

A Study of Classroom Management and Classroom Control Practices at Secondary Level in City Lahore

Musarrat Habib ^{1*} Shazia Bibi ² Zunaira Fatima ³

¹ Associate Professor, Department of Education, Faculty of Social Sciences, The University of Lahore, Lahore, Punjab, Pakistan.
Email: musarrat.javaid@ed.uol.edu.pk

² Assistant Professor, Department of Education, Faculty of Social Sciences, The University of Lahore, Lahore, Punjab, Pakistan.
Email: shazia.bibi@ed.uol.edu.pk

³ Assistant Professor, Department of Education, University of Sargodha, Sargodha, Punjab, Pakistan.
Email: zunaira.fatima@uos.edu.pk

ABSTRACT: Now a days the education system meets the need of individuals and the knowledge is just not the knowledge its requires the quality of education in quality standards. Education system faced many challenges at every level of education, these challenges directly effects the quality of education, At the secondary level classroom control and classroom management are these two more important problems at secondary level. The current study purpose was to explore the teachers' classroom control and classroom management at university level. The objectives of the research study were to; (1) find the classroom control and classroom management practices at secondary level, (2) investigate the differences in male and female teachers' classroom control and classroom management practices regarding gender and age. The current study was survey research type. Simple random sampling technique was used to select the sample size. The reliability of the instrument was .987. Data were analyzed through descriptive and inferential statistics. Findings of the study concluded that secondary school teachers promote students through classroom control and classroom management practices in classroom. Findings further concluded that teachers use lesson plans for effective teaching, physical resources to enhance learning, and A. V. aids during class.

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Corresponding Author

Shazia Bibi

✉ shazia.bibi@ed.uol.edu.pk

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KEYWORDS: Secondary School Teachers, Classroom Management, Classroom Control

Introduction

Classroom control and classroom management affect teachers' teaching and learning processes. Classroom control and classroom management also affect students' learning and performance. Classroom control and classroom management effectively manage the classroom, and their effects on students are that they feel safe and treated with respect in the classroom. Classroom control and classroom management practices also promote discipline in the classroom. These practices care for teachers and students as well. A well-disciplined classroom shows good, well-disciplined, and organized learning. Good teachers establish cooperative and responsible environments for both students and their own learning. The environment of the classroom belongs to the teachers and students both. Teachers play a critical role in prompting students' behavior. Good lesson planning helps teachers deal with issues in the classroom, such as disturbance, misbehavior and breaking the rules. Teachers face difficult situations in different modes of teaching (Little & Akin, 2008).

A teacher's most important responsibility is to manage and control the classroom effectively. Teachers at the secondary level are professionals, and they also receive professional development support for improving classroom

control and classroom management strategies and practices at the secondary level. In this situation, there are some techniques that promote classroom control and classroom management, like discipline, lesson planning, good use of a.v.aids, student motivational techniques, student engagement techniques, student reinforcement techniques, effective teaching methods, effective learning processes, and effective classroom management approaches that teachers can apply in the classroom. These approaches also help students in their learning and enhance the prosocial behavior of students and academic performance, beginning and learning environment (Ayebo & Assuah, 2017).

Objectives of the Study

The objectives of the research study were to;

1. Find classroom control and classroom management practices at the secondary school level.
2. Find the differences in male and female secondary school teachers' classroom control and classroom management practices.
3. Find the differences in secondary school teachers' classroom control and classroom management practices based on their age.

Statement of the Problem

The secondary school teacher manages the classroom through limited techniques because the majority of secondary schools have low budgets and low resources. Due to limited budgets and resources, classroom control and management are difficult for secondary school teachers. Behavioral problems and absenteeism in classroom control and management are very important and difficult to manage. Some students are from rural areas, and some are from urban areas, so the area is a matter in classroom control. Late coming to the classroom is also an important factor that affects students' learning and creates disturbance in the classroom. The current study indicates how secondary school teachers control the classroom and how they manage the classroom environment

Significance of the Study

The purpose of the present study was to investigate and check the classroom control and classroom management practices of secondary school teachers. This study will be helpful for teachers and students both. Through this study, teachers may improve the teaching-learning process through effective teaching, lesson planning and good classroom control and management. Through this study, students may benefit in future learning. This study is helpful for the students and secondary school teachers. This study is also helpful for future research on practices and teaching strategies that are helpful for classroom control and classroom management practices.

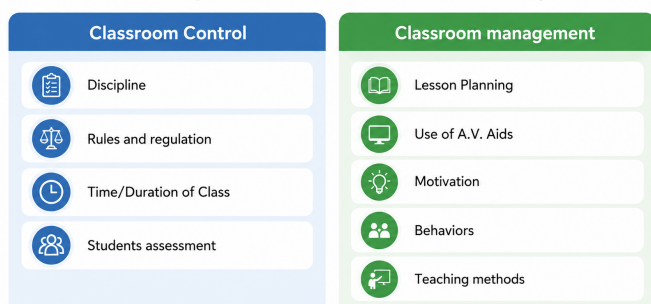
Limitations of the Study

The present study was limited to the following grounds;

1. The City Lahore
2. Secondary Schools of City Lahore
3. Teachers of secondary schools

Figure 1

Conceptual Framework of the Study



Theoretical Framework of the Study

The psychologist and sociologist Skinner's theory (1984) of behaviorism, the learning theory, relates to the classroom management approaches and key factors of behavior. This theory also describes the learning and motivation that are key factors of classroom management and classroom control. The theory also describes the operant and classical conditioning of learning that are also described as factors of classroom management and classroom control.

Review of Related Literature

The classroom control and classroom management practices are teaching and learning enhancement strategies that promote learning and enhance the quality of education as well (Lock & Babki, 2006). The classroom control practices indicate discipline, time management, rules and regulations of the class and also maintain the behavior of the students in the classroom (Oliver et al., 2011). The classroom management activities include the effective teaching and learning process that indicates good lesson planning, good motivational techniques, instruction and materials, good teaching methods, and effective use of aids (Alvi et al., 2021).

Classroom management also includes the factor of authority, and it is very important so as to avoid disruptive behavior and activities in the classroom. Teachers have the authority to command and give respect to students, and this authority in the classroom is successful in a good teaching-learning process. The teacher must consider that the students also have some dignity and respect in class. The classroom instructor is necessary to maintain the dignity of students by avoiding announcing the names of students in front of the whole class when they disturb the teacher and do not show the names of the students among other students (Ayebo & Assuah, 2017).

The classroom instructor also deals with the students through consistency and humility. The classroom instructor also shows positive thinking and behaviors to others. The secondary school teachers are mostly not part of the discussion. The teacher should be prepared for a lesson plan; the students will not take it for granted and play different pranks with teachers. The teacher should avoid the use of punishment, she/he may use motivational and reinforcement techniques with students. In the classroom, discipline problems are also a major concern for teachers. Effectively handling discipline problems in Classroom management and classroom control practices and strategies are key to success at the secondary level (Habib et al., 2024).

Research Methods and Procedure

For the present study, the researcher used the quantitative research design and descriptive type of research.

Population

The target population was all public sector secondary schools located in the city of Lahore. The accessible population was the four secondary school (Wapda town, Model town, Iqbal town, joher town) was the accessible population.

Sampling Techniques and Procedure

A simple random sampling technique was used to select the sample. The 100 secondary school teachers were selected for the present study. The total number of 832 secondary school teachers was in Lahore City secondary schools.

Table 1
Sampling

Sr.No.	Total Teachers	Sample Teachers
	832	100
Total	100 sample	

Table 2*Sampling and Sample Size*

Sr.No.	Name of towns	Number of Teachers
1	Wapda Town	25
2	Model Town	25
3	Joher Town	25
4	Iqbal Town	25
Total	4	100

Research Instruments

The researcher used a self-developed questionnaire and administered it to all secondary school teachers in all sample towns. The research tool was validated by 5 expert opinions. The researchers also measured the reliability through pilot testing and then applied the Cronbach Alpha for measuring reliability, and the value was 0.978, which shows that the tool was reliable and validated also.

Data Analysis and Interpretations**Descriptive analysis of Scale****Table 3***Descriptive Analysis of Demographic Variables*

Towns	F	School	% Teachers
Wapda town,	25	5	25
Model town	25	5	25
Iqbal town,	25	5	25
Joher town	25	5	25
Total	100	20	100

Table 3 presents the descriptive statistics about the details of schools and towns in Lahore City. A total of four towns were selected. The number of schools was 20. The total number of teachers was 100. The percentage of teachers was 25% from each town and 5 schools from each town.

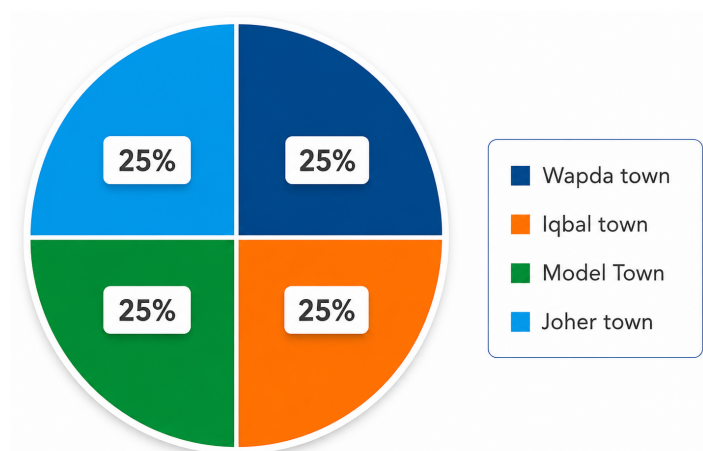
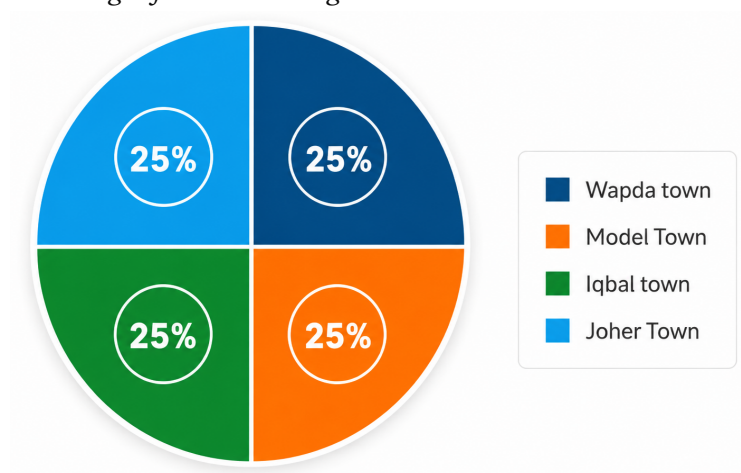
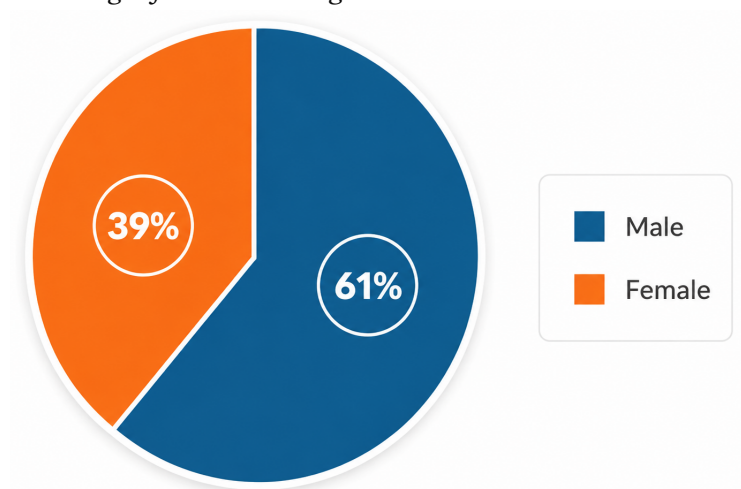
Figure 2*Percentage of Teachers among towns*

Figure 3*Percentage of Schools among Towns***Table 4***Frequency Distribution regarding Gender*

Gender	F	%	Wapda Town (N)	Model Town (N)	Iqbal Town (N)	Joher Town (N)
Male	53	60.70	18	14	21	17
Female	47	39.30	7	11	4	8
Total	100	100	25	25	25	25

Table 4 shows the frequency distribution of gender wise school teachers in City Lahore. The male school teachers in Wapda Town were 18, female teachers were 7, and total teachers were 25. The male teachers of Model Town were 14, female teachers were 11, and total teachers were 25. The male teachers of Iqbal Town were 21, and female teachers were 4, and the total was 25. The male teachers of Joher Town were 17, and female teachers were 8, and the total was 25. The total number of school teachers in all towns was 100.

Figure 4*Percentage of Gender among Towns*

Descriptive Statistics of Instrument

Table 5

Percentage of the Respondents of Scale Part I Classroom Control

Dimensions Classroom Control	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Discipline	16.0	27.4	1.0	26.5	30.1
Behavior	23.4	25.1	6.1	25.1	23.6
Rules and regulations	34.2	23.1	15.1	3.20	1.20
Classroom in-out routine	54.1	32.2	1.7	1.20	0.10
Respond to students	48.1	51.2	1.3	3.10	1.20
Time/Lay out	23.2	38.2	1.4	5.10	38.3

Table 5 shows the percentages of the respondents for Scale Part I, which shows the classroom control sub-factor percentages. Overall, the percentage of respondents who remained undecided ranged from 15.1% (rules and regulation factor); those who disagreed ranged from 0% to 38.3% (time and layout factor); and those who agreed and strongly agreed ranged from 51% to 16.0% (discipline factor).

Table 6

Percentage of the Respondents of Scale Part II Classroom Management

Dimensions Classroom Control	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Lesson planning	72.0	23.4	1.0	2.7	2.10
Teaching Methods	30.4	20.1	4.1	24.1	22.0
Motivation	25.2	23.1	12.8	18.2	22.0
Instruction	34.1	48.2	6.5	8.2	6.10
Material	68.1	28.2	1.2	4.1	4.20
Feedback	52.2	28.2	.05	9.1	8.30

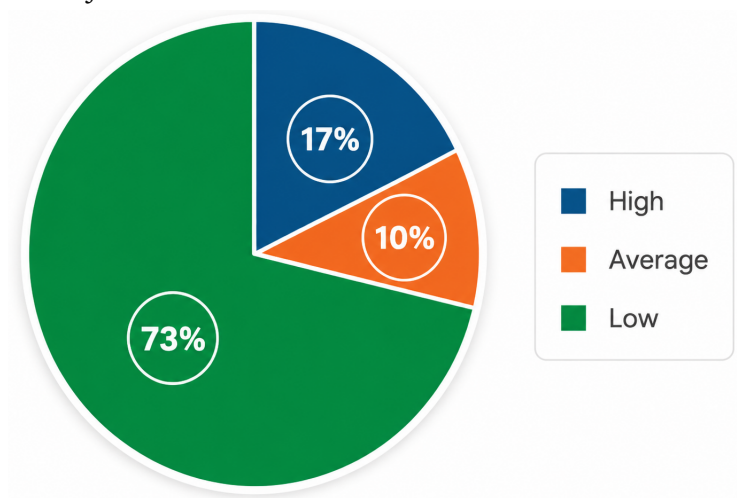
Table 6 shows the percentage of the respondents of Scale Part II classroom management. Overall, the percentage of respondents who remained undecided ranged from 12.8% (motivation factor); those who disagreed ranged from 4% to 46.2% (teaching methods); and those who agreed and strongly agreed ranged from 50% to 95.4%. This shows that the Teachers' classroom management is good, and the lesson planning factor shows a high result, indicating that teachers prepared their lesson plans for teaching and classroom management.

Table 7

Level of Teacher's Classroom Control

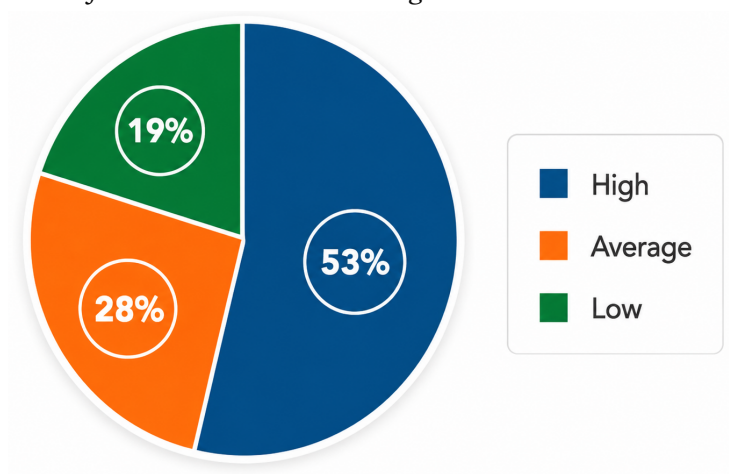
Variable	N	Mean	Std. D	% High	% Average	%Low
Teachers Classroom Control	100	1.18	.43	17%	10%	73%

Table 7, the teachers' Classroom Control dimension shows that N=100. The mean score of the teachers' Classroom Control was (m= 1.18) and SD (.43). The scale indicates that school teachers generally have a very low level of classroom management. The percentage of 73% was low, 17% was very high, and 10% was average, which indicates the maximum possible score; it indicates that most teachers have less classroom control in classroom management.

Figure 5*Level of Teachers' Classroom Control***Table 8***Level of Teacher's Classroom Management*

Variable	N	Mean	Std. D	% High	% Average	%Low
Teachers Classroom Management	100	3.48	.872	53%	28%	19%

Table 8, the teachers' classroom management dimension shows that N=100. The mean score of the teachers' classroom management was (m= 3.48) and SD (.872). The scale indicates that school teachers generally have a very high level of classroom management. The percentage of 53% was high, 28% was very average, and 19% was low, which indicates the maximum possible score; it indicates that mostly teachers have good classroom management during class.

Figure 6*Level of Teachers Classroom Management***Table 9***Gender-wise Comparison Of Teacher's Classroom Control and Classroom Management Practices*

Variable	Gender	N	Mean	SD	T	p-value
Classroom control and management	Male	53	4.89	.897	.92	0.001
	Female	47	1.34	.579		

Level of significance= 0.05

Table 9 shows the gender wise comparison of teachers' classroom control and classroom management strategies. The mean score of males was (4.89), and that of females was (1.34). The difference was statistically significant (p -value = 0.001). The result shows that male school teachers have good classroom control and classroom management as compared to female school teachers, as their mean scores are not the same.

Table 10

Relationship between Classroom Control and Classroom Management Practices

Variable	University	N	R	p-value
Classroom control and management	Classroom Control	100	.928	0.001
	Classroom management			

Level of significance= 0.05

Table 10 shows that there is a strong and positive relationship between classroom control and classroom management practices. The difference was statistically significant (p -value = 0.001). The result shows ($r=.928$), which shows a positive relationship and a strong correlation. It means both practices support teachers in the classroom.

Findings of the Study

The present study reveals the following findings.

1. Table 3 presents the descriptive statistics about the details of schools and towns in Lahore City. A total of four towns were selected. The number of schools was 20. The total number of teachers was 100. The percentage of teachers was 25% from each town and 5 schools from each town.
2. Table 4 shows the frequency distribution of gender wise school teachers in City Lahore. The male school teachers in Wapda Town were 18, female teachers were 7, and total teachers were 25. The male teachers of Model Town were 14, female teachers were 11, and total teachers were 25. The male teachers of Iqbal Town were 21, and female teachers were 4, and the total was 25. The male teachers of Johar Town were 17, and female teachers were 8, and the total was 25. The total number of school teachers in all towns was 100.
3. Table 5 shows that the percentage of the respondents of Scale part I shows the classroom control sub-factor percentages. Overall percentage of the respondents who remained undecided ranged from 15.1% (rules and regulation factor); those who disagreed ranged from 0% to 38.3% (time and layout factor); and those who agreed and strongly agreed ranged from 51% to 16.0% (discipline factor).
4. Table 6 shows the percentage of the respondents for Scale Part II classroom management. Overall, the percentage of respondents who remained undecided ranged from 12.8% (motivation factor); those who disagreed ranged from 4% to 46.2% (teaching methods); and those who agreed and strongly agreed ranged from 50% to 95.4%. This shows that the Teachers' classroom management is good, and the lesson planning factor shows a high result, indicating that teachers prepared their lesson plans for teaching and classroom management.
5. Table 7 shows that the teachers' Classroom Control dimension has an N of 100. The mean score of the teachers' Classroom Control was ($m= 1.18$) and SD (.43). The scale indicates that school teachers generally have a very low level of classroom management. The percentage of 73% was low, 17% was very high, and 10% was average, which indicates the maximum possible score; it indicates that mostly teachers have less classroom control in classroom management.
6. Table 8, the teachers' classroom management dimension shows that $N=100$. The mean score of the teachers' classroom management was ($m= 3.48$) and SD (.872). The scale indicates that school teachers generally have

a very high level of classroom management. The percentage of 53% was high, 28% was very average, and 19% was low. This indicates the maximum possible score; it indicates that mostly teachers have good classroom management during class.

7. Table 9 shows the gender wise comparison of teachers' classroom control and classroom management strategies. The mean score of males was (4.89), and that of females was (1.34). The difference was statistically significant (p -value = 0.001). The result shows that male school teachers have good classroom control and classroom management as compared to female school teachers, as their mean scores are not the same.
8. Table 10 shows that there is a strong and positive relationship between classroom control and classroom management practices. The difference was statistically significant (p -value = 0.001). The result shows ($r=.928$), which shows a positive relationship and a strong correlation. It means both practices support teachers in the classroom.

Conclusion of the Study

The present study reveals the following findings.

It was concluded that the number of schools was 20. The total number of teachers was 100. The percentage of teachers was 25% from each town and 5 schools from each town. The frequency distribution of gender wise school teachers in City Lahore. The male school teachers in Wapda Town were 18, female teachers were 7, and total teachers were 25. The male teachers of Model Town were 14, female teachers were 11, and total teachers were 25. The male teachers of Iqbal Town were 21, and female teachers were 4, and the total was 25. The male teachers of Johar Town were 17, and female teachers were 8, and the total was 25. The total number of school teachers in all towns was 100.

It was concluded that Part I shows the percentages of the classroom control sub-factors. Overall percentage of the respondents who remained undecided ranged from 15.1% (rules and regulation factor); those who disagreed ranged from 0% to 38.3% (time and layout factor); and those who agreed and strongly agreed ranged from 51% to 16.0% (discipline factor).

It was concluded that Part II was classroom management. Overall, the percentage of respondents who remained undecided ranged from 12.8% (motivation factor); those who disagreed ranged from 4% to 46.2% (teaching methods); and those who agreed and strongly agreed ranged from 50% to 95.4%. This shows that the Teachers' classroom management is good, and the lesson planning factor shows a high result, indicating that teachers prepared their lesson plans for teaching and classroom management.

The teachers' Classroom Control dimension shows that $N=100$. The mean score of the teachers' Classroom Control was ($m= 1.18$) and $SD (.43)$. The scale indicates that school teachers generally have a very low level of classroom management. The percentage of 73% was low, 17% was very high, and 10% was average, which indicates the maximum possible score; it indicates that mostly teachers have less classroom control in classroom management. The teachers' classroom management dimension shows that $N=100$. The mean score of the teachers' classroom management was ($m= 3.48$) and $SD (.872)$. The scale indicates that school teachers generally have a very high level of classroom management. The percentage of 53% was high, 28% was very average, and 19% was low. This indicates the maximum possible score; it indicates that mostly teachers have good classroom management during class.

The gender wise comparison of teachers' classroom control and classroom management strategies. The mean score of males was (4.89), and that of females was (1.34). The difference was statistically significant (p -value = 0.001). The result shows that male school teachers have good classroom control and classroom management as compared to female school teachers, as their mean scores are not the same.

It was concluded that there is a strong and positive relationship between classroom control and classroom management practices. The difference was statistically significant ($p\text{-value} = 0.001$). The result shows ($r=.928$), which shows a positive relationship and a strong correlation. It means both practices support teachers in the classroom.

Recommendations Thoughts

1. It was a descriptive study; future research may be conducted using a qualitative research design.
2. It was for secondary level teachers; it may be conducted at a higher level.
3. The current study was on teachers; it may be conducted on students as well.
4. The present study was on classroom management and control practices; future studies may be conducted on the proactive relationship between these two practices and an adaptive environment.

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