in the classroom (Gay, 2018). This approach underscores the importance of understanding students' unique contexts to design effective learning experiences. Furthermore, competency-based teaching, which focuses on mastering specific skills rather than adhering to rigid curriculum structures, is being increasingly adopted to prepare students for real-world challenges (Sturgis, 2016). Personalized learning pathways and formative assessments are integral to this methodology, ensuring that students progress at their own pace.

Hypotheses

The study tests the following hypotheses:

H₀₁: There is no significant difference in classroom management practices among government, semi-government, and private schools.

H₀₂: Teaching methodologies do not significantly differ across the three educational sectors.

Material and Methods

This study was descriptive in nature and aimed to explore classroom management practices and teaching methodologies across government, semi-government, and private schools. Data were collected using a structured Likert-type questionnaire.

Population

The population consisted of all male and female secondary school students of class 9th and 10th from government, semi-government, and private schools in D.I. Khan. The total population included 178 schools and 28,118 students, with detailed statistics as follows:

- Government schools: 78 schools (13,882 boys, 10,142 girls)
- Semi-government schools: 5 schools (596 boys, 387 girls)
- Private schools: 48 schools (1,402 boys, 1,709 girls)

Sample Size and Sampling Technique

The study utilized stratified and simple random sampling techniques. Following L.R. Gay's rule, a sample of 500 students was selected, distributed as:

- Government schools: 5 male and 5 female schools (100 boys, 100 girls)
- Semi-government schools: 2 male and 2 female schools (50 boys, 50 girls)
- Private schools: 5 male and 5 female schools (100 boys, 100 girls)

Instrument

Data were collected using a five-point Likert-scale questionnaire, offering options from "Strongly Agree" (5) to "Strongly Disagree" (1). The instrument initially consisted of 50 items, later refined to 45 after expert review.

Pilot Testing

The instrument underwent pilot testing with responses entered into SPSS for analysis. Cronbach's Alpha was applied, yielding a reliability coefficient of 0.870, confirming the instrument's reliability.

Validity and Reliability

Content validity was established through feedback from 15 field experts, including professors, Ph.D. scholars, school principals, and teachers. Revisions ensured the instrument's relevance and appropriateness for the study.

Data Analysis Technique

Data were analyzed using statistical methods, including mean, standard deviation, and ANOVA, to compare teaching effectiveness across sectors.

Ethical Considerations

Ethical protocols were followed, including obtaining permissions from school administrations and ensuring participant confidentiality. Data collection involved direct engagement with schools to maximize response rates while respecting participants' rights and privacy.

Results and Discussion

Table 1
Comparison of mean and standard deviation of classroom management practices across sectors.

Sr	Indicator	Sectors					
		Government		Semi-government		Private	
		M	S. D	M	S. D	M	S. D
1	Discipline in classroom.	4.61	.489	4.57	.497	4.60	.524
2	Attention to the student.	4.59	.493	4.67	.471	4.68	.469
3	Time Management.	4.61	.500	4.61	.556	4.57	.518
4	Use of electronic media	3.91	.959	4.22	.926	3.92	1.005
5	Dealing with absentee students.	4.73	.527	4.56	.583	4.62	.577
6	Looks after the cleanliness of the classroom.	4.72	.462	4.62	.574	4.58	.630

The analysis of classroom management practices across government, semi-government, and private schools reveals distinct strengths and challenges within each sector. Government schools excel in maintaining discipline ($M = 4.61, SD = 0.489$) and ensuring classroom cleanliness ($M = 4.72, SD = 0.462$), reflecting their structured approach and strong administrative oversight. Private schools, on the other hand, lead in providing individualized attention to students ($M = 4.68, SD = 0.469$) and tracking absenteeism ($M = 4.62, SD = 0.577$), showcasing their focus on student engagement and accountability. Semi-government schools strike a balance between the two, demonstrating the highest use of electronic media in classrooms ($M = 4.22, SD = 0.926$), highlighting their adaptive approach to integrating technology. Time management practices show consistency across all sectors, with comparable mean scores, indicating a shared recognition of its importance. These findings emphasize the unique contributions of each sector to effective classroom management and provide a basis for sector-specific improvements to optimize educational outcomes.

Table 2
ANOVA results for Classroom Management Practices

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.177	2	.089	.623	.537
Within Groups	64.572	454	.142		
Total	64.749	456			

Table 2 presents the results of a one-way analysis of variance (ANOVA) conducted to determine whether there are statistically significant differences in classroom management practices across government, semi-government, and private schools. The results show that the sum of squares between groups is 0.177, with a Mean square of 0.089. The within groups sum of squares is 64.572, and the corresponding Mean Square is 0.142.

The F-value is calculated as 0.623, with a p-value (sig) of 0.537, which is greater than the conventional threshold of 0.05. This indicates that there is no statistically significant difference in classroom management practices among the three types of schools. In other words, while individual scores may vary, the overall classroom management practices are consistent across government, semi-government, and private schools in this sample.

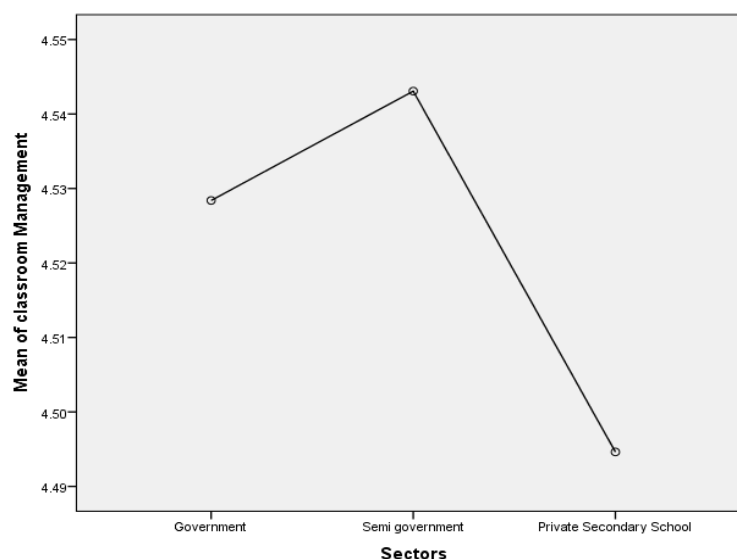


Figure-1 Comparison of Mean Classroom Management Scores across Educational Sectors

Table 3
Comparison of means and standard deviation for teaching methodologies across sectors.

S.No	Statement	Sectors
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		Government		Semi-government		Private	
		M	S. D	M	S. D	M	S. D
1	Checking previous knowledge	4.75	.448	4.69	4.91	4.53	6.83
2	lesson planning	4.69	.661	4.63	.530	4.59	.602
3	Use of charts in the classroom	4.69	.634	4.60	.516	4.38	.805
4	use of Audio-visual aids	4.65	.740	4.57	.582	4.57	.528
5	Use of black board	4.75	.481	4.64	.569	4.60	5.72
6	eye contact with student	4.76	.463	5.12	5.370	4.66	.475
7	Use of simple language	4.82	.386	5.27	5.355	4.59	.514
8	Checking assignments	4.76	.426	4.70	.486	4.66	.518
9	Teaching based on subject and students needs	4.74	.454	4.64	.528	4.68	.502
10	Developing learning skills of students.	4.73	.481	4.69	.491	4.70	.460
11	Using topic related methodologies	4.71	.465	4.70	.486	4.63	.517
12	Motivating co-curricular activities	4.71	.513	4.67	.471	4.65	.491
13	Making learning interesting	4.73	.445	4.70	.462	4.65	.478

The comparison of teaching methodologies across government, semi-government, and private schools highlights notable differences in their practices. Government schools consistently perform well in key areas such as checking students' prior knowledge (M = 4.75, SD = 0.448), lesson planning (M = 4.69, SD = 0.661), and the use of visual aids and blackboards (M = 4.69, SD = 0.634; M = 4.75, SD = 0.481), reflecting their structured and methodical approach to teaching. Semi-government schools excel in interactive teaching practices, particularly in maintaining eye contact (M = 5.12, SD = 5.370) and using simple language (M = 5.27, SD = 5.355), demonstrating a focus on engagement and clarity. Private schools show variability, performing well in addressing individual student needs (M = 4.68, SD = 0.502) but lagging in areas such as lesson planning (M = 4.59, SD = 0.602) and the use of charts (M = 4.38, SD = 0.805). Across all sectors, government schools lead in making learning interesting and motivating students for co-curricular activities, while semi-government schools strike a balance between innovative and traditional methodologies. These findings provide insight into sector-specific strengths and areas for improvement in teaching practices.

Table 4
ANOVA Analysis Regarding Teaching Methodology

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.765	2	.882	4.194	.016
Within Groups	95.530	454	.210		
Total	97.295	456			

Table 4 presents the results of a one-way ANOVA analysis conducted to evaluate whether significant differences exist in teaching methodologies among government, semi-government, and private schools. The sum of squares between groups is 1.765, with a Mean square of 0.882, while the within groups sum of squares is 95.530, with a Mean Square of 0.210. The F-value is 4.194, and the p-value (sig) is 0.016, which is less than the standard significance threshold of 0.05.

These results indicate a statistically significant difference in teaching methodologies across the three school sectors. This suggests that the approaches to teaching vary meaningfully among government, semi-government, and private schools, warranting further exploration into sector-specific practices and their impact on educational outcomes.

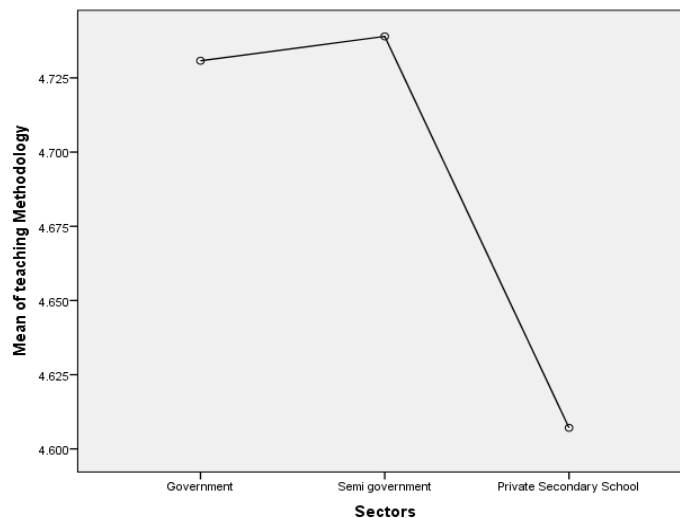


Figure 2 Comparison of Mean teaching methodology Scores Across Educational Sectors

Discussion

The findings of this study provide valuable insights into how these practices differ across government, semi-government, and private schools in D.I. Khan. Although distinct strengths and challenges were observed in each sector, the overall analysis revealed no statistically significant differences in classroom management practices. The comparison of teaching methodologies among government, semi-government, and private schools highlights significant sectoral differences, which indicate statistically significant variation.

Government schools demonstrated superior performance in maintaining discipline and ensuring classroom cleanliness. These strengths align with research highlighting the role of administrative oversight and structured policies in fostering an orderly and disciplined environment (Darling-Hammond, 2010; Miller, 2000). The emphasis on cleanliness further reflects a commitment to creating an organized learning space, which is known to enhance student focus and reduce distractions (Haynes, 2003).

Private schools, by contrast, excelled in providing individualized attention to students and tracking absenteeism. These practices align with findings from Greenwood (2007), who noted that private institutions often prioritize personalized learning experiences and student accountability. The focus on student engagement in private schools can be attributed to their smaller class sizes and flexible administrative structures, which allow for closer teacher-student interactions.

Semi-government schools emerged as leaders in integrating technology into classroom management, achieving the highest mean score for electronic media use. This is consistent with studies suggesting that semi-government schools, due to their hybrid governance model, are better positioned to adopt innovative practices while retaining some level of public oversight (Pietrofesa, 2012). The effective use of technology in these schools could serve as a model for other sectors seeking to modernize their teaching practices. Time management practices were found to be consistent across all sectors, with comparable mean scores. This finding indicates a shared understanding among schools of the importance of efficiently allocating time to cover the curriculum. Time management's critical role in enhancing academic achievement has been well-documented (Russell, 2000), and its consistent application across sectors reflects a fundamental alignment in this aspect of classroom management.

Government schools consistently demonstrated strong performance in structured and methodical teaching practices, particularly in checking students' prior knowledge,

lesson planning, and the use of visual aids and blackboards. These findings align with research by Darling-Hammond (2010), which highlights that public schools often rely on standardized frameworks and well-defined curricula to ensure consistent teaching quality. The use of blackboards and visual aids supports the findings of Mohanty (2003), who emphasized their role in reinforcing key concepts and catering to diverse learning styles.

Semi-government schools excelled in interactive teaching practices, particularly in maintaining eye contact and using simple language. This reflects their balanced approach, combining traditional and innovative methodologies to enhance student engagement. According to Sahlberg (2010), semi-government schools often benefit from hybrid governance models that allow flexibility in teaching styles while maintaining accountability. These practices align with the constructivist learning theory (Piaget, 1970), which advocates for clear communication and active student participation to facilitate knowledge construction.

Private schools exhibited variability in their teaching methodologies. They performed well in addressing individual student needs and motivating students for co-curricular activities, aligning with findings by Greenwood (2007), which suggest that private schools prioritize personalized learning experiences. However, they lagged in areas such as lesson planning and the use of charts. These gaps may be attributed to decentralized management systems and a lack of uniformity in teacher training, as noted by Haynes (2003).

Conclusion

This comparative analysis highlights the strengths and weaknesses of classroom management practices and teaching methodologies across educational sectors in D.I. Khan. Government schools excelled in maintaining discipline and fostering an organized learning environment, reflecting their reliance on structured policies and administrative oversight. Semi-government schools emerged as leaders in integrating technology into classroom management, showcasing their adaptive approach and innovative practices. Private schools demonstrated a strong focus on individualized attention and student accountability, attributed to their flexible administrative structures and smaller class sizes.

Government schools excelled in structured and methodical approaches, particularly in checking students' prior knowledge, lesson planning, and using visual aids and blackboards. Semi-government schools demonstrated strengths in interactive and student-centered practices, including maintaining eye contact and using simple language, reflecting their balance between traditional and innovative approaches. Private schools performed well in addressing individual student needs and motivating co-curricular participation but lagged in lesson planning and the use of visual aids, highlighting inconsistencies in teacher training and resource allocation.

Recommendations

Use interactive methods like group discussions and hands-on activities to boost engagement.

- Integrate technology to modernize teaching and match global trends.
- Train teachers through workshops for innovative pedagogy.
- Align lesson planning with government schools for consistency.
- Use hybrid governance to secure resources for innovative tools.
- Promote visual aids to enhance clarity and cater to diverse learners.
- Standardize teacher training for consistent lesson planning, methodologies, and resource use.

- Equip teachers with visual aids to enhance lesson delivery and engagement.
- Align curricula with national standards while prioritizing individual attention and co-curricular activities.

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