


Practice and perceptions of classroom management: A study at the tertiary level



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ABSTRACT

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Tools and techniques.

The successful dissemination of learning inputs and its success largely depends on how aptly the classroom management issues are managed and addressed. This study investigated the existing scenario of classroom management practices and teachers' perceptions, and the impacts of the practices on fifteen specific classroom management strategies employed at the tertiary level in Bangladesh. With a structured questionnaire following a five-point Likert scale, 113 teachers from 56 departments of 38 universities were surveyed to collect data for this research. The study found that the teachers, students, the university authorities, classroom rules and disciplines, the physical environment of the classrooms, etc. were closely intertwined and the class size had both positive and negative impacts on the specific classroom management issues. The practices and teachers' perceptions also implied that the teachers were quite capable of managing the issues that were directly under their control like the use of nonverbal communication or body language, changing the teaching strategies according to the proficiency levels of the students, etc. However, the classroom management issues like class size, infrastructure, etc. which were directly under the control of the university authority were not up to the standard. The findings of this research are expected to benefit the tertiary level classroom management system in Bangladesh and other countries by pointing out the issues to the teachers, policymakers, and education administrators.

Contribution/ Originality: Classroom management plays a pivotal role in the success of classroom teaching at any level. So, this study investigated particular classroom management strategies practiced in the context of tertiary level education. These crucial issues have not yet been addressed in the Bangladeshi context. The findings are supposed to contribute to improving the present teaching-learning scenario.

1. INTRODUCTION

Classroom management substantially affects the success of a class or lesson (Brown & Lee, 2015) as institutionalized or formal education mostly takes place in classrooms all over the world (Henryson, 2016). Learning does not take place in a vacuum and the classroom is a place where it takes place most of the normal time (Williams & Burden, 1997). So, the management of the classroom plays an important role in imparting learning inputs properly to the learners because it has the largest effect on the learners' achievement as they cannot learn properly in a chaotic and poorly managed classroom (Marzano & Marzano, 2003). For lack of proper classroom management, students very often can be off-task, fail to take part in class activities by sitting silent, distract other students by talking off the topics, and the class becomes futile (Lewis, 2002). For this reason, it is of great importance to find out the picture of the present practice of classroom management and the perceptions of the teachers. Apart from these, it is vital to know how a class is managed by the teachers because the effectiveness of a

class and academic performance largely depends on its management (Igbinoba & Marvelous, 2015). These findings can help revise and modify the classroom management tools and techniques to improve the learning environment. However, hardly any research has been conducted so far on the practice and perceptions of classroom management in Bangladeshi universities.

No significant research has so far been done on classroom management in Bangladeshi universities. Besides, there are hardly any data about how or whether the teachers group the classes, and how the seating arrangement is in the classrooms though it is very important for effective classroom management. These issues are very vital in the case of large classroom management, and performing some relevant tasks and activities (Spencer, 2018). It is not even known how the teachers treat the students and maintain discipline in the classroom though it is very important to maintain it in an appropriate way for an effective class (Rahimi & Karkami, 2015). No research produced any data on whether or not the teachers can establish rapport with the students and pay attention to all the students equally though rapport with students “can pay dividends in the long run with a positive classroom environment and potentially increased student learning” (Barrett & Webb, 2014). It is very important to get the students engaged in a wide range of activities (Taylor & Parsons, 2011) to finish the class in time as per plan and to give the students feedback to make the classes more effective (Kibret, 2016) but no data or findings are available on this in the context of Bangladeshi universities. No research data is available on how the teachers in Bangladeshi universities manage critical moments or handle unplanned situations which may happen and hamper the classes anytime. For all these reasons, this research tried to find out how these things are being handled in the classrooms of Bangladeshi universities and how the teachers see issues. Thus, this study has worked on two objectives: to find out the teachers’ perceptions of the classroom management and the related issues, and the prevalent practice regarding this in the universities of Bangladesh.

2. LITERATURE REVIEW

One of the most important jobs of a teacher is to create a condition in which teaching can take place properly, and classroom management occupies a large part of this condition. It involves both decision and action (Scrivener, 2011) and is one of the key strategies to impart learning inputs to the learners. Classroom management refers to how the teachers control and organize students’ behavior, movement, and interaction during a class in order to render teaching effectively. Moreover, a teacher’s managerial skill is a very important component of good teaching (Richards, 1990). In the perspective of Bangladesh, classroom management plays a very vital role because our classrooms very often exceed the standard size *e.g.*, 12 to 15 students (Locastro, 2001) and have many other shortcomings.

Classroom management consists of a set of procedures that are connected to the organization and functioning of teaching and learning in the classroom (Valente & Veiga, 2016). There is a close relationship between classroom management and the success of a class. If the classroom is managed properly, optimum output can be expected. Very good preparation, high content knowledge, sophisticated and appropriate materials, and so on can be in vain if the relevant issues in the classrooms are not managed properly (Ayebo & Assuah, 2017).

Teaching is interwoven with both art and science and classroom management inextricably intertwines with the “physical arrangement of the classroom, to teaching styles and philosophy, to classroom energy, art and science commingle in mysterious but satisfying ways” (Brown & Lee, 2015). In order to ensure an effective class, the teachers should exhibit the appropriate levels of dominance, establish clear expectations and consequences, exhibit appropriate levels of cooperation, establish clear learning goals, exhibit assertive behaviour, provide flexible learning goals, take a personal interest in students, use equitable and positive classroom behaviours, be aware of high-needs students, and build strong teacher-student relationships (Marzano & Marzano, 2003). “Physical environment plays a central role in any activity and makes it more conducive, successful and achievable” (Suleman & Hussain, 2014). So, the physical environment of the classes should be congenial *i.e.*, the classroom should be neat

and clean, well spacious and organized. It should be congenial to teaching-learning activities in terms of sight, sound, safety, temperature, and comfort (Brown & Lee, 2015).

Islam (2019) carried out research titled "Classroom Management for Teaching English at Tertiary Colleges in Bangladesh: Challenges and Solutions". In his research, he found that classroom management in tertiary colleges is not up to the mark, and the teachers are not trained to ensure proper classroom management. However, the teaching environment and styles, objectives and situation, tools and techniques, teachers' and students' motivation and attitudes, and so on are different in universities than those of colleges. Apart from this, he surveyed only 34 students and 4 teachers in the department of English of only one college. So, this poor sample cannot give a rational and representative picture of classroom management at universities where a huge number of students of various subjects with different needs are taught. Rahman (2018) conducted research titled "Exploring Teachers Practices of Classroom Assessment in Secondary Science Classes in Bangladesh" but the focus of the research was on the practice of classroom assessment at secondary level science classes where he found that teachers mostly use oral questions to assess the students. The teachers do not apply different types of techniques such as group work, written tasks, individual investigation, practical work, etc.

Students during classes in Bangladesh spend a large amount of their time sitting on the benches or chairs in the classrooms. So, the seating arrangement should be flexible for effective teaching and learning (Gremmen, Van Den Berg, Segers, & Cillessen, 2016). Another important issue in modern classrooms is the multimedia system which needs to be fully functional and comfortably usable (Andresen & Van Den Brink, 2013). The teacher's voice should be clear and heard by all the students in the classroom (Lyberg-Åhlander, Rydell, Löfqvist, Pelegrin-García, & Brunskog, 2015). In order to make classes more effective, teachers should use nonverbal communication or body language, move around the classes, and have frequent eye contact with all the students (Issa, 2017). In the case of teaching large classes, the teacher may use name tags, assign students interactive work as much as possible; optimize the use of pair work and group work considering the proficiency levels; put emphasis on listening comprehension activities; use audiovisual systems, peer-editing, feedback and evaluation in written work; collect written work randomly; and organize informal conversation groups and study groups, etc. (Hornsby, Osman, & Matos-Ala, 2013).

3. METHODOLOGY

In this research, I wanted to find out the present classroom practices, and the perceptions of the teachers about this issue at the tertiary level. In order to assess the present classroom practice and perceptions of the teachers in Bangladeshi universities, I used a structured questionnaire, a kind of survey tool that can also be called a written interview. I used a questionnaire as this helped me obtain a large amount of data in a short time from different respondents living in different distant places. It is also helpful to collect quantitative primary data from different sources.

3.1. Participants

A purposive sampling procedure was followed throughout the study as it involves subjective responses. Following pertinent literature, the structured questionnaire was prepared, tested, and validated. It was sent to 350 teachers of different disciplines of selected 50 universities in Bangladesh using an electronic medium. Of them, 113 filled-in questionnaires were returned. Responses came from the teachers of 56 different disciplines of 38 universities. The respondents were both from public and private universities holding different designations from lecturer to professor.

3.2. Data Collection and Analysis

The respondents were university teachers and were well-acquainted with internet and email services. So, the questionnaire was sent to them by email. The questionnaire had seven sections and 27 questions. Every question had five options based on Likert's five-point rating scale. Of the 27 questions, 19 questions (question number 1, 2, 3, 6, 7, 8, 9, 11, 12, 15, 16, 19, 20, 21, 22, 23, 24, 25, and 27) were set to explore the existing practice of classroom management and seven questions (question number 5, 10, 13, 14, 17, 18, 26) were set to find out the perceptions of the teachers of the classroom management, and one question (question number 4) was set to know the number of students in a class on an average. The data were mainly quantitative. To analyze the data, MS Excel and IBM SPSS 25 (Statistical Package for the Social Sciences) were used. The data were analyzed in the form of mean, standard deviation, and percentages.

4. FINDINGS AND RESULTS

4.1. Physical Environment of the Classroom

The physical environment of the classroom plays a vital role in making the classrooms comfortable and learner-friendly and making the classes successful and effective. So, this issue was considered with much importance in this research, and the findings are presented below.

Table 1. The physical environment of the classroom.

Statements	Mean	SD	Strongly agree	Agree	Neutral	Disagree
The classrooms are neat and clean	3.19	1.15	11.5%	37.2%	15.9%	30.1%
Classrooms are spacious and organized	2.94	1.10	6.2%	31.9%	17.7%	38.1%
The environment is congenial in terms of sight, sound, safety, and comfort	2.87	1.02	6.2%	24.8%	21.2%	45.1%
N=113	3.0	1.09				

Table 1 presents classroom's the physical environment that directly affects classroom strategies and practices. The overall mean of these three variables on a five-point rating scale was 3.0 which indicates that the physical environment of the classroom was not up to the mark, and the overall standard deviation of these four items was 1.09 which indicates that the data collected on these items were reliable. It was revealed that these variables, expressing the physical properties of the classrooms, strongly affect classroom management issues. The first three variables in this table expressed the perceptions of the teachers of the physical environment of classrooms in Bangladeshi universities. Teachers' perception of the neatness and cleanliness of the classrooms was medium (mean 3.19) while the perception of classroom space and organization of classroom paraphernalia was negative (mean 2.94), and the perception of the classroom environment in terms of sight, sound, safety, and comfort was also negative (mean 2.87).

4.2. Class Size

The success of a class largely depends on the size of the classes *i.e.*, the number of students in a class. Therefore, class size was taken into account, and the findings are presented below.

Figure 1 presents the data collected from all the respondents on the class size. It shows that the class size was moderate in the context of Bangladesh. It reveals that 36.30% of classes have students ranging from 25 to 35 while 23% of classes have students ranging from 55 to 65. Only 4.40% of classes have students ranging from 15 to 25. However, this is not the overall picture of class size in Bangladeshi universities. The picture of the classroom size drastically changed if the 56 responses from Jashore University of Science and Technology (JUST) were not taken into account which has been presented below in Figure 2.

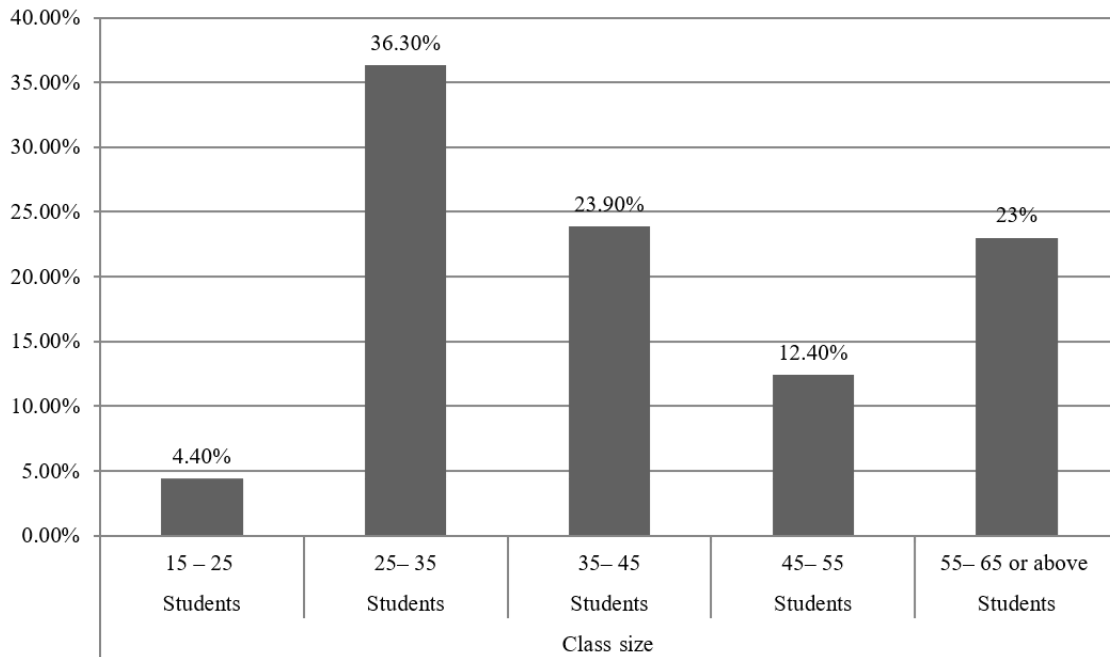


Figure 1. Class size (Based on all the responses).

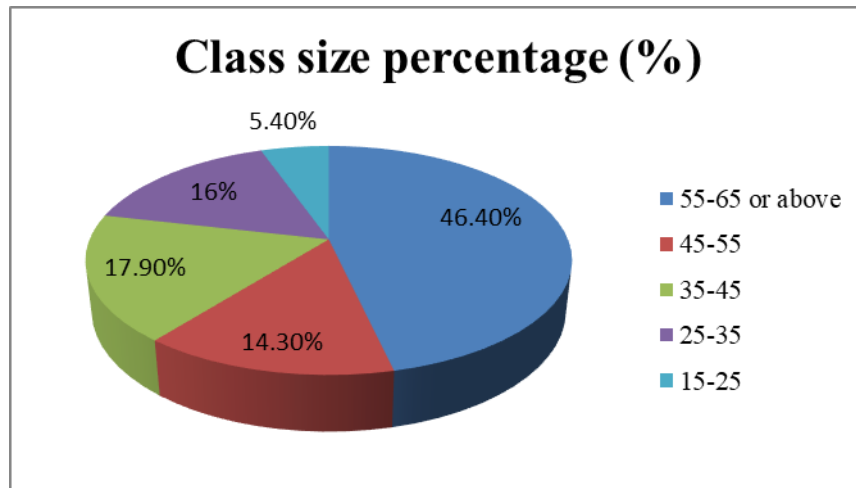


Figure 2. Class size (Without the responses of the teachers of JUST).

Almost half of the total responses came from this university (JUST), and its classroom size highly affected the overall classroom size picture. So, it was necessary to show the classroom size by excluding the responses from JUST in order to get a more representative picture.

It was found that most of the classrooms were oversized as the number of students in 46.4% of classes ranged from '55 to 65 or above', the number of students in 14.3% of classes ranged from 45-55, that of 17.9% of classes ranged from 35 to 45, the number of students of 16% classes ranged from 25-35, and the number of students of only 5.4% classes ranged from 15-25 which is considered to ideal class size. This higher number of students in each class is supposed to negatively affect the teaching-learning environment.

4.3. Tools and Techniques

A good combination of effective and appropriate tools and techniques helps make a class fruitful. It was tried to find out what kind of tools and techniques are used by the teachers as part of their classroom management.

Multimedia system functions properly

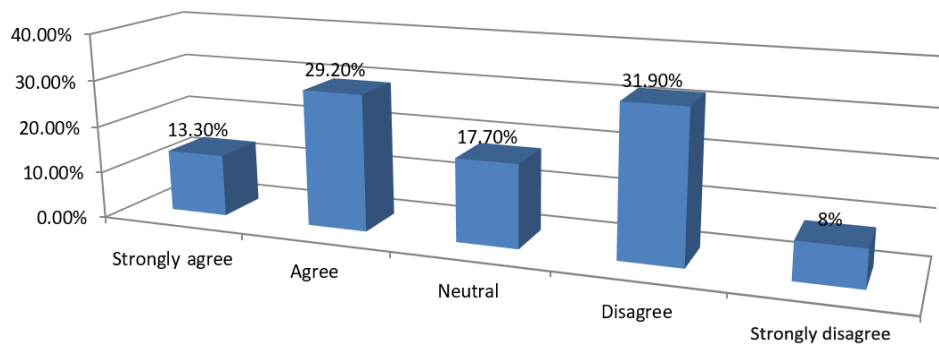


Figure 3. Functionality of the multimedia system.

Figure 3 focuses on the perception of the teachers of the effective and smooth functionality of the multimedia system in the classrooms. It shows that a large number of teachers were not satisfied with the functionality of the multimedia system in the classroom.

Table 2. Tools and techniques used by the teachers.

Statements	Mean	SD	Always	Very often	Often	Sometimes	Never
Teachers move around in the classrooms	3.93	1.11	14.2%	27.4%	16.8%	14.2%	0.9%
I have regular eye contact with the students	4.75	0.54	79.6%	16.8%	2.7%	0.9%	0.0%
I am careful of body language use	4.14	1.04	50.4%	24.8%	13.3%	11.5%	0.0%
I change teaching strategies based on the proficiency levels of students	4.21	0.89	46.9%	32.7%	15%	5.3%	0.0%
N=113	4.26	0.895					

Table 2 presents the tools and techniques used by the teachers in their classrooms. The overall mean of these four variables on a five-point scale was 4.26 which indicates that the tools and techniques used by the university teachers were quite up to the mark, and the overall standard deviation was 0.895. The statements in this table indicate that the classroom practice of the teachers with respect to the movement in the classrooms was medium (mean 3.93), having eye contact with the students was highly satisfactory (mean 4.75), use of nonverbal or body language was satisfactory (mean 4.14), and the change of teaching strategies as needed was satisfactory (mean 4.21) as well.

4.4. Grouping and Feedback

Grouping and seating arrangements help make a class successful. The findings regarding this issue are presented below.

Table 3. Grouping and feedback.

Statements	Mean	SD	Always	Very often	Often	Sometimes	Never
I divide the students into single, pair, group, and plenary	2.80	1.09	8.0%	21.2%	20.4%	44.2%	6.2%
I use peer editing, and peer feedback, and collect written work.	2.88	1.14	12.4%	15.9%	26.5%	38.9%	6.2%
N=113	2.84	1.115					

Table 3 presents how often the teachers divide their classes into pairs and groups, use peer editing, and feedback, and collect written work from the students. The overall mean of these data on a five-point rating scale was 2.84 which indicates that the grouping of students and feedback picture was dissatisfactory, and the overall standard deviation was 1.11. The data in this table expressed teachers' practice of dividing the students into groups and pairs and collecting feedback. The findings divulged that the practice of dividing the classes into single, pair, group, and plenary was dissatisfactory (mean 2.80), and the practice of peer-editing, peer feedback, and collecting written work was also dissatisfactory (mean 2.88).

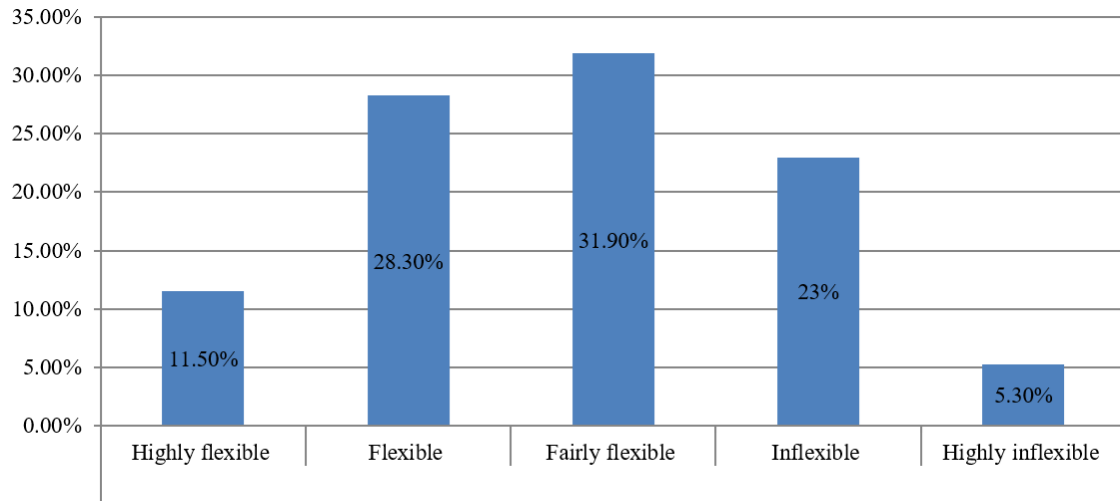


Figure 4. Seating arrangement.

Figure 4 shows that seating arrangement in the classrooms was fairly flexible according to 31.90% of teachers while 28.30% of teachers considered these flexible and 23% considered these inflexible.

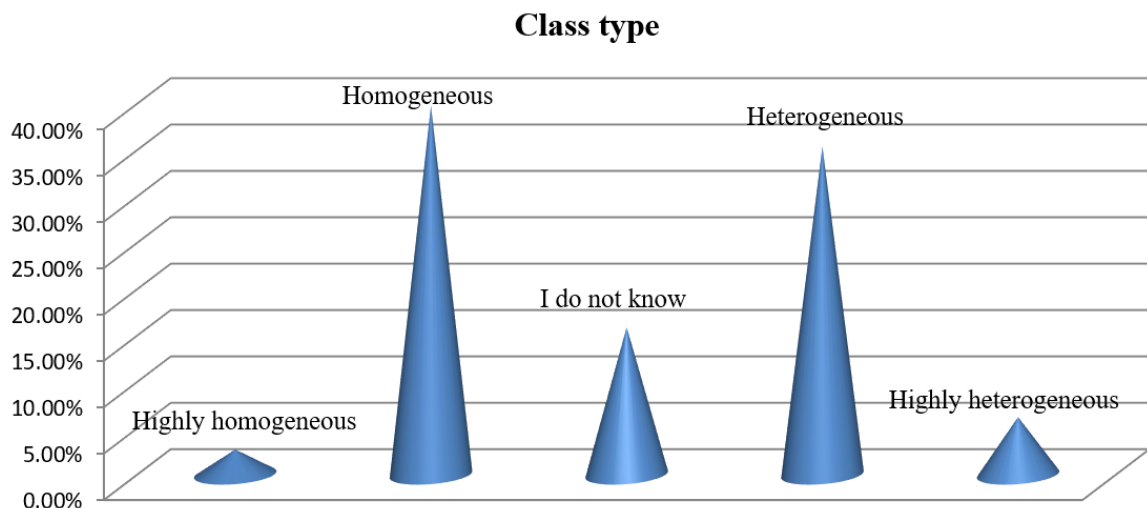


Figure 5. Class type based on the learning capability of the students.

Figure 5 shows that most of the classrooms had mixed types of students based on their learning capabilities.

4.5. Authority in the Classroom

The proper authority of the teacher in the classroom controls the behaviour and responses of the students. The findings on this crucial issue are presented below.

Table 4. Authority in the classroom.

Statements	Mean	SD	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Students are always disciplined in the classroom.	4.48	0.64	55.8%	36.3%	8.0%	0.0%	0.0%
I can manage misbehavior and disruptive students.	3.82	0.94	23.0%	48.7%	16.8%	10.6%	0.9%
It is easy to resolve disciplinary problems	3.81	0.98	28.3%	35.4%	26.5%	8.8%	0.9%
I negotiate with the students to determine classroom rules	3.08	1.23	14.2%	27.4%	21.1%	25.7%	10.6%
N=113	3.80	0.95					

Table 4 demonstrates how the teachers exercise authority in the classrooms. The overall mean of these four variables on a five-point rating scale was 3.80, and the overall standard deviation of these four items was 0.95 which indicated that the authority in the classroom was medium, and the data about these were reliable. In Table 4, the first two variables expressed the perceptions of the teachers. The first one aimed at exploring their perception of maintaining classroom discipline which was positive (mean 4.48), and the other question reflected their perception of managing students' misbehavior, and disruptive students in the classroom which was medium (mean 3.82). The last two statements revealed teachers' practice of resolving disciplinary problems which was medium (mean 3.81), and the practice of negotiating with the students to determine classroom rules was also medium (mean 3.08).

4.6. Working with Students

The success of a class depends on how a teacher works with the students because this prepares the students' minds to receive or reject the education. The findings are presented in Table 6.

Table 5. Working with students.

Statements	Mean	SD	Always	Very often	Often	Sometimes	Never
I establish rapport with the students	3.96	0.74	22.1%	52.2%	23.9%	1.8%	0.0%
I pay attention to all students evenly and appropriately	3.81	1.07	30.1%	36.3%	22.1%	8.0%	3.5%
N=113	3.88	0.905					

Table 5 shows how the teachers establish rapport with the students and pay attention to them in the classrooms. The overall mean of these two items on a five-point rating scale was 3.88, and the overall standard deviation of these four variables was 0.905 which indicated that the experience of working with students was of medium level. The first of the two variables in this table expressed teachers' perception of establishing rapport with the students which was medium (mean 3.96), and the second variable in this table disclosed teachers' practice of paying attention to all students evenly and appropriately which was also mediocre or medium (mean 3.81).

4.7. Activities in the Classroom

The activities of the teachers are the life of a class. It is very important for an effective class how a teacher acts in his/her classes.

Table 6. Activities in the classroom.

Statements	Mean	SD	Always	Very often	Often	Sometimes	Never
Encouraging the students to be active	4.73	0.56	77%	19.5%	2.7%	0.9%	0.0%
Monitoring the classroom activities	4.22	0.93	47.8%	34.5%	10.6%	6.2%	0.9%
Giving all the students feedback	3.96	1.03	36.3%	35.4%	17.7%	8.8%	1.8%
Finishing classes in time as per plan	4.19	0.84	40.7%	42.5%	11.5%	5.3%	0.0%
N=113	4.27	0.84					

Table 6 exhibits the activities in which the teachers engage the students. The four variables in this table focus on the practice of the classroom activities that the teachers create and the students take part in. The overall mean of these four variables on a five-point rating scale was 4.24, and the overall standard deviation of these four items was 0.84 which indicates that the activities in the classroom were satisfactory, and the data collected on these were reliable. The practice of encouraging the students to be active in the classrooms was highly satisfactory (mean 4.73) while the practice of monitoring the classroom activities was satisfactory (mean 4.22). The practice of giving all the students feedback in the classrooms was medium (mean 3.96) whereas the practice of finishing the classes in time as per the plan was satisfactory (mean 4.19). Question-wise other details of the data are presented in Table 7.

4.8. Management of Critical Moments

A class does not go smoothly all the time. Many critical and odd situations may arise at times during the classes. A good teacher needs to know how to manage such moments and situations.

Table 7. Management of critical moments.

Statements	Mean	SD	Always	Very often	Often	Sometimes	Never
I deal with unexpected situations	4.16	0.81	38.1%	43.4%	15%	3.5%	0.0%
I manage the disobedient students	4.09	0.97	41.6%	35.4%	13.3%	9.7%	0.0%
I observe the class, looking for more suitable options and taking actions	4.22	0.85	44.2%	38.9%	11.5%	5.3%	0.0%
I can minimize the opportunities to cheat	4.31	0.72	44.2%	42.5%	12.4%	0.9%	0.0%
N=113	4.19	0.84					

Table 7 displays how the teachers manage the critical situations that arise in the classrooms. The overall mean of these four variables on a five-point rating scale was 4.19, and the overall standard deviation of these four items was 0.84 which indicated that the management of critical moments was satisfactory. The first two of these four variables revealed how gracefully and confidently the teachers were capable of handling challenging situations or critical moments in the classrooms. The practice of dealing with unexpected situations, *e.g.*, dysfunction of machines, being unable to answer questions, failure of lesson plans, etc. was satisfactory (mean 4.16), and the practice of handling disobedient students who refuse to comply with teachers' instructions was also satisfactory (mean 4.09). The third question of Table 7 revealed the classroom practice of the teachers, *i.e.* whether they observe the class, look for suitable options, and take the necessary actions, and the result was satisfactory (mean 4.22). The fourth or last item in Table 7 shows often that teachers can minimize the opportunities to cheat in the classrooms.

4.9. Pearson Correlation Between Class Size and Classroom Management Practice

Pearson's correlation coefficient was used to measure the statistical relationship, or association, between class size and 15 other specific variables. It gave information about the magnitude of the correlation.

Table 8. Correlation between class size and classroom management practices.

SN	Statements	Pearson correlation	Sig. (2-tailed)
01	I move around the classroom while conducting a class.	0.028	0.765
02	I have eye contact with the students.	0.020	0.833
03	Along with the lecture, I use nonverbal communication or body language that my students understand.	0.078	0.410
04	I change teaching strategies according to the proficiency levels of my students.	0.077	0.420
05	I divide the students into single, pair, group, and plenary.	-0.122	0.199
06	I use audiovisual systems, peer-editing, peer feedback, and collect written work.	-0.100	0.293
07	I negotiate with the students to determine classroom rules.	0.039	0.679
08	It is easy for me to manage misbehavior and disruptive students.	0.171	0.070
09	I can pay attention to all students evenly and appropriately.	-0.162	0.086
10	I encourage students to be active during the learning-teaching process.	-0.020	0.832
11	I can properly monitor the classroom activities in which the students are engaged.	-0.016	0.867
12	I can give all the students feedback.	0.070	0.463
13	I can finish my classes on time as per plan.	-0.031	0.742
14	I can gracefully and confidently deal with unexpected situations (e.g., dysfunction of machines, being unable to answer a question, failure of the plan, etc.).	0.097	0.307
15	I observe the class, look for more suitable options, and take action.	-0.039	0.684
N=113			

Table 8 shows a correlation between class size and 15 other variables, *i.e.*, classroom management practices. It was found that seven variables (items 5, 6, 9, 10, 11, 13, and 15 in Table 8) of the 15 classroom management practices have a negative correlation with class size whereas eight variables (items 1,2, 3, 4, 7,8, 12 and 14) others have positive correlation. The correlation is not significant either at 0.05 level (2-tailed) or at 0.01 level (2-tailed). It is evident that large classes had negative impacts on encouraging students to be active during the teaching-learning process, proper monitoring of the classroom activities, finishing classes in time as per plan, observing the classes and looking for more suitable options and taking action, collecting written work and dividing the students into groups and pair.

5. DISCUSSION

The overall mean of all the 27 variables related to the practice and perceptions of classroom management in Bangladeshi universities on a five-point rating scale was 3.73, and the overall standard deviation was 0.96. It indicates that the existing practice and perceptions of classroom management in Bangladeshi universities were medium or not satisfactory, and the data collected on these variables were reliable.

The findings of this study indicate that the classroom management issues that were under the control of the teachers, such as eye contact, moving around the classroom while conducting a class, use of nonverbal communication or body language, changing the teaching strategies according to the proficiency levels of the students, maintaining classroom discipline, encouraging the students to be active during teaching-learning process, monitoring the classroom activities, finishing classes in time as per the plan, dealing with unexpected situations, managing disruptive and disobedient students, preventing cheating, and observing the classes and taking actions accordingly were fairly satisfactory. However, teachers' performance with regard to dividing the students into

single, pair, group, and plenary, using peer-editing, peer feedback and collecting written work to manage large classes, and negotiating with the students to determine classroom rules was not satisfactory though these issues were also under the control of the teachers.

On the other hand, the classroom management issues which were not under the control of the teachers such as neatness, cleanliness and space of the classroom, classroom furniture, classroom environment in terms of sight, sound, safety and comfort, class size, functionality of the multimedia system, seating arrangement, audiovisual system, heterogeneous classes in terms of students' learning capabilities were not satisfactory. In order to ensure quality education, these issues which are under the control of the institute or its authority need to be addressed as early as possible. It was also found that large class size leaves a negative impact on some specific classroom management practices, for example, it discouraged the teachers from making the students active during classes, monitoring the classroom activities, finishing classes on time, observing the classes, looking for suitable options and actions, collect feedback and control the classes.

The findings of this study implied that the teachers on their part were fairly good at managing most of the issues that were under their control though they still badly need to improve their poor managerial skills in some issues mentioned above. This problem persists as there is no arrangement or opportunities for pedagogical training for most of the university teachers in Bangladesh. The dearth of infrastructural facilities and other logistic supports needs to be addressed as early as possible for the enhancement of class quality. In order to overcome this weakness, teachers should be trained, and the university authorities need to be motivated and be more aware of improving the shortcomings with regard to the physical environment of the classroom and other logistic supports.

6. CONCLUSION AND RECOMMENDATION

The findings of this research showed that there was a gap between the expectations and practices of classroom management at the tertiary level in Bangladesh. The study situation with its unique needs demands contextualized classroom management strategies. The strategies should consider institutions' logistic support, students' social and educational backgrounds, etc. The data were collected from 56 different disciplines but classroom management techniques may be different from discipline to discipline. Proper class size must be maintained to dispel its negative impact on classroom management practice and ensure effective teaching. The study findings are important as these produce an overview of the practices and perceptions and impact of large classes on some specific classroom management issues. It can motivate the practicing teachers, institutional authorities, and policymakers to take necessary steps to better the situation for effective teaching-learning outcomes in the future.

In order to handle unexpected situations or topics during classes, the teachers should keep the respect of their students and their self-respect by staying calm, assessing the situation quickly, making a midstream change in the plan, and allowing the lesson to move on (Kayıkçı, 2009). So as to maintain discipline in the classroom, the teachers should be comfortable with their position of authority; treat all the students with equal fairness; establish clearly and explicitly certain code of conduct through negotiation with the students; emphasize the importance of conventions for turn-taking, respect for others, listening to other students, attendance issues; be firm and warm; resolve individual student's disciplinary issues outside the classroom so as not to spend the class time on one particular student; try to find out the source of the problem rather than treating symptoms in order to resolve disciplinary problems; consult their institution's counselor or administrator if the teachers cannot resolve a recurring disciplinary problem (Lopes & Oliveira, 2017). To eradicate cheating, a teacher should take preventive measures to minimize opportunities to cheat, lower the pressure to excel in tests, get students spread out as much as possible in the classroom, bring professional diplomacy to bear on the varying degrees of hardship, encourage to give credit to the source to avoid plagiarism (Fitzpatrick, 2010).

On the basis of the situation, type of course, institution, and the makeup of the students, a teacher needs to play in the classroom the proper role of an authority figure, leader, knower, director, manager, counselor, guide, and

even such roles as friend, confidante, and parent. A teacher can establish rapport with the students in the classroom by showing interest in each student as a person, giving feedback on each person's progress, openly soliciting students' ideas and feelings, laughing with them (not at them), working with them as a team (not against them), developing a genuine sense of vicarious joy when they learn something or otherwise succeed, valuing and respecting what they think and speak. For effective rapport, it is very important to balance between criticisms and praise (Brown & Lee, 2015).

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APPENDIX

This appendix presents the questionnaire consisting of 27 items divided into seven sub-heads. The findings based on the questionnaire survey data have been presented in tables and figures in this research paper.

Questionnaire

Please tick (√) on the option you think is most appropriate.

Physical Environment of the Classroom

1. My classroom is neat and clean.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
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2. My classroom is spacious and well-furnished.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
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3. My classroom environment is congenial to teaching-learning activities in terms of sight, sound, safety, and comfort.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
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4. The number of students in my class is

15-25	25-35	35-45	45-55	55-65 or above
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Tools and Techniques

5. The multimedia system in the classroom is fully functional and can effectively be used without any hassle or disturbance.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

6. I move around the classroom while conducting a class.

Always	Very often	Often	Sometimes	Never
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7. I have eye contact with the students.

Always	Very often	Often	Sometimes	Never
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8. Along with the lecture, I use nonverbal communication or body language that my students understand.

Always	Very often	Often	Sometimes	Never
--------	------------	-------	-----------	-------

9. I change teaching strategies according to the proficiency levels of my students.

Always	Very often	Often	Sometimes	Never
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Grouping and Seating

10. The seating arrangement of my classroom is flexible with various activities and purposes.

Highly flexible	Flexible	Fairly flexible	Inflexible	Highly inflexible
-----------------	----------	-----------------	------------	-------------------

11. I divide the students into single, pair, group, and plenary.

Always	Very often	Often	Sometimes	Never
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12. I use audiovisual systems, peer-editing, peer feedback, and collect written work.

Always	Very often	Often	Sometimes	Never
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13. In terms of students' learning capabilities, my class is

Highly homogeneous	Homogeneous	I do not know	Heterogeneous	Highly heterogeneous
--------------------	-------------	---------------	---------------	----------------------

Authority in the classroom

14. Possessing comfortable authority, treating all the students with equal fairness and a clear code of conduct can help maintain discipline in the classroom.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
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15. In order to resolve disciplinary problems, I try to find the source of the problem rather than treating symptoms.

Always	Very often	Often	Sometimes	Never
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16. I negotiate with the students to determine classroom rules.

Always	Very often	Often	Sometimes	Never
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17. It is easy for me to manage misbehaviour and disruptive students.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

Working with students

18. Interest in each student as a person establishes rapport with the students.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

19. I pay attention to all students evenly and appropriately.

Always	Very often	Often	Sometimes	Never
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Activities in the classroom

20. I encourage students to be active during the learning-teaching process.

Always	Very often	Often	Sometimes	Never
--------	------------	-------	-----------	-------

21. I properly monitor the classroom activities in which the students are engaged.

Always	Very often	Often	Sometimes	Never
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22. I give all the students feedback.

Always	Very often	Often	Sometimes	Never
--------	------------	-------	-----------	-------

23. I finish my classes on time as per plan.

Always	Very often	Often	Sometimes	Never
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Critical moments

24. I gracefully and confidently deal with unexpected situations (e.g. dysfunction of machines, being unable to answer a question, failure of the plan, etc.).

Always	Very often	Often	Sometimes	Never
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25. I manage when a student refuses to follow my instructions.

Always	Very often	Often	Sometimes	Never
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26. Preventive measures to minimize opportunities to cheat are more effective than expulsion or other type of punishment.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
----------------	-------	---------	----------	-------------------

27. I observe the class, look for more suitable options, and take action.

Always	Very often	Often	Sometimes	Never
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