



TEACHER PRACTICES OF PROACTIVE AND REACTIVE CLASSROOM MANAGEMENT STRATEGIES CREATING AN EFFECTIVE LEARNING ATMOSPHERE

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ABSTRACT

One important aspect of teaching success is the proactive and reactive classroom management techniques used by teachers. Teachers need to develop these skills in order to make the classroom a good place to study. Teachers' self-efficacy beliefs about how they manage their classrooms are just as significant. The purpose of this study was to determine the most successful proactive and reactive classroom management techniques used by the teachers. Additionally, it looked into the barriers to proactive classroom management and the relationship between classroom management methods and teachers' self-efficacy. Teachers need to be able to handle classroom behavior, yet they frequently say they are not well-prepared to deal with students' behavior. The application of evidence-based classroom management strategies requires ongoing professional development for teachers in the area of classroom behavior management. The results of a systematic review are presented in this article.

1. Introduction

Effective classroom management is a crucial component in ensuring that students have a conducive learning environment. Since effective classroom management is vital, a variety of methods and techniques are used to help students meet their learning goals. Proactive classroom

management, which seeks to stop issues early by appropriate preparation and action, is one of the strategies that is becoming more and more popular. In order to prevent behavioral issues, proactive classroom management emphasizes the use of clear classroom structures, consistent regulations, and constructive social interaction management (Yuliana, 2022). This method encourages student participation in the learning process while also avoiding interruptions. According to Ismail (2022), fostering a secure, cozy, and joyful environment is essential to proactive classroom management since it helps students feel appreciated and inspired.

1.1 Levels of Student Engagement

It's clear that the teacher's job is to teach and the students' job is to learn. However, the overly simple view of classroom practice does not take into account the difference between what one group of students thinks is successful classroom learning and what another group thinks is just getting through another school year. If the number of years our students spend learning is the best sign of their future success and happiness as adults (Hattie, 2013), then test scores aren't the only things that matter in a successful classroom. Not only do teachers in successful classes possess a deep understanding of the material they are teaching, but they also acknowledge how their teaching affects their students' ability to learn independently for the rest of their lives. This approach promotes genuine interest, enthusiasm to be involved, and active participation, creating classrooms that thrive.

1.2 Challenges in the Classroom

For educators around the world, controlling disruptive conduct in the classroom is a major concern. There are a number of reasons for this difficulty. First, the changing demographics of students mirror broader societal shifts, which lead to an increase in inappropriate behavior in classrooms (Bendl, 2004). Secondly, schools do not have well-established or well-run procedures for dealing with disruptive conduct. Thirdly, inexperienced or trainee teachers might not yet possess the necessary abilities to effectively manage disruptive conduct. Furthermore, even experienced educators occasionally prioritize the curriculum over classroom management, thereby ignoring the need for classroom management under the presumption that classroom management can occur naturally or spontaneously. Regardless of the fundamental causes, the difficulties presented by the disruption persist.

1.3 Multi-tasking Profession

Education is seen as a multifaceted profession that includes educating students' ethical principles and behavioral rules in addition to imparting knowledge (Thi & Nguyen, 2021). As "the basis of all formal learning," teachers are therefore under increasing pressure to perform both duties well (Chamundeswari, 2013). Regardless of subject-matter expertise, effective classroom management is a critical component of a successful teacher (Rubio, 2009). Everyone agrees that classroom management is a crucial aspect of teaching, and research shows that it is one of the most important teaching abilities. According to Henley (2010), classroom management is the most important teaching skill. Good teachers establish learning environments where students' disruptions and misbehaviors are reduced and their intellectual and emotional development is permitted. According to Cook et al. (2018), this method of classroom behavior management emphasizes the strategic use of high levels of academic involvement as being incompatible with improper classroom behaviors.

The teaching-learning process is significantly impacted by classroom management. Unruly conduct in the classroom disrupts the flow of instruction and raises stress levels for both the teacher and the pupils (Parsonson, 2012). According to Hepburn and Beamish (2020), good classroom management reduces behavioral disturbances and raises students' academic

engagement; however, punishment has shown not to be a useful tool in reducing misbehavior in the classroom. Additionally, poor classroom management techniques harm student learning outcomes, teacher-student relationships, and instructors' susceptibility to stress and burnout. Furthermore, according to Cook et al. (2018), severe disciplining tactics can harm the connection between teachers and students, resulting in loss of instructional time and encouraging inappropriate behavior.

1.4 Proactive Strategies

Teachers can use proactive techniques, which include changing a situation before it becomes worse, to reduce the chances of students misbehaving (e.g., establishing rules and praising proper behavior). Proactive disciplinary techniques employ a constructive approach to classroom management and place a strong emphasis on prevention. Positive responses to appropriate student behavior are frequently used by teachers. According to the literature, proactive methods are thought to be the most successful when it comes to managing behavior in the classroom. Proactive classroom management reduces teacher stress and improves student on-task behavior. By establishing guidelines for appropriate behavior (expectations), teachers can both instruct and model classroom behavior.

1.5 Reactive Behavior

Reactions that may involve punitive exchanges, including public reprimands that shame children, are included in reactive behavior management. Reactive strategies, according to Clunies-Ross et al. (2008), are actions taken by teachers in reaction to incorrect behavior on the part of their pupils (e.g., imposing an inappropriate penalty). Two popular tactics teachers employ to address pupils' misbehaviors are reprimands and punishments. The primary goal of reactive discipline techniques is remediation. When children engage in unacceptable misbehavior, teachers who use reactive tactics often respond adversely. In the past, reactionary tactics have been used more often than proactive ones in classroom management. Teachers must use proactive classroom management (PCM) techniques since reactive behavior management is ineffective.

1.6 Learning Environment

Education has been seen as a complex field that not only teaches pupils facts but also shapes their morals and rules of behavior.

Teachers, who are considered "the basis of all formal learning," are therefore under increasing pressure to manage both roles well (Chamundeswari, 2013). Moreno Rubio (2009) asserts that classroom management skills are a crucial component of a good teacher, independent of the instructor's in-depth subject-matter expertise. Therefore, it is evident that learning how to manage a classroom has become an aspect of greater importance in teacher training programs. Some people say that how a teacher manages a classroom can affect the learning environment for pupils, which can consequently affect their emotional and academic growth.

This can be regarded as justification for a large body of study on how classroom management affects students' conduct and academic performance. Management is the act of setting up and maintaining any setting where people work together to reach set goals.

The notion that management is relevant to all establishments that do not exempt educational settings is similarly implied by the concept of "any setting." According to the sixth edition of the Oxford Dictionary, management is the ability to operate, control, or deal with people or situations in any way. According to Loomiz (1980), management is the process by which a group of individuals at the top of an organization plan, organize, coordinate,

communicate, control, and guide the actions and activities of those who work for the company to achieve organizational goals. Since management is viewed as a process that occurs in industry but not in education, some individuals believe that management and education are incompatible. As a result, a teacher's management function differs from that of an accountant or bank manager; nonetheless, a management role is undoubtedly one that involves an organization with particular goals, and schools are no different. In order to reach its goals, a school needs to have goals to begin with. To reach these goals, the people who work at the school, especially in the classroom, need to plan, lead, and organize. Teachers use the term "classroom management" to talk about the art of keeping lessons on track even when students are acting up. The statement also tells people to stay away from disruptive behavior. For a lot of teachers, this is the hardest aspect of their profession, and some even leave teaching because they fail to handle it.

The instructor employs classroom management, a sophisticated set of articulate conduct, to create and preserve an environment that allows students to effectively accomplish learning objectives. Brown (1995) said that classroom management is "the process of organizing certain academic tasks that are necessary for effective teaching and learning in a certain setting." In schools, classroom management became popular in the 1970s and 1980s (Tavares, with Butchart, 1995). The teacher's major job during these early years was to make sure the classroom was safe and to employ behavior management strategies to mould and control how students behaved so that they followed the rules of the school.

The Rationale of the Study

The priority for studies on classroom management strategies is that they are critical for creating effective learning environments. Effective classroom management entails minimizing interruptions and distractions, allowing students to focus on their learning, and reinforcing positive behavior while reducing negative behavior. Ultimately, effective classroom management creates a more peaceful classroom atmosphere in which students feel valued and secure, thereby ensuring better learning outcomes by maximizing learning time. The research in this area allows teachers to consider the needs of a diverse student population through contextualized strategies that are based on different cultural contexts and learning styles, and focuses on promoting supportive and stimulating learning environments. In addition, gaining knowledge about such strategies builds teachers' efficacy by reducing stress and impacting professional growth opportunities. Through consistent assessment and modification of management strategies grounded in research, educators can enhance their pedagogical techniques.

Objectives of the Study

The objectives of the study were:

1. To investigate the impact of proactive teaching strategies on student performance.
2. To examine how the reactive teaching practices improve the students' learning environment.

Research Questions

1. What is the impact of proactive teaching strategies on student performance?
2. How the reactive teaching practices improve the students' learning environment?

Research Methodology

Research Design

In conducting the research, a quantitative research design was employed to systematically investigate the specific variables and relationships within the study. In research design, the existing situation regarding the phenomenon is investigated. This involved the use of structured surveys and questionnaires, which were administered to participants across various universities.

Study Area

The study was conducted in Multan. A total of 297 participants were included in the sample. The random sampling was used in which five universities, including the Women University Multan, Emerson University Multan, Baha Uddin Zakariya University Multan, Virtual University, and Education University, were selected. The sample size was determined to achieve statistical significance and representativeness, allowing for generalization of findings to the broader population of students.

Population and Sample

The study took place in Multan. The people we wanted to reach were the students who were studying at colleges and universities in Multan, Punjab. We utilized the purposive sampling method to choose seven universities: Women University Lahore, Multan Campus, BZU, Emerson University Multan, Education University, and Virtual University Multan. A total of 297 people from these universities were chosen to take part in this study.

Instrumentation

This study employed a structured questionnaire to gather data. The questionnaire had more than just demographic information on the respondents. It also had several parts to make sure that the study's different factors were related. We utilized a Likert-type scale to write down what the respondents thought.

Pre-testing of the Research Instrument

Validity of Research Instrument

The Department of Education's expert got the instrument. The Women University Multan for confirmation. Then, following the experts' advice, the questionnaire was made better.

Reliability of Research Instrument

The questionnaire was pre-tested from the study area. Cronbach's Alpha was used to calculate the instruments' reliability coefficient.

Data collection

First, the people who answered the survey were told what the study was about and why they were being asked to take part in it. People who answered the survey were also told that their information would be kept private. The research team got consent from the potential respondents and then contacted and interviewed them at their schools using the structured questionnaire.

Data Analysis

It was coded into Microsoft Excel after the data were collected. We utilized version 2.0 of the Statistical Package for Social Sciences to look at the data. We employed both descriptive and inferential statistics to give a basic picture of the data. We also used ANOVA (analysis of variance) to figure out the components. We used a correlation test to make sure that there was a link between numerous elements that affect classroom management practices and the topic matter.

t-Test Analysis

Objective 1: To investigate the impact of proactive teaching strategies on student performance.

Table: 1

t-test about the impact of proactive teaching strategies on student performance based on the Use of Technology in the Classroom.

Objective1	Use of Technology in class	N	Mean	SD	Df	t	P-Value (sign2-tail)
Impact of	Yes	233	96.1974	15.25628	295	2.522	.012

proactive classroom management strategies	No	64	90.8750	13.78117	109.194	2.672	.009

Table 1 shows the information in the table pertains to objective 1, which examines how the impact of proactive classroom management strategies is affected by the use of technology in the classroom. Teachers who use technology in their classes and those who don't are the two groups that are compared. According to the findings, people who utilize technology have an average effect score of 96.20, but people who don't use it have a lower mean score of 90.88. This implies that a more favorable effect on proactive classroom management strategies is linked to the incorporation of technology in educational environments. Comparable levels of variability within each group are indicated by the standard deviations, which are quite similar for both groups (15.26 for users and 13.78 for non-users). The observed differences' statistical significance was assessed using an independent samples t-test. With matching p-values of .012 and .009, the t-values were 2.522 and 2.672. The statistical significance of the variations in mean scores between the two groups is confirmed by the fact that both p-values are below the 0.05 cutoff. The results emphasize the importance of incorporating digital tools into teaching methods by showing that the use of technology in the classroom greatly improves the efficiency of classroom management techniques.

Objective 2: To examine how the reactive teaching practices improve the students' learning environment.

Table: 2

t-test about the reactive teaching practices improve students' learning environment based on the Use of Technology in the Classroom.

Objective 2	Use of Technology in class	N	Mean	SD	Df	t	P-Value(sign2-tail)
Reactive teaching practices Student	Yes	233	55.9013	11.16543	295	3.894	.000
	No	64	49.6094	12.43729	92.746	3.662	.000

Table 2 show the results of objective 2, which looks at how utilizing technology in the classroom might enhance student learning, are shown in the table. Two groups are compared in the data: those who educate using technology and those who don't. In terms of student learning results, teachers who use technology in their classes report a better mean score of 55.90, while those who do not use technology report a lower mean score of 49.61. This significant difference implies that students' academic performance and engagement are positively impacted by technology integration. When technology is used, student performance is more consistent, as seen by the somewhat lower standard deviation for the technology group (11.17) compared to the non-technology group (12.44). The significance of this difference was evaluated using an

independent samples t-test. T-values of 3.894 and 3.662 are displayed in the results, together with matching p-values of .000. The statistical significance of the difference in student learning outcomes between the two groups is confirmed by these results, which are significantly below the conventional significance level of 0.05. Student learning results are much improved when technology is used in the classroom. These findings provide compelling evidence in favor of incorporating digital tools and resources into instructional strategies to raise student achievement and teaching efficacy.

Table: 3

A one-way ANOVA test on the impact of proactive teaching strategies on student performance based on the Use of Technology in the Classroom.

Objective 1	Class Strength	N	Mean	Std	df	F	Sig 2-tailed
Impact of proactive classroom management strategies	20-30	120	97.9167	15.03083	2	9.675	.000
	31-40	52	98.9423	16.41784	294		
	Above 40	125	90.6800	13.49827	296		
	Total	297	95.0505	15.08828			

Table 3 shows the results by class strength (i.e., the number of students in each class), and the table analyzes the effects of impact of proactive classroom management strategies on students. Classes with 20–30 students, 31–40 students, and more than 40 students are the three groups that are being compared. The three groups' respective mean impact scores were 97.92, 98.94, and 90.68, indicating that smaller class sizes—especially those with 31–40 students—generally gain more from classroom management techniques than do larger ones. Each group's standard deviation results show a substantial degree of diversity, with the 31–40 group exhibiting the largest variation (SD = 16.42). To determine whether the mean differences were statistically significant, an ANOVA test was performed. With a significance level (p-value) of .000 and an F-value of 9.675, the results are below the usual alpha threshold of 0.05. This suggests that the effects of classroom management techniques vary statistically significantly throughout the various class size groups. It seems that classroom management techniques work better in smaller classrooms, and their influence diminishes considerably when the class size rises above 40.

Table: 4

A one-way ANOVA test was conducted to examine how reactive teaching practices improve the students' learning environment based on AV Aids in the Classroom.

Objective 2	AV aids	N	Mean	Std	df	F	Sig 2-tailed
Reactive teaching practices	Multi-media	178	55.2303	11.55277	3	2.751	.043
	LCD projector	55	56.4545	10.78205	293		
	Virtual Classroom	62	50.8871	12.42697	296		

Audio-CD	2	54.5000	14.84924			
Total	297	54.5455	11.71965			

Table 4 show the results of objective 2, which looks at how well various audio-visual (AV) aids can enhance student learning outcomes, are shown in the table. Audio CDs, LCD projectors, virtual classrooms, and multimedia tools were the four categories of AV aids taken into consideration. LCD projector use had the highest mean score (Mean = 56.45), closely followed by multimedia tools (Mean = 55.23). The mean score for virtual classrooms was significantly lower (Mean = 50.89), indicating that pupils could not gain as much from this approach in terms of learning outcomes. The mean score for the audio CD group was 54.50; however, as there were only two participants in this group, the results are not statistically significant owing to the small sample size. To ascertain if the group differences were statistically significant, an ANOVA test was performed. The significant level (p-value) was .043, and the F-value was 2.751. Based on the type of AV assistance utilized, there is a statistically significant difference in student learning results, as indicated by the p-value being below the 0.05 level. The findings imply that some AV aids, especially LCD projectors and multimedia tools, might be more successful than virtual classrooms at improving student learning outcomes. However, caution should be employed when extrapolating the findings to all AV techniques due to the limited sample size for several categories (most notably audio CDs).

Table: 5
Correlation

	Objective 1	Objective 2
Objective1	1	
Objective 2	.728**	1

Table 5 indicates that the study's two main goals—Objective 1 (O1), which looks at the effects of classroom management techniques, and Objective 2 (O2), which looks at how student learning outcomes have improved—correlate in the table. Double asterisks (**) indicate that O1 and O2 have a strong positive and statistically significant relationship, with a correlation coefficient of 0.728. This indicates that student learning outcomes significantly improve in tandem with an increase in effective classroom management techniques. A high degree of association is shown by the correlation value being near 1, which shows that improved classroom management, including organization, discipline, and teacher-student interaction, is strongly associated with increased student engagement and academic success. The indication shows a high correlation between student learning results and classroom management. Good management techniques greatly improve student achievement in addition to fostering a more favorable learning environment.

Conclusion

The study's conclusions show that society as a whole, including institutes, instructors, students, and households in particular, is to blame for disruptive behavior in the classroom. When it comes to putting efficient classroom management into practice, both teachers and students have important roles to play. It might seem that teachers are the only ones who need to keep things in order in the classroom, but these results have made it very clear that students and society as a whole also need to help make sure that classroom activities go well.

A careful analysis of these results reveals that the universities, the instructor, or the students, as influenced by their surroundings, can all be the source of disruptive behavior in the classroom. These results support the finding that three key factors contribute to disruptive behavior in the classroom: the instructor, including their personality and professional skills, the students, and the teacher. These elements that lead to disruptive behavior are prevalent in our society and have caught the interest. Deviant behaviors in the educational system have taken the form of tardiness, bullying, loitering, truancy, and exam malpractice. Disruptive behavior at a higher level is caused, either directly or indirectly, by the teachers, the institute, the students, and society.

Recommendations

- Improve discipline strategies and adjust to changing demands, promote reflection on classroom experiences.
- Give teachers flexible teaching techniques to meet the needs of each student and the variety of classroom dynamics.

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