



Investigating Approaches Utilized by Instructors to Navigate Classroom Organization Issues in Higher Education Environments

Erum Aslam Khan¹, Sehrish Majeed², Sarfraz Hussain³, Muhammad Tanveer⁴

¹ Assistant Professor, Department of Education, Bahauddin Zakariya University, Multan, Punjab, Pakistan.
Email: erumaslam@bzu.edu.pk

² Lecturer, Department of Education, Government Graduate College (W), Jampur, Pakistan.
Email: sehrishmajeed76@gmail.com

³ Ph.D. Scholar, Department of Education, Superior University Lahore, Punjab, Pakistan.
Email: sarfrazhussain8059786@gmail.com

⁴ M.Phil. English (linguistic), Institute of Southern Punjab Multan, Pakistan. Email: muhammadtanveer.mzg@gmail.com

ARTICLE INFO

Article History:

Received: May 29, 2024
Revised: August 21, 2024
Accepted: August 22, 2024
Available Online: August 23, 2024

Keywords:

Approaches
Classroom Organization
Issues
Higher Education Environment

Funding:

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

ABSTRACT

The primary goal of the study was to investigate the perspectives of instructors regarding strategies for managing classroom organization challenges in a higher education setting. The researcher selected a sample of 478 respondents by using a simple random sampling technique from six universities operating in Multan district. The study employs a quantitative approach, collecting data through a questionnaire. 348 questionnaires from the 478 instructors were collected. The response rate was 73.23%, which was acceptable for survey research. For the analysis of data, the researcher applied both descriptive and inferential statistics. Average mean and standard deviations were employed to examine the opinion of higher education institution instructors about the frequency of use of approaches and effectiveness of these approaches. A t-test was employed from inferential statistics for finding the opinion of higher education institution instructors on the basis of gender. Percentage analysis was conducted for the analysis of approaches through rank-order. Thematic analysis method was used for the examination of open-ended questions. The study found that higher education institution instructors often use clear voice, question-answer strategies, and active student-instructor interaction to address classroom organization issues. Other approaches include planning lessons, treating all learners equally, arranging the classroom well, improving familiarity, and practicing instructional techniques. However, the use of rules based on conditions, time-out approaches for violent behavior, and rules for penance and penalties was rare.

© 2024 The Authors, Published by iRASD. This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License

Corresponding Author's Email: erumaslam@bzu.edu.pk

1. Introduction

According to Seufert et al. (2022), classroom organization refers to the specific actions taken by an instructor to create an environment that effectively promotes and enhances both educational and social and emotional learning. Classroom organization can be defined as the disciplinary atmosphere in the classroom, which is the teachers' perceived capacity to maintain order and prevent disruptions (Lopes & Oliveira, 2021). Furthermore, Lopes and Oliveira (2021) delineated four essential components of classroom order: Lopes and Oliveira (2021) delineated four essential components of classroom order: (1) appropriate physical features of the classroom and the activities that take place there; (2) clear rules and potentials of learner behavior in the classroom; (3) launching flawless practices in which learners can accomplish in a self-regulated manner without the instructor repeating rules. (4) Ensuring the success of learning methods involves adapting to the student's pace, monitoring their progress, fostering their cooperation, and skillfully managing transitions. If an instructor wants to be successful, he has to follow these elements. It is evident that a disorganized and chaotic classroom rarely yields significant learning

outcomes (Elias & Schwab, 2013; Nisar, Khan, & Khan, 2019). It is indisputable that instructors play a crucial role in fostering learners' socio-cognitive development, and effective classroom organization is fundamental to the learning process (Nisar, Khan, & Khan, 2019).

1.1. Background of the Study

The review of the literature shows that for many instructors, classroom organization is an issue during the primary years of teaching (Balli, 2009; Macías, 2018; Quintero Corzo & Ramírez Contreras, 2011). They face these problems due to a lack of planning and preparation in classroom organization (Seufert et al., 2022). According to the literature review, teachers need to address a variety of classroom organizational challenges to raise the capability of their instructions. However, the majority of Pakistan's educational institutions only use a few of these approaches, making it imperative to discuss these problems and their potential solutions. There have been a lot of studies conducted on classroom organization. One of the main issues with classroom organization is students' disruptive behavior. Teachers who fail to prepare lessons and activities in advance give students the opportunity to cause disruptions during lesson delivery (Ahmed, Faizi, & Akbar, 2020).

Saleem (2021) demonstrated that activity-based learning was the most effective strategy for resolving classroom organization concerns, leading to its widespread implementation. They think it maximizes student learning while assuring their participation, which is critical for a well-run classroom. Linking student motivation to concrete rewards is another fruitful and satisfying teaching strategy. A review of Pakistani literature reveals a dearth of comprehensive studies that tackle every recurring issue in classroom organization and provide valuable solutions. To fully fill this gap, the current research study provided a detailed analysis of the issues of classroom organization as well as the usage and usefulness of approaches to navigate these issues at higher education institutions.

1.2. Statement of the Problem

The study addresses the primary challenges of classroom organization that instructors encounter in higher education institutions. The primary goal of the study was to examine the perspectives of instructors on classroom organization issues and their strategies for addressing these issues in higher education institutions. This study aims to assist higher education institution administrators and policymakers in identifying persistent issues related to classroom organization, which primarily impact student activities and the institution's atmosphere. Additionally, it provides guidance on various approaches to address these issues, with the ultimate goal of eliminating or minimizing these challenges.

1.3. Objectives of the Study

The key objective of the study was to scrutinize the classroom organization issues and the approaches to navigate classroom organization issues at higher education institution. The chief objectives of this study were:

- To examine the frequency of usage and effectiveness of numerous approaches to navigate classroom organization issues as observed by instructors of higher education institution.
- To inspect the difference in opinions of female and male instructors about the usage and effectiveness of approaches to navigate classroom organization issues.
- To examine the stance of instructors about most effective approaches\tactics to be used for classroom organization issues at higher education institution.

2. Research Methodology

The primary focus of the study was to investigate the challenges instructors encounter with classroom organization and the strategies they employ to address these issues. To achieve this purpose survey research was used by the researcher. According to Partap (2019), the researcher employed the survey technique to gather information from a selected group of respondents, with the aim of gathering their thoughts and views on the topic of concentration. To achieve this goal, the researchers employed a survey research design. For conducting the research study, instructors of all the higher education institutions of Multan were considered as the target population. There are a total of six universities operating in Multan district. The researcher grouped these six universities into three distinct strata. Through the lottery method,

a random selection of three universities was selected from these strata. Within these selected universities, 857 instructors were employed. The researcher selected a sample of 478 respondents using a simple random sampling technique. The researcher received a total of 348 complete questionnaires, 153 from men and 195 from women, using a conventional method. For the review surveys, the reaction rate was 73.23%, which is acceptable. The investigator supervises the use of the instrument by the instructors at the higher education institution. The higher education institution's instructors conducted a total of 478 questionnaires, returning 348 of them. The response rate of the tool was 73.23%.

3. Data Analysis

The investigator used appropriate methods in both inferential and descriptive statistics, utilizing the Statistical Package for Social Sciences to analyze the data. Average mean and SD were employed for frequency of use of effectiveness of these approaches to navigate classroom organization issues. A t-test was applied from inferential statistics, and it was used for calculating the difference in views of female and male instructors at higher education institutions.

3.1. Section 1: Findings of Approaches to navigate classroom organization issues as perceived by instructors, at higher education institution

Through a survey, the instructors' perceptions were examined about approaches to navigate classroom organization issues, calculating the average mean, SD, confidence interval, and independent sample t-test. This segment gathered and examined 348 replies to scrutinize the opinions of respondents about approaches to navigate classroom organization issues. This segment contained two portions: Portion 1 included eighteen items to gather respondents' opinions on the frequency and efficacy of strategies for resolving classroom organization problems in higher education institutions; part 2 featured seven strategies for resolving classroom organization problems, which respondents ranked according to their effectiveness.

3.2. Perception of instructors about frequency of usage and effectiveness of approaches to navigate classroom organization issues at higher education institution

This portion focuses on the examination of the opinions of instructors regarding frequency of usage and effectiveness of approaches to navigate classroom organization issues at higher education institutions. To accomplish this objective, seventeen statements related to frequency of usage and effectiveness of approaches to navigate classroom organization issues were investigated by calculating the average mean, SD, and t-test.

3.3. Portion 1: Investigate of instructors' opinion about the usage and effectiveness of approaches to navigate classroom organization issues

In the following table, teachers evaluated seventeen statements regarding the frequency and effectiveness of various classroom organization methods, based on the average mean and standard deviation.

Table 1 shows that from the rate of recurrence of usage of approaches to navigate classroom organization issues, the approach 'Guarantee showy and clear voice' had the highest average mean score of 4.20. Overall, there are 6 approaches to navigate classroom organization issues that have an average mean score that lies between 4 and 4.5, which are: guarantee showy and clear voice (mean = 4.20), usage of question-answer tactic (mean = 4.08), strong learner-instructor collaboration (mean = 4.09), dodge use of threats (mean = 4.15), tread during class activities in the classroom (mean = 4.16), and use of audiovisual materials (mean = 4.10). The other six approaches to navigating classroom organization issues, with a mean score between 3.5 and 4, are: providing satisfactory explanations for classroom lessons (mean = 3.85), treating all learners equally (mean = 3.75), maintaining well-organized classrooms (mean = 3.86), enhancing learners' understanding (mean = 3.65), preparing the lesson (mean = 3.63), and using appropriate and applicable instructional techniques (mean = 3.57). The average mean score for four approaches to address classroom organization issues was between 3 and 3.5. These approaches include creating classroom instructions (mean = 3.34), implementing irritation management strategies and emotion education (mean = 3.23), allowing learners to express themselves freely (mean = 3.28), and adapting instructions based on the situation (mean = 3.24). The remaining approaches to address classroom organization issues, such as creating rules for penance and consequences, received an average mean score below 3. (Mean=2.92). More specifically, the average mean was 3.78 and the standard deviation was 0.98, indicating

that most instructors are aware that higher education institutions occasionally use these approaches to address classroom organization issues.

Table 1: Analysis of instructors' opinion about the usage and effectiveness of Approaches to navigate classroom organization issues

Usage		Approaches to navigate classroom organization issues of classroom organization challenges	Effectiveness	
M	SD		M	SD
3.63	1.03	I allocate sufficient time to design the lesson.	4.28	1.05
3.86	0.96	I make a sound organized classroom to enhance the learning.	3.83	1.06
3.28	0.96	I give freedom of expression to the students.	3.98	1.00
4.10	0.73	I use audio visual aids that help in effective transfer of information.	3.71	0.48
3.57	0.83	I confirm the use of suitable and appropriate instructional technique.	3.85	1.10
3.34	0.76	I construct classroom rules (for example, for coming late or using mobile phones)	3.88	0.94
2.92	0.94	I create rules for penance and penalties for contravention classroom rules.	3.13	0.84
3.85	0.86	I guaranteed that I must have satisfactory plaining for classroom experience.	4.15	0.95
3.65	0.81	I improve understanding of the learner.	3.87	1.02
4.15	0.87	I am not using threats for harmless and relaxed classroom environment.	3.76	1.17
4.20	0.69	I confirm my showy and clear voice to the learner.	4.34	0.96
4.16	1.05	I tread in classroom throughout the class instructions.	3.89	1.04
3.24	0.93	I change some rules according to the situation.	3.30	1.09
4.08	1.03	I use question answer strategy in the class for the active participation from learner' side.	4.27	0.97
4.09	0.93	I maintain a healthy student-instructor interaction.	4.10	1.08
3.75	1.00	I treat learner equally nevertheless of their upbringing.	4.11	0.90
3.23	0.74	I effort to teach learner anger management guidelines and emotion training (like focusing, being patient, working hard etc.)	3.72	1.07
3.78	0.98	Overall	3.86	0.98

Statistics from Table 1 also reveal that the approach 'Guarantee showy and clear voice' had the highest average mean score of 4.24 when it comes to navigating classroom organization issues. Overall, the average mean score for 15 approaches to navigate classroom organization issues ranges from 3.5 to 4.5. Ensure a clear and confident voice (mean = 4.34), treat every learner equally (mean = 4.10), The average score for classroom lessons is 4.18, the average score for using question-answer tactics is 4.27, and the average score for healthy learner-instructor interaction is 4.11. The average score for classroom lessons stands at 4.15, while the average score for classroom activities is 3.89. The average score for creating classroom instructions is 3.85, while the average score for classroom activities is 3.89. Two strategies, "changing instructions dependent on the condition" (mean = 3.30) and "creating rules for penance and consequences" (mean = 3.13), received a mean score below 3.5. More specifically, the overall average mean was 3.86, with a standard deviation value of 0.98, indicating that most instructors recognize the effectiveness of these approaches in addressing classroom organization issues in higher education institutions.

3.4. Analysis of instructors' opinion about frequency of usage of approaches to navigate classroom organization issues at gender base

This section of the inquiry focuses on the instructors' perspectives regarding the frequency of their use of approaches to address gender-related classroom organization issues. The sample contained 153 male instructors and 195 female instructors from the higher education institutions in Multan. To associate the opinion of female and male instructors, an independent sample t-test was used.

Table 2: Instructors' opinion about frequency of usage of selected Approaches to navigate classroom organization issues in classroom at Gender Base

Gender	N	M	SD	Df	T	Sig.
Male	153	71.07	13.32	343	-.156	.663
Female	195	72.96	13.75			

Table 2 reveals that the average mean score of female instructors was 72.96, slightly higher than the average mean score of male instructors (71.07). Additionally, the considered value (.663) exceeds the calculated value of 0.05, indicating that there is no statistical difference between the views of female and male instructors regarding the use of these approaches to navigate classroom organization issues. This shows that both female and male instructors use these approaches to navigate classroom organization issues almost equally frequently.

3.5. Analysis of instructors’ opinion regarding effectiveness of approaches to navigate classroom organization issues on the basis of gender

This section of the study centers on the perceptions of instructors regarding their ability to identify effective strategies for addressing gender-related classroom organization challenges. The sample comprised 195 female instructors and 153 male instructors from the higher education institution in the Multan district. To compare the views of female and male instructors, an independent sample t-test was calculated.

Table 3: Instructors’ opinion about effectiveness of selected approaches to navigate classroom organization issues in classroom at Gender base

Gender	N	M	SD	Df	T	Sig.
Male	153	70.55	13.36	353	-.232	.342
Female	195	72.92	14.37			

Table 3 reveals that the average mean score of female instructors was 72.92, slightly higher than the average mean score of male instructors (70.55). The computed value (.342) exceeds a persistently significant value of 0.05, indicating that there is no difference in the opinions of female and male instructors regarding the efficiency of selected approaches to navigate classroom organization issues. This shows that both female and male instructors identify these approaches to navigate classroom organization issues almost equally efficiently.

3.6. Section 2: Analysis of opinion of instructors about the most efficient approach for classroom organization issues based on rank-order

Instructors rank-ordered the approaches to address classroom organization issues in this section based on their belief that the first approach should address these issues. These approaches to navigate classroom organization issues were examined by finding occurrence and percentage.

Table 4: Instructors’ opinion regarding the most efficient approach for classroom organization issues based on rank-order

Sr.no	Remedies	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7
1	Unblemished instructional guidelines	66	20	224	10	25	5	5
2	Threatening\Penalizing	7	20	8	5	30	245	20
3	Subtracting marks	2	5	3	25	10	40	255
4	Emotive training	5	30	20	225	47	5	15
5	Altering teaching flair	225	25	40	25	30	5	5
6	Counselling\Guidance	40	40	30	22	178	15	20
7	Appropriate seating organization	10	205	30	35	25	20	20

Table 4 presents the respondents' overall opinions about the most efficient approach for addressing classroom organization issues. The table results show that the approach 'Altering Instruction Flair' had the highest frequency at rank 1 (f = 225). The results indicate that the majority of instructors considered 'Altering the teaching flair' as the most effective approach for addressing classroom organization issues. At rank 2 (f = 205), "appropriate seating organization" ranked as the second most beneficial approach for addressing classroom organization issues. 'Unblemished instructional guidelines' was measured as the beneficial approach by consuming the frequency of 224 at rank 3. 'Emotive training' is ranked as the fourth most beneficial approach, with frequency at rank 4 (f = 225). 'Counselling Guidance' is ranked as the fifth most beneficial approach with frequency at rank 5 (f = 178). The approach 'Threatening\Penalizing' had rank 6 by consuming the frequency of 245 on rank 6. The approach 'Subtracting marks' had the maximum frequency of 255 on the rank 7. As a result, it ranked 7th among the approaches used to address classroom organization issues.

3.7. Section 3: Analysis of opinion of instructors about approaches to navigate classroom organization issues through open-ended questions

The chief purpose of this research study was to examine approaches to navigating organizational issues in classrooms at higher education institutions. In order to achieve the aims of the study, a survey research strategy was employed, and instructors of all the higher educational institutions in Multan were designated as the population. A survey tool was used to gather the data that contains one open-ended question associated with approaches to navigate classroom organization issues. A total of 348 complete questionnaires were collected from which, in 24 questionnaires, respondents were not given the answer to an open-ended question.

Please suggest any other approaches to navigate classroom organization issues.

Table 5: Analysis of Approaches to navigate classroom organization issues that might be used by instructors

Major Themes	Minor Themes	Frequency
Approaches for instructors	<ul style="list-style-type: none"> • Guaranteed student contribution • Enlightening interpersonal skills • Inspire learner • Use learner centered method • Uninterrupted monitoring • Appealing learner while education • Contribution of learner in performances • Have latest information • Checkered presence of learner regularly • Assigning group activities 	119
Managerial approaches	<ul style="list-style-type: none"> • Smooth instructors with all the simple facilities for education in classroom • Less number of learner in every class • Dissection of number of learner in units • Availability of new technologies • Visits to other organizations • Offer corporal facilities 	226

Table 5 reveals that, based on a thematic analysis of open-ended answers about strategies for navigating classroom organization issues currently faced by instructors, 66.79% of instructors proposed approaches for management or administrative strategies. The remaining 33.89% of instructors suggested methods or strategies to address these issues in classroom organization.

4. Conclusions

Grounded on the assumptions above, the following conclusions were made by the researcher. The first assumption arose from the results, which examined the frequency of usage and effectiveness of various approaches to address classroom organization issues. The findings indicated that instructors occasionally or infrequently utilized these approaches to address classroom organization issues, despite their perceived efficiency. The results indicate that the approach with the highest frequency of usage and a high degree of effectiveness was confirmed by a clear and concise voice. The results demonstrated that instructors believed the approaches to address classroom organization issues were efficient. Additionally, the results show that there was no difference in the views of female and male instructors regarding the usage and effectiveness of approaches to navigate classroom organization issues. This study focused on determining the most efficient approach for addressing classroom organization issues through a rank-order analysis. The ranking system prioritized changing the style of instruction first, while subtracting marks came in last. According to the results of open-ended questions, instructors are now addressing issues such as learners' arrogant behavior, insufficient resources, and congested classrooms. Instructors proposed several approaches for instructors and management to navigate or mitigate these newly addressed classroom organization issues.

The recommendation of his study are given below;

- Higher education institutions should ensure a sufficient substructure that includes classroom accessibility. The provision of passable substructure will assure operative classroom management, and nearby there will not be any more congested classrooms.
- Actual classroom organization suggests effective teaching in the classroom; thus, an instructor should practice these approaches to navigate classroom organization issues.
- All stakeholders, including the school management team, teachers, pupils, parents, and guardians, must participate in classroom organization for success. All stakeholders bear responsibility for the implementation of classroom organization strategies.
- The higher education institution should develop and recommend a specialized progress program for in-service instructors, equipping them with the necessary knowledge and skills to ensure competent classroom organization. Instructors will be capable of successfully regulating the classroom and ensuring effective theoretical accomplishment by using these skills.
- The primary concern with classroom organization was the unethical behavior of the students. So, the learner may be guided to follow the classroom directions and regulations. For this reason, the instructors should involve the students in the process of creating classroom directions. This method allows the learner to personalize the instructions.

References

- Ahmed, G., Faizi, W. U. N., & Akbar, S. (2020). Challenges of novice teachers and strategies to cope at secondary level. *Global Regional Review*, 1, 403-416.
- Balli, S. J. (2009). *Making a difference in the classroom: Strategies that connect with students*. Rowman & Littlefield.
- Elias, M. J., & Schwab, Y. (2013). From compliance to responsibility: Social and emotional learning and classroom management. In *Handbook of classroom management* (pp. 319-352). Routledge.
- Lopes, J. L., & Oliveira, C. R. (2021). Inclusive education in Portugal: Teachers' professional development, working conditions, and instructional efficacy. *Education Sciences*, 11(4), 169. <https://doi.org/https://doi.org/10.3390/educsci11040169>
- Macías, D. F. (2018). Classroom management in foreign language education: An exploratory review. *Profile Issues in TeachersProfessional Development*, 20(1), 153-166.
- Nisar, M., Khan, I. A., & Khan, F. (2019). Relationship between Classroom Management and Students Academic Achievement. *Pakistan Journal of Distance and Online Learning*, 5(1), 209-220.
- Quintero Corzo, J., & Ramírez Contreras, O. (2011). Understanding and facing discipline-related challenges in the English as a foreign language classroom at public schools. *Profile Issues in TeachersProfessional Development*, 13(2), 59-72.
- Saleem, A. (2021). Strategies and Challenges of Novice Public-School Teachers related to Classroom Management at the Elementary Level in Lahore. *Pakistan Social Sciences Review*, 5(IV), 258-271. [https://doi.org/10.35484/pssr.2021\(5-IV\)20](https://doi.org/10.35484/pssr.2021(5-IV)20)
- Seufert, C., Oberdörfer, S., Roth, A., Grafe, S., Lugin, J.-L., & Latoschik, M. E. (2022). Classroom management competency enhancement for student teachers using a fully immersive virtual classroom. *Computers & Education*, 179, 104410. <https://doi.org/10.1016/j.compedu.2021.104410>