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A Comparative Study of the Competencies of In-Service Promoted and Directly Selected Elementary School Teachers Regarding Classroom Management in District Karak, Khyber Pakhtunkhwa (Pakistan)

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ABSTRACT

Classroom management is a critical part of effective and successful instruction. Effective teaching learning process depends upon effective classroom management. Effective classroom management depends upon the competencies of teachers. The purpose of the study was to explore and compare the competencies of in-service promoted and directly selected elementary school teachers regarding classroom management in District Karak, Khyber Pakhtunkhwa (Pakistan). All the students at Elementary Level in District Karak, Khyber Pakhtunkhwa (Pakistan) constituted the population of the study. In order to ensure adequate representation of sample, only 1350 students studying in forty five schools at elementary level in District Karak were selected randomly. From each school, 05 students from class 6th, 10 from class 7th and 15 students from 8th were selected. The study was descriptive in nature therefore, the researchers decided to develop questionnaires for the collection of data. Two questionnaires were developed for the whole sample. One questionnaire was prepared about in-service promoted elementary school teachers and the other was prepared about directly selected elementary school teachers. Pilot testing was conducted to explore the weakness, misconceptions and ambiguities of the questions in questionnaires in order to make it more reliable and authentic. After conduction of pilot testing, the questionnaires were revised and then their final versions were prepared. The researchers personally visited to the respective sample students and distributed two two questionnaires among the participants. In this way data was collected. After the collection of data, the data was organized, tabulated, analyzed and interpreted. Percentage and chi-square were used for the statistical treatment of the data. After statistical analysis of data, the researchers concluded that the overall performance of the directly selected elementary school teachers is better and highly appreciable. On the other hand, the performance of the in-service promoted elementary school teachers is poor and unsatisfactory. On the basis of findings and conclusions, it was recommended that special training should be given to the existing in-service promoted elementary school teachers in classroom management and teaching methods to equip them with the modern teaching methods and techniques so that they may perform their duties effectively.

KEYWORDS: Elementary School Teachers, Competencies, Classroom Management, Elementary Level

INTRODUCTION

Classroom management is a critical part of effective and successful instruction. Effective classroom management, which sets in motion with well-organized and efficient lesson planning preparation, assists teacher to teach and students to learn. Students do well in an optimistic classroom atmosphere and an environment in which they feel secure, cared for and involved. From a student point of view, effective and successful classroom management provides students with opportunities to socialize while learning interesting content. From a teacher point of view, effective classroom management involves preventive discipline and interesting instruction (Lang & Hebert, 1995).

No doubt, that effective and successful teaching learning process depends upon effective classroom management. If a teacher succeeds in making classroom atmosphere favorable for teaching learning process, his productivity as an instructor will be increased. He will be able to communicate his knowledge in a very good way to students and the students will be able to learn efficiently. But unfortunately, our most of the teachers are ignorant about effective classroom management. Even some of them do not know the meaning of classroom management. It is a reality that the quality and competencies of the teachers depend upon the quality of pre-service and in-service teacher's training. Therefore, it can be rightly said that teacher education plays an important and fundamental role in education system, but unfortunately, in Pakistan it has failed to respond to the rapidly changing socio-economic realities. It has also badly failed to improve of the quality of education system. The teachers pass pre-service or in-service courses or get training only for earning a certificate/degree or diploma for increasing their salary and for promotion to higher scale. Therefore teacher education does not emphasis on the required personal and professional competencies and qualities which are required for an effective and successful teacher.

Elementary school teachers are considered the backbone of education system. It is imperative to pay proper attention to strengthen the qualities and competencies of elementary school teachers. That is why it is necessary for the government to ensure the production of competent and qualified elementary school teachers in order to strengthen the elementary education. The paper in hand is written to compare the competencies of the directly selected and in-service promoted elementary school teachers regarding classroom management in District Karak, Khyber Pakhtunkhwa (Pakistan). The same papers will find out the weak and strong points of these teachers both directly selected and in-service promoted. In this way the researchers expect that this paper will be highly beneficial and valuable in strengthening the quality of elementary school teachers.

REVIEW OF RELATED LITERATURE

Competence is a concentric union of an individual's characteristics and behaviours. These characteristics interrelate with and are affected by job demands, organizational environment and professional culture. He considers that the elements of competency are motives, traits, self-esteem, social roles, skills, and knowledge. Each of these characteristics is entailed in the manifestation of any competency behaviour. A competency can generally be evaluated with respect to situational contents, i.e. what one intends to achieve in response to each situation? What action is actually taken? Whether the actions are consistent with intentions? What are the results of one action? (Bibi, 2005). According to Kalra (1997), competencies can be classified into two broad categories. First type of competencies are those involving the teacher's mental abilities and skills, understanding the principles of psychology and education and his knowledge of the general and specific subject matter to be taught. Second type of competencies is the one stemming from the personality of the teacher, attitudes, beliefs, interests, behaviour and working relationship with pupils and other

individuals. Research studies have been conducted by choosing any one or combination of the competencies.

The term "Classroom Management" means, "The art of organizing the class". In other words we can say that classroom management is making the atmosphere and situation of the class as favorable for teaching as to attain the required goals and objectives without any loss of time or energy. It involves proper arrangement of working conditions including light, heat and ventilation (Katozai, 2002). Successful classroom management is defined as producing and ensuring a high rate of work involvement with a low rate of deviancy in academic settings (Laslett & Smith, 1984). Classroom management is a term used by teachers to explain the process of ensuring that classroom lessons run efficiently in spite of student's disruptive behaviour. The term also means to prevent disruptive behaviour of students. It is perhaps the most difficult aspect of teaching for majority of the teachers; indeed experiencing problems in this area causes some to leave teaching altogether (Online Wikipedia Encyclopedia). According to Dhand (1990), teachers control and manage their instructional effectiveness in the classroom to some considerable degree. The passive teachers only depend upon the same old teaching techniques constantly. On the other hand, the active teachers who change their day planning, various teaching strategies and techniques used for the attainment of more success in teaching. This practice of different teaching techniques not only provides change for the teacher but it also serves as a source of motivation for students.

Good mangers also carefully arrange their classrooms to reduce disturbances and make sure that teaching learning process can proceed efficiently; they arrange their rooms according to the following principles:

- Teachers should have the ability to observe all students at all times.
- Teaching aids, materials and supplies are readily available.
- High-traffic areas should be free of overcrowding.
- Students should be able to see instructional presentations.
- Procedures and routines should be enthusiastically taught in the same way that academic content is taught (Sadker and Sadker, 1997).

Successful and effective classroom mangers are almost always good planners. They always enter a classroom early to avoid of the likelihood of noise and disturbance created by the students. They are waiting at the door when the children enter into classroom. They take start from the very first day of school and teach the rules about appropriate student's behaviour. They perform this enthusiastically and directly and sometimes they really model the procedures for getting help, leaving the room, going to the pencil sharpener, and the like, the more important rules of classroom behaviour are written down, as are the punishments for not following them (Sadker and Sadker, 1997). Once a teacher loses control of their classroom, it becomes increasingly more difficult for them to recover that control (Moskowitz & Hayman, 1976). Proper arrangement of furniture also plays a vital and crucial role in classroom functioning. Furniture is arranged so that students are familiarized and

adjusted to the primary source or sources of information (e.g., the teacher, audio-visual materials), while at the same time having accessibility to other sources are the activities (e.g., work areas, computers) without distressing in the classroom (Nitsaisook and Anderson, 1989).

Best classroom atmosphere is one that results in efficient learning. Discipline involves using guidance and teaching techniques to encourage students to become self-directive and hence to provide an atmosphere favorable and conducive to learning. Sound classroom control is attained most efficiently if teacher is trained and provided with a theoretical and working knowledge of related rules and principles that produce classroom behaviour-principles related to curriculum planning; objectives and procedures; activities and experiences; meaning and behavior; habits; growth and development; environmental effects; adolescent needs and requirements; expectations; readiness and motivation. Only when the teachers have achieved genuine skills in relating such principles to the classroom behaviour of students is they free to concentrate their attention on the other concerns of instruction (Callahan, 1966).

There are various strategies to cope with student misbehavior. Usually, a school has adopted and implemented one approach despite of the approach for handling misbehavior. It is imperative that as a teacher you implant and follow it from the first day of class, whether your students are at the preschool, elementary, or secondary level. It is not so much what you do to stop student's misconduct that characterizes good classroom control but rather how you avoid or stop such misbehavior from occurring in the beginning. A few students are difficult to receive recognition and approval through appropriate behavior at school. Thus these students frequently misbehave to get attention, gain control, get revenge, or withdraw from the group. These students in fact have one or more of these goals (Farris, 1996). According to Dhand (1990), for the successful teaching, a teacher must plan successfully. Successful planning means to know how to make easy a positive learning experience for the whole students. For this purpose, the teachers use their best professional decision to choose which methods, strategies and techniques will be beneficial and work best for a particular situation.

According to Sperinthall et al. (1994), teachers communicate expectations to students verbally and non-verbally. It is imperative to be known of the way through which you communicate expectations nonverbally because students' performance is often affected by a teachers subtle, as well as not-so-subtle and blatant approaches. What personal convictions, beliefs or opinions a teacher communicates about the competencies of student has a great effect on the performance of student and sometimes teachers have "reference group" expectations about an entire category or people that can have an effect on all members of that group.

In nutshell, effective classroom management is making the atmosphere and situation of the class as favorable for teaching as to attain the required goals and objectives without any loss of time or energy. The teacher communicates his knowledge in an effective way without

any obstruction and the student become able to learn successfully and efficiently. In other words, classroom management is the production and assurance of high rate of work involvement with a low rate of deviancy in academic settings.

STATEMENT OF THE PROBLEM

The problem under investigation was specially designed to compare the competencies of directly selected and in-service selected elementary school teachers in classroom management therefore the statement of the problem was entitled "**A Comparative Study of the Competencies of In-Service Promoted and Directly Selected Elementary School Teachers Regarding Classroom Management in District Karak (Pakistan)".**

OBJECTIVES OF THE STUDY

The main objectives of the study were:

(a) to compare the competencies of directly selected and in-service promoted elementary school teachers regarding classroom management;
(b) to explore the weak and strong points of directly selected and in-service promoted elementary school teachers regarding classroom management and;
(c) to suggest proper ways and means to improve the quality of elementary school teachers regarding classroom management.

RESEARCH METHODOLOGY

1. Population of the Study

All the students at elementary level in District Karak, Khyber Pakhtunkhwa (Pakistan) constituted the population of the study.

2. Sample & Sampling Technique

The researchers selected those schools where both directly selected and in-service promoted elementary school teachers were present. For this purpose, researchers after great effort succeeded in selecting the same schools where both directly selected and in-service promoted elementary school teachers were present. In order to ensure adequate representation of sample, only 1350 students studying in forty five schools at elementary level in District Karak were selected randomly. From each school, 05 students from class 6th, 10 students from class 7th and 15 students from 8th were selected. The detail of the sample is given as under:

SAMPLE	No. of Selected Schools			No. of Students from Each School			
	Urban	Rural	Total	From 6th	From 7th	From 8th	Total
SIZE	15	30	45	05	10	15	30
TOTAL	**15**	**30**	**45**	**225**	**450**	**675**	**1350**

3. Delimitations of the Study

The study was delimited to the selected schools in District Karak. The study was further delimited to the male students and teachers.

4. Research Instrumentation

The study was descriptive in nature therefore the researchers decided to develop questionnaires for the collection of data. Two questionnaires were developed for the whole sample. One questionnaire was prepared about in-service promoted elementary school teachers and the other was prepared about directly selected elementary school teachers.

5. Pilot Testing

Authentic and accurate results of the research study mainly depend upon the authenticity and validity of the research instrument. Therefore pilot testing was conducted to remove the weakness, misconceptions and ambiguities of the questions in questionnaires. After conduction of pilot testing, the questionnaires were revised and then their final versions were prepared.

6. Validity & Reliability of the Questionnaire

It is necessary to ensure the reliability and accuracy of the research instruments. Reliability is the degree of consistency that an instrument or data collection procedure demonstrates, whereas validity is the quality of the collection procedure of the data that enables it to measure what it intends to measure (Gay, 2005; & Masrur, 2003). Cronbach's alpha was used to estimate the reliability of questionnaire. The reliability coefficient was found to be 0.81. Item validity by internal consistency procedure was done on the data. The Cronbach's alpha formula is given as under:

$$\alpha = \frac{N.\overline{C}}{\overline{V} + (N-1).\overline{C}}$$

Where

N = Total number of respondents

$\overline{C}$ = Average inter-item covariance

$\overline{V}$ = Average variance

7. Collection of Data

The researchers personally visited to the respective sample students and distributed two two questionnaires among them. In this way data was collected about the both directly selected and in-service promoted elementary school teachers.

8. Analysis of Data

After the collection of data, the data was organized, tabulated and analyzed. Statistical

tools i.e., percentage and chi square were used for the statistical analysis of the data. Therefore, percentage and chi square were applied to compare the data. The following formula for chi square was used:

$$\chi^2 = \sum \frac{\left[(f_o - f_e)^2\right]}{f_e}$$

Where χ^2 = Chi-square
$\sum$ = Sum of
f_o = Frequency of occurrence of observed
f_e = Expected frequency

SIGNIFICANCE OF THE STUDY

The purpose of the study was to explore the competencies of directly selected and in-service promoted elementary school teachers in classroom management and therefore the findings of the study will beneficial for both in-service promoted and directly selected elementary school teachers as it will explore the weak points of their classroom management and also suggest proper ways and means for the enhancement of their teaching and classroom management. In this way they will be able to improve their quality of teaching and classroom management. The researchers also expect that the government will also provide training opportunities for weak in-service elementary school teachers to strengthen their teaching performance and classroom management.

RESULTS AND DISCUSSION

The purpose of the present study was to compare the competencies of directly selected and in-service promoted elementary school teachers in District Karak. Data was collected through personal visits and questionnaires were used as research instrument. After the collection of data, the data was organized, tabulated and analyzed. Percentage and chi square were used for the analysis of the data. Therefore, chi square was applied to compare the data. The whole process is explained as under:

Table 01: At the opening day of the class, your teacher formulates and announces classroom rules and regulations to ensure a favorable environment in side the classroom.

Responses About	SA	A	UD	DA	SDA	TOTAL	χ^2
Directly Selected EST	352 26.1%	566 39.6%	037 02.6%	183 12.8%	212 14.8%	1350	308.27*
In-Service Promoted EST	156 10.9%	339 23.7%	046 03.2%	523 36.6%	286 20.0%	1350	
TOTAL	508	905	119	706	798	2700	

***Significant (p<0.05) df = 4 table value of χ^2 at 0.05 level = 9.488**

Table 01 illustrates that the calculated value of χ^2 was found to be 308.27 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level. It shows that students have different opinions about directly selected and in-service promoted elementary school teachers. They responded that directly selected elementary school teachers At the opening day of the class, your teachers formulate and announce classroom rules and regulations to ensure a favorable environment in side the classroom whereas in-service promoted elementary school teachers do not formulate and announce the same.

Table 02: Your teacher has the ability to maintain discipline and control disruptive behavior of the students.

Responses About	SA	A	UD	DA	SDA	TOTAL	χ^2
Directly Selected EST	326 22.8%	596 41.7%	048 03.4%	242 16.9%	138 09.7%	1350	230.36*
In-Service Promoted EST	213 14.9%	336 23.5%	039 02.7%	427 29.9%	335 23.5%	1350	
TOTAL	539	932	87	669	473	2700	

***Significant (p<0.05) df = 4 table value of χ^2 at 0.05 level = 9.488**

Table 02 indicates that the calculated value of χ^2 was found to be 230.36 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level. It depicts that students have different opinions about directly selected and in-service promoted elementary school teachers. They responded that directly selected elementary school teachers have the ability to maintain discipline and control disruptive behavior of the students. whereas majority of the in-service promoted elementary school teachers do not maintain discipline and control disruptive behaviour of the students.

Table 03: Your teacher prevents students from disruptive behavior through moral, religious and motivational lectures.

Responses About	SA	A	UD	DA	SDA	TOTAL	χ^2
Directly Selected EST	289 20.2%	393 27.5%	064 04.5%	348 24.4%	256 17.9%	1350	253.93*
In-Service Promoted EST	126 08.8%	173 12.1%	056 03.9%	647 45.3%	348 24.4%	1350	
TOTAL	415	566	120	995	604	2700	

***Significant (p<0.05) df = 4 table value of χ^2 at 0.05 level = 9.488**

Table 03 depicts that the calculated value of χ^2 was found to be 253.93 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level. It shows that students have different opinions about directly selected and in-service promoted elementary school teachers. They responded that majority of the directly selected elementary school teachers prevent students from disruptive behavior through moral, religious and motivational lectures whereas majority of the in-service promoted elementary school teachers do not perform the same.

Table 04: Your teacher monitors undesired and offensive activities of the disruptive students constantly and properly.

Responses About	SA	A	UD	DA	SDA	TOTAL	χ^2
Directly Selected EST	387 27.1%	572 40.0%	043 03.0%	231 16.2%	117 08.2%	1350	496.50*
In-Service Promoted EST	114 08.0%	286 20.0%	052 03.6%	504 35.3%	394 27.6%	1350	
TOTAL	501	858	95	735	511	2700	

***Significant ($p<0.05$) df = 4 table value of χ^2 at 0.05 level = 9.488**

Table 04 shows that the calculated value of χ^2 was found to be 496.50 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level. It illustrates that students have different opinions about directly selected and in-service promoted elementary school teachers. They responded that directly selected elementary school teachers monitor undesired and offensive activities of the disruptive students constantly and properly whereas in-service promoted elementary school teachers do not monitor the same.

Table 05: Your teacher applies the principles of educational psychology in the classroom.

Responses About	SA	A	UD	DA	SDA	TOTAL	χ^2
Directly Selected EST	157 11.0%	382 26.7%	062 04.3%	421 29.5%	328 23.9%	1350	07.87*
In-Service Promoted EST	146 10.2%	359 25.1%	056 03.9%	396 27.7%	392 27.4%	1350	
TOTAL	303	741	118	817	720	2700	

***Non-Significant ($p>0.05$) df = 4 table value of χ^2 at 0.05 level = 9.488**

Table 05 illustrates that the calculated value of χ^2 was found to be 07.87 which is statistically non-significant because it is less than the table value of χ^2 at 0.05 level. It indicates that students have the same opinions about directly selected and in-service promoted elementary

school teachers. They responded that both directly selected and in-service promoted elementary school teachers do not applies the principles of educational psychology in the classroom.

Table 06: Your teacher pays his attention to students individually.

Responses About	SA	A	UD	DA	SDA	TOTAL	χ^2
Directly Selected EST	294 20.6%	498 34.9%	067 04.7%	278 19.5%	213 14.9%	1350	187.93*
In-Service Promoted EST	167 11.7%	283 19.8%	057 04.0%	471 33.0%	372 26.0%	1350	
TOTAL	461	781	124	749	585	2700	

***Significant ($p<0.05$) df = 4 table value of χ^2 at 0.05 level = 9.488**

Table 06 shows that the calculated value of χ^2 was found to be 187.93 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level. It depicts that students have different opinions about directly selected and in-service promoted elementary school teachers. They responded that majority of the directly selected elementary school teachers give their attention to students individually whereas majority of the in-service promoted elementary school teachers do not pay their attention to students individually.

Table 07: Your teacher utilizes educational technologies/Audio visual aids during instructional process.

Responses About	SA	A	UD	DA	SDA	TOTAL	χ^2
Directly Selected EST	125 07.8%	219 15.3%	072 05.0%	491 34.4%	443 31.0%	1350	09.03*
In-Service Promoted EST	109 07.6%	174 12.2%	066 04.6%	516 36.1%	485 34.0%	1350	
TOTAL	234	393	138	1007	928	2700	

***Non-Significant ($p>0.05$) df = 4 table value of X^2 at 0.05 level = 09.488**

Table 07 indicates that the calculated value of χ^2 was found to be 09.03 which is statistically non-significant because it is less than the table value of χ^2 at 0.05 level. It shows that students have the same opinions about directly selected and in-service promoted elementary school teachers. They responded that both directly selected and in-service promoted elementary school teachers do not utilize educational technologies/audio visual aids during instructional process.

Table 08: Your teacher tries to enhance student's attitudes, behavior, and academic performance.

Responses About	SA	A	UD	DA	SDA	TOTAL	χ^2
Directly Selected EST	322 22.5%	493 34.5%	058 04.1%	261 18.3%	216 15.1%	1350	170.28*
In-Service Promoted EST	207 14.5%	276 19.3%	064 04.5%	419 29.3%	384 26.9%	1350	
TOTAL	529	769	122	680	600	2700	

***Significant ($p<0.05$) df = 4 table value of χ^2 at 0.05 level = 9.488**

Table 08 illustrates that the calculated value of χ^2 was found to be 170.28 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level. It indicates that students have different opinions about directly selected and in-service promoted elementary school teachers. They responded that majority of the directly selected elementary school teachers try to enhance student's attitudes, behavior and academic performance whereas in-service promoted elementary school teachers do not try to enhance student's attitudes, behavior and academic performance.

Table 09: Your teacher keeps in mind student's individual differences while teaching in the classroom.

Responses About	SA	A	UD	DA	SDA	TOTAL	χ^2
Directly Selected EST	266 18.6%	426 29.8%	076 05.3%	349 24.4%	233 16.3%	1350	179.73*
In-Service Promoted EST	148 10.4%	226 15.8%	065 04.6%	463 32.4%	448 31.4%	1350	
TOTAL	414	652	141	812	681	2700	

***Significant ($p<0.05$) df = 4 table value of χ^2 at 0.05 level = 9.488**

Table 09 indicates that the calculated value of χ^2 was found to be 179.73 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level. It illustrates that students have different opinions about directly selected and in-service promoted elementary school teachers. They responded that majority of the directly selected elementary school teachers keep in mind student's individual differences while teaching in the classroom whereas majority of the in-service promoted elementary school teachers do not keep in mind student's individual differences during instructional process.

Table 10: Your teacher pays proper attention on cleanliness in the classroom.

Responses About	SA	A	UD	DA	SDA	TOTAL	χ^2
Directly Selected EST	395 27.7%	457 32.0%	082 05.7%	279 19.5%	137 09.6%	1350	133.04*
In-Service Promoted EST	261 18.3%	329 23.0%	077 05.4%	362 25.3%	321 22.5%	1350	
TOTAL	656	786	159	641	458	2700	

***Significant ($p<0.05$) df = 4 table value of χ^2 at 0.05 level = 9.488**

Table 10 illustrates that the calculated value of χ^2 was found to be 133.04 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level. It indicates that students have different opinions about directly selected and in-service promoted elementary school teachers. They responded that majority of the directly selected elementary school teachers pay proper attention on cleanliness in the classroom whereas in-service promoted elementary school teachers do not pay their attention on cleanliness in the classroom.

Table 11: Your teacher has the ability to manage student's seating arrangement properly.

Responses About	SA	A	UD	DA	SDA	TOTAL	χ^2
Directly Selected EST	286 20.0%	459 32.1%	073 05.1%	270 18.9%	262 18.3%	1350	190.60*
In-Service Promoted EST	174 12.2%	231 16.2%	069 04.8%	493 34.5%	383 26.8	1350	
TOTAL	460	690	142	763	645	2700	

***Significant ($p<0.05$) df = 4 table value of χ^2 at 0.05 level = 9.488**

Table 11 illustrates that the calculated value of χ^2 was found to be 190.60 which is statistically significant because it is greater than the table value of χ^2 at 0.05 level. It indicates that students have different opinions about directly selected and in-service promoted elementary school teachers. They responded that majority of the directly selected elementary school teachers have the ability to manage student's seating arrangement properly whereas majority of the in-service promoted elementary school teachers do not have the ability to manage the same properly.

CONCLUSIONS

In the light of statistical analysis of data, the researchers arrived at the following conclusions:

It was found that:

1. Majority of the directly selected elementary school teachers formulate and announce classroom rules and regulations to ensure a favorable environment in side the classroom at the opening day of the class whereas majority of the in-service promoted elementary school teachers do not formulate and announce the same at the beginning of the session.
2. Majority of directly selected elementary school teachers have the ability to maintain discipline and control disruptive behavior of the students whereas majority of the in-service promoted elementary school teachers do not maintain discipline in classroom.
3. Majority of the directly selected elementary school teachers monitor undesired and offensive activities of the disruptive students constantly and properly whereas majority of the in-service promoted elementary school teachers do not monitor the same constantly and properly.
4. Majority of the directly selected elementary school teachers prevent students from disruptive behavior through moral, religious and motivational lectures whereas majority of the in-service promoted elementary school teachers do not prevent students from disruptive behavior through moral, religious and motivational lectures.
5. Both directly selected and in-service promoted elementary school teachers do not applies the principles of educational psychology in the classroom.
6. Majority of the directly selected elementary school teachers pay attention to students individually whereas majority of the in-service promoted elementary school teachers do not pay attention to students individually.
7. Both directly selected and in-service promoted elementary school teachers do not use educational technology/audio visual aids during instructional process.
8. Majority of the directly selected elementary school teachers try to enhance student's attitudes, behavior and academic performance whereas in-service promoted elementary school teachers do not try to enhance student's attitudes, behavior and academic performance.
9. Majority of the directly selected elementary school teachers keep in mind student's individual differences while teaching in the classroom whereas majority of the in-service promoted elementary school teachers do not keep in mind student's individual differences during instructional process.
10. Majority of the directly selected elementary school teachers pay proper attention on cleanliness in the classroom whereas in-service promoted elementary school teachers do not pay their attention on cleanliness in the classroom.
11. Majority of the directly selected elementary school teachers manage student's seating arrangement properly whereas majority of the in-service promoted elementary school teachers do not manage student's seating arrangement properly.

Strong Points of Directly Selected Elementary School Teachers Regarding Classroom Management:

After analysis of the data, the researchers concluded that following are the strong

points of the directly selected elementary school teachers regarding classroom management:

1. They formulate and announce classroom rules and regulations to ensure a favorable environment in side the classroom at the opening day of the class.
2. They have the ability to maintain discipline and control the disruptive behaviour of the students.
3. They monitor undesired and offensive activities of the disruptive students constantly and properly.
4. They prevent students from disruptive behavior through moral, religious and motivational lectures.
5. They pay attention to students individually.
6. They use various teaching methods during instructional process.
7. They try their best to enhance student's attitudes, behavior, and academic performance.
8. They keep in mind student's individual differences while teaching in the classroom.
9. They pay proper attention on cleanliness in the classroom.
10. They have the ability to manage student's seating arrangement properly.

Weak Points of Directly Selected Elementary School Teachers Regarding Classroom Management:

After analysis of the data, the researchers concluded that following weak points of the directly selected elementary school teachers regarding classroom management:

1. They do not apply the principles of educational psychology in the classroom to enhance the student's academic and moral performance.
2. They do not use educational technology/audio visual aids in teaching learning process.

Weak Points of In-Service Promoted Elementary School Teachers Regarding Classroom Management:

After analysis of the data, the researchers concluded that following are the weak points of in-service promoted elementary school teachers regarding classroom management:

1. They do not formulate and announce classroom rules and regulations to ensure a favorable environment in side the classroom at the opening day of the class.
2. They do not have the ability to maintain discipline and control the disruptive behaviour of the students.
3. They do not monitor undesired and offensive activities of the disruptive students constantly and properly.
4. They prevent students from disruptive behavior through moral, religious and motivational lectures.
5. They do not pay attention to students individually.
6. They do not use various teaching methods during instructional process.
7. They do not try their best to enhance student's attitudes, behavior, and academic performance.

8. They do not keep in mind student's individual differences while teaching in the classroom.
9. They do not pay attention on cleanliness in the classroom.
10. They do not manage student's seating arrangement properly.
11. They do not apply the principles of educational psychology in the classroom to enhance the student's academic and moral performance.
12. They do not use educational technology/audio visual aids in teaching learning process.

Concluding Remarks

In nutshell, it is concluded that the overall performance of the directly selected elementary school teachers is better and highly appreciable regarding classroom management. On the other hand, the overall performance of the in-service promoted elementary school teachers is poor, unsatisfactory and objectionable.

RECOMMENDATIONS

Keeping in view the conclusions, the researchers make some recommendations which are described as under:

1. As we know that according to the contemporary service structure of teachers, 75% in-service PST teachers will be promoted to elementary school teachers which is a great threat to the quality of education at elementary level. Therefore, at least 75% appointments of the elementary school teachers should be selected through open merit, competitive and transparent examination in order to raise quality of education at elementary level.
2. Special criteria, rules and regulations should be made for the appointment of the in-service teachers as elementary school teachers. Elementary school teachers should have at least B.Ed and B.A qualifications.
3. As majority of the in-service promoted elementary school teachers are not competent in classroom management therefore, it is strongly recommended that special training should be given to the existing in-service promoted elementary school teachers in classroom management and teaching methods to equip them with the modern teaching methods and techniques so that they may perform their duties effectively.
4. It is also recommended that all elementary school teachers should prepare lesson plan regularly to ensure quality teaching.
5. As it was found that both directly selected and in-service promoted elementary school teachers do not use educational technology during instructional process. Poor availability and lack of training and skills are the main reasons therefore it is strongly recommended that all the elementary school teachers should be given a special training in the utilization of educational technology so that they may become able to utilize technology in their teaching effectively. In addition, educational technologies i.e. overhead projectors, multimedia, educational televisions, radios, DVD players, models etc should be provided to each school immediately.

6. At the beginning of new session or class, classroom management rules and regulations should be devised and announced so that students may understand the behaviour of a teacher.
7. It is strongly recommended that teachers should keep and maintain record of disruptive and aggressive students and it should be sent to their parents. In addition, a special meeting programme should be launched inside the schools to discuss on the same issues
8. For directly selected and in-service promoted elementary school teachers, a proper system of continuous evaluation may be made. The weak points of the elementary school teachers should be identified by the principals and senior staff and necessary measures should be taken for the improvement of these teachers.
9. In-service promoted elementary school teachers are directed to pay their attention especially on maintenance of discipline in the classroom to ensure effective teaching learning process. In addition, they are also advised to pay their attention on cleanliness, proper seating arrangement, utilization of the principles of psychology, student's academic and moral performance, and student's individual differences etc.
10. Surprising visits of the higher authorities should be ensured to asses the teaching performance of the elementary school teachers.
11. Proper annual inspection system should be institutionalized in order to evaluate the teaching performance of elementary school teachers.
12. In-service training may be provided to all in-service promoted elementary school teachers on professional skills at least once in year to enable them to perform their duties effectively.
13. Special refresher courses should be arranged for in-service promoted elementary school teachers to increase their teaching efficiency and productivity.

RECOMMENDATIONS FOR FUTURE RESEARCH STUDIES

1. It is recommended that this type of research study should be conducted in other districts and provinces.
2. It is also recommended that this type of research study should be conducted at secondary and higher secondary school level.
3. It is also recommended that this type of research study should be conducted to compare the competencies of female elementary school teachers regarding classroom management.

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