



Improving quality of teaching-learning in higher education in Bangladesh: does classroom management matter?

Biplob Mallick¹, Bikram Biswas²✉, and Shanjay Kumar Mukharjee³, Md. Shamsul Arefin²

¹Department of Education, Noakhali Science and Technology University, Noakhali-3814, Bangladesh

²Department of Educational Administration, Noakhali Science and Technology University, Noakhali-3814, Bangladesh

³Department of Public Administration and Governance Studies, Jatiya Kabi Kazi Nazrul Islam University, Trishal, Mumensingh-2220, Bangladesh

✉ Email: bikramju1020@gmail.com; ORCID: 0000-0002-5429-3916

ABSTRACT

This study aims to find out the importance of classroom management in ensuring the quality of teaching-learning process in higher education in Bangladesh. Classroom management and quality teaching are vice versa in education system while classroom management comprises a wide variety of techniques and skills used by teachers to keep students organized, efficient, focused, responsive and creative during a class. On the other hand, quality teaching influences to flourish the students' overall performance in education. Therefore, the effective classroom management in higher education is extremely important where students can learn in an environment without disruption.

Review Article

PII: S232247702100004-11

Rec. 29 November, 2021

Acc. 19 December, 2021

Pub. 25 December, 2021

Keywords

Effectiveness, Teaching-learning, Classroom Management, Higher Education, Bangladesh

INTRODUCTION

In every aspect of our lives, discipline is a must done policy towards success. It often comes to mind at the mention of classroom management. On the other hand, one of the most significant and tough function is to play role as a classroom manager in classroom teaching-learning activities. Additionally it can be said that a well-trained educator can make classroom teaching-learning process easier, lively and activity based for the students while efficient use of classroom management paves the way for it. Classroom management developed a set of norms that are observed in a well-organized classroom. Moreover, the effective classroom management helps the teacher to engage students in learning process. Whereas, teaching-learning activities cannot successfully complete in a poorly managed classroom. It requires systematic management with a clear concept on development of quality teaching where the excellence of teachers helps to transform education from top to bottom (Blaško and Raschman, 2015). However, the good teachers seem to be efficient with

students of all academic achievement irrespective of the level of diversity in their classes. Researches not only support the usefulness of classroom management but also the insight on the dynamics of effective teaching. Concurrently, the achievement of higher education has always been a matter of concern for the general people as well as academicians. It is a step on the way that sets the foundation for a better individual development as well as a positive contribution to society. The entire process is dependent on the quality of classroom interaction between students and teachers, which is depend on the quality of instruction provided by teachers.

Stage and Quiroz's meta-analysis (1997) shows the significance of finding a balance between teacher activities that provide clear consequences as well as provide obvious penalties for undesirable behavior and actions that recognize and reward acceptable behavior.

Emmer et al. (2003) and Evertson et al. (2003) have identified important components of classroom management, including a positive emphasis on

management at the beginning of the school year; structuring the system in a way that leads to efficient management and identifying and implementing rules and operating procedures. However, classroom management is the indication of a wide range of skills and knowledge that used by teachers to aid the students to be organized, orderly, focused, attentive, and academically productive in class (Marzano and Marzano, 2003). When teachers apply effective classroom management techniques, they minimize the behaviors that impede learning for both individual student and group of students. On the other hand, they can maximizing the behaviors to support or enhance learning and quality teaching come with it gradually.

Concurrently, the higher education in Bangladesh is supported by two types of institutions: universities that provide degrees and colleges affiliated with the National University There are around 49 public and 107 private universities now in Bangladesh. Moreover, the number of colleges providing higher education is around 1400. Despite having such a good number of universities and colleges, a mad crow is observed everywhere, especially at the time of admission to different courses especially in public universities. This is simply because of the increasing number of students. Students usually think that there is a sound environment for education in public universities. Secondly, educational expenditure in public universities is much less than in private universities. So, their first choice is public universities because higher education is essential for student's personal as well as overall development of a country. Without higher education, a nation remains in darkness. In the context of higher education, the country is still lagging. The institutions have not increased in proportion to the increase in the number of students.

The motive of this study is to identify the significance of classroom management at the higher education in Bangladesh to ensure the quality of teaching-learning process. Classroom management plays a vital role at the tertiary level of education. It improve the quality of teaching and also learning in higher education. Through this study authors tries to identify the positive impact of classroom management at the educational institutions to enhance the quality of education.

■ LITERATURE REVIEW

Management

Management is a process of planning, decision making, organizing, leading, motivating, and controlling the human resources, financial, physical, and information resources of an organization to reach its goals efficiently and effectively. It is a systematic process of planning, organizing, staffing, directing, and controlling that managers use to effectively carry out their responsibilities. At all levels of management of organizations or institutions where the activities are being managed and also benefited from management principles. It is the practice of coordinating people and other resources to attain the goals of certain organization.

Educational management

Educational management is a course of study and practice that focuses the processes of educational institutions which have significant effect on planning, organizing and directing activities in a school to accomplish the school's objectives. It is primarily concerned with the purpose or aims set in curriculum which deliver the key sense of direction to reinforce the management functions in educational organizations. Despite having many definitions of educational management are offered by different writers or researchers, these those are partial due to the particular sense of the author. However, educational management suggests systematically way of thinking about doing process in classroom environment. Specifically, "it describes what is to be done, how it is to be done and how we know when we have done". Simply, educational management can be defined as a method of process what managers should do their duties. Additionally, it can be explained that it is the process of an institution's activities involving the efficient and effective use of human and other resources to carry out teaching, extension work, and research.

Effective classroom management

Classroom management refers to the process of establishing and maintaining appropriate behavior in the classroom by teachers and pupils for purposeful teaching-learning activities. It also aims to improve

students' practical behavior and academic engagement in classroom settings.

Effective classroom management is a set of mild but it is an effective method for creating a learning and pleasurable environment in the classroom. [Abbott et al. \(2014\)](#) have explained that the effective classroom management is a method for accomplishment the best results from a group of students, a school, or any other educational institution. Moreover, the effective classroom management helps to acquire better learning outcomes. The process supports teachers to create and keep appropriate behavior of students in classroom settings which may work practically in every subject area and at all grade levels. It is usually used to improve the academic engagement of students in lesson which helps and facilitates effective teaching-learning process. However, the effective classroom management is based on the idea of providing a pleasant learning environment with strong teacher-student relationships ([Brekelmans et al., 2002](#)).

Quality teaching

Quality teaching includes responsive and reflective teaching which makes students sincere to their learning progress and learning styles ([Jeyaraj, 2019](#)). However, the quality of teaching has become increasingly important now a days as it works as landscape of higher education which has been turned into learner centered teaching focusing constructivism of learning. The focus of teaching in higher education is changing toward deep learning. The learning process of students in classroom environment depends on the way of delivering process of lecture by teachers. It may create differences among the students learning activities because effective instruction encourages the excellence of students learning outcomes by best practices of teaching in classroom.

However, the best practices of teaching depend on the quality of instruction and the quality practices of teaching makes student engage more in learning ([Powell and Bodur, 2016](#)). [Adgie-Boateng and Gourneau \(2016\)](#) have stated that the practice of quality teaching helps to boost up the learning abilities and outcomes of students. The perception of

teachers about instruction has an impact on their classroom and the learning environment they create ([Jeyaraj and Gandolfi, 2020](#)).

Effective learning

Learning is the process of gaining new knowledge, skills, values, attitudes, and preferences through the acquisition of new understanding, knowledge, behaviors, skills, values, attitudes, and preferences which may include synthesizing several types of information. It also modifies and reinforces existing knowledge, actions, skills, values, or preferences through teaching-learning process in formal education while higher education is a type of formal education offered by universities. Simply, learning denotes to the change of behavior and it undergoes through experience. Therefore, learning may be defined as the result of experience on behavior ([Houwer et al., 2013](#)). It is a reflective activity in which a learner uses prior experience to analyze and assess the present, guide future behavior and develop new knowledge ([Wentzel et al., 2002](#)). Additionally, the learning is much deeper than traditional memorization process and involves learner in critical thinking process, discussion, and helps to construct new knowledge. It also makes connection between prior knowledge and new knowledge. However, the aim of learning in higher education is to form of constructing new knowledge.

On the other hand, effective learning gradually involves more knowledge generation in collaboration with others rather than independent knowledge acquisition. However, the process supports to improve the understanding of the individual and social processes that are required to learn how to learn ([Marsick and Watkins, 2018](#)). The effective learning helps students to learn a variety of methods and can monitor and measure their progress to realize whether strategies are active in learning process. On the other hand, effective learning process is related with well-designed classroom environment which have positive impacts on the variation of students' academic performance by up to 16 percent ([Barrett et al., 2015](#)). Therefore, it can be said that classroom management can have important effect on performance of students.

Learning environment

Constructive learning environments is important for student performance because it encourages students to be more engaged, motivated, and have a higher total learning capability. However, the difference of physical settings, circumstances, and cultures in which students can study with joy are referred to as the learning environment. The term is usually used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations—a room with rows of desks and a chalkboard, for instance students can learn in a variety of settings, such as outside-of-school locations and outdoor environments.

Therefore, the classroom learning environment can be considered as most important influencing factor for student learning. Simply put, when students see their learning environment as positive and encouraging, they learn more effectively. On the other hand, relevant content, clear learning goals and feedback, opportunities to develop social skills, and strategies to help students succeed are all part of such an atmosphere.

DISCUSSION

Strategies or method of quality teaching-learning

Students involved in higher education learn by practicing their natural talent while teachers can only guide them. Therefore, the teachers use different types of teaching strategies to convey information to students for accomplishment of learning goals because the learning style is not similar for all students. Different students learn in different ways while a particular strategy may not work for similar type of students in a class. Therefore, the teachers need lots of teaching strategies in his/her toolbox to convey information to students for accomplishment of learning goals because the learning styles of students are differed to each other. They can plan to use cooperative teaching-learning techniques in classroom activities which involve students to work collectively and learn from each other. The process helps students to think critically, insists to solve the problem together, to develop their communication skills and get to be involved in active learning process.

Additionally, the students in higher education are capable enough to learn by doing and teachers can easily set experiences for lesson presentation while students should practice, discuss and reflect in their learning process. Teachers may ask students to team teaching process whereby students learn critically and prepare themselves to teach their friends. This process asserts students deep learning. Similarly, the role play is another active learning methodology which allows students to learn the lesson through their personal involvement. It is a way to impart education of complex nature through simplified way of learning process.

Furthermore, the problem solving and project method with flipped classroom are the others teaching methodology those are suitable for teaching in higher education. Problem solving method involves students to exercise critical thinking skills and develop their own solutions while project method allows hands on experience of learning opportunity. On the other hand, teaching- learning materials are provided before the class to review the content at their own pace and participated actively during classroom teaching learning activities in flipped classroom.

Why quality teaching in higher education?

Quality teaching-learning activities in higher education has become an important area that works as the landscape for continuous changes in education. It happens especially for the rapid development of technology and its uses in education. Modern technology directs their way of learning, altering the nature of student-teacher relations. Both socially and geographically, the student body has grown and varied significantly in technology mediated classrooms. On the other hand, governments, students and their families, companies, and fund sources are all demanding more value for their money and efficiency through education.

While effective or high-quality teaching is thought to be critical for student learning, academic achievement, and societal contribution. Faculty perspectives on quality teaching, outstanding teachers, and student happiness have dominated much of the research on university teaching. Quality education allows students to develop their qualities and skills that help them to achieve their full potential

as human beings and members of society. As a result, establishing what desired improvements the educational institution intends to see in each student is an important part of providing quality education (Rashid and Gazi, 2019).

Simultaneously, quality education is the foundation of societal justice. It not only helps teaches but also empowers citizens, allowing them to contribute as much as possible to the social and economic development of their communities. Regardless of gender, race, ethnicity, socioeconomic background, or geographic region, a good education emphasizes each student's social, emotional, mental, physical, and cognitive growth. It prepares the child not only for academic success, but also for life.

Quality education also provides resources and policy guidance to ensure that every student comes at school in good health, practices a healthy lifestyle, and learns in a physically and emotionally safe environment for both students and adults. Individuals, communities, and society thrive when they have access to high-quality education. It helps schools to align and integrate fully with their communities, as well as access a variety of resources from many sectors that promote their students' educational growth. In a nut shell, three critical pillars support quality education: assuring access to qualified teachers, offering quality learning resources and professional development, and creating safe and supportive learning environments (Rashid and Gazi, 2019).

Why effective classroom management?

Classroom management is the heart of teaching which has a direct impact on students' learning outcomes as well as instructor's well-being. While, a dynamic learning environment and dedicated students are the results of effective classroom management. It is difficult to persuade students to behave well and study without appropriate classroom management and a positive learning environment. Classroom management in higher education is important for proper learning opportunity in Bangladesh. Moreover, the classroom setup is a vital component of classroom management that supports both teaching and learning environment. On the other

hand, the structuring of learning environment is essential for teachers and students while the physical layout of the classroom has an impact on both student and teacher performance. The well-designed classroom management plan can facilitate the learning process and perform better. By using classroom management, teachers can organize their working place safe and supportive. Thus, teachers should understand how to successfully manage a classroom and what types of classroom management should include in lecturing procedure.

Quality teaching-learning in Bangladesh: Does classroom management matter in higher education?

Higher education is the most significant level of the educational system which builds the foundation of proper knowledge as well as creates new knowledge. The educational system in Bangladesh is three-tier and highly subsidized but it has a number of problems. Among the problems, ineffective classroom management is a major concern at the higher education level because classroom management is strongly linked to students' academic performance. In contrast, a large number of students needs an effective atmosphere so that they need to receive a high-quality education whereas perfect classroom management can ensure an effective learning environment.

On the other hand, classroom management is important in a developing country like Bangladesh to provide an effective environment in higher education because it is the most challenging aspect of teaching in Bangladesh for a teacher. If it is assured that classroom management is effective that will help students to receive a high-quality education.

Additionally, the quality and the number of students dropping out as a result of failing the semester or year final examination has exceeded expectations. This situation raises specific questions about the impact of classroom management, both in terms of the types and quality. Although modern classroom management is a challenge for Bangladeshi educators but they are doing their best to overcome it and assist students to be educated. But the question is whether the classroom management helps to improve quality teaching-learning in Bangladesh.

Creating a conducive learning environment

Exceptional strategies may assist the effective management of the classroom, allowing students to study in an encouraging and friendly environment. For example, Daniel Goleman said that; "The Responsive Classroom approach creates an ideal environment for learning— every teacher should know about it." Classroom management abilities may contribute in the development of a supportive atmosphere in which all students feel like they belong, allowing them to explore more learning opportunities while maintaining within the boundaries and standards set through collaborative efforts between teacher and students. This is possible if a well-thought-out plan for managing student and classroom behavior is in place. If teachers do not have a strategy in place to control their lessons and their students' behavior in the classroom, however, the classroom will become chaotic, making it unsuitable for effective learning. In this situation, students will learn significantly less than they would if the teacher had effectively managed the classroom.

Additionally, the proper classroom management approach can help to direct everything that happens in the classroom within the day. It's generally beneficial to arrange the lesson ahead of time, taking into account classroom management difficulties, so that any misbehaviors during the lesson won't prevent you from assisting students in understanding what the teacher is going to teach. That is to say, before a student engages in inappropriate behavior in a class during a session, the class management strategy can assist promptly dealing with the situation and continuing with the lesson.

The effective classroom management skills of teachers will help them feel more energized. It makes the teachers to feel like an expert. In addition to bringing out the best in their students, gain great satisfaction and drive from what they accomplish. However, when a teacher have a particularly difficult class with a lot of disruptions and student misconduct, he always burn out and consider quitting teaching. This is why, classroom management is very important in education. It's always important to have a philosophy for dealing with student conduct, as well as a plan to help the teachers. Furthermore, classroom management strategies will always assist and motivate teacher to create a structure and SMART

goals for student behavior and course delivery in their class. Students will always know whether their activities and behaviors in the classroom follow the predetermined structure. While, effective classroom and student behavior management tactics help the teacher to plan the classes and lessons so that students have a clear path to follow. This is usually done with goals in mind so that pupils will have a roadmap to follow. This is always done with targets attached.

Students will grasp what is expected of them if the teacher uses the right classroom management strategies. In order to manage conduct in the classroom, teacher and their students will need to establish rules, procedures, and standards. Then the students will know exactly what to do in a variety of circumstances as a result of this. There will be no misunderstandings about each student's obligations in class. Classroom management is important for reducing disruptions in the classroom. As a result, teachers attempt to predict all potential interruptions and devise strategies for dealing with them effectively. When this is successful, students spend more time on class activities rather than complaining about their classmates' disruptive behavior. This adds value to students' efforts because they will get a lot of knowledge. They will be able to learn, comprehend, and pass essential examinations in order to achieve in life.

Concurrently, the effective classroom management helps teachers in the development of responsible individuals. As a result, teachers who are more adept at directing their classrooms, are more authoritative. This means they provide independence towards students while teaching them how to exercise that freedom within the confines of the classroom's set norms, routines, and expectations. That is, they strike a balance between student independence and management in the classroom. This is the most effective method for instilling responsibility in students. If the teacher manage his/her class well, parents will develop faith in that teacher. This is because they know the classroom is a safe atmosphere for their children to study in. As a result, they are more likely to form a deep bond with teacher and provide them with all of the resources they need to manage their students' conduct.

A school with excellent classroom managers creates confidence in its pupils and other stakeholders. The academic performance of this school's students will significantly improve. This is extremely beneficial to the school's and society's existence. Students also feel comfortable in schools that are thought to be effective at managing student conduct. This is because effective schools frequently create an environment that allows teachers to be effective in their duties. For example, they provide teachers with the resources they need to efficiently manage their classes. As a result, student achievement is expected to increase.

■ CONCLUSION AND RECOMMENDATIONS

Creating and executing a learning environment requires careful preparation prior to the start of class. Both a physical and an intellectual space must be considered when designing a learning environment. As the teacher prepares the classroom for the students, the physical area of the classroom is also regulated. To ensure that students feel comfortable and welcome, the room arrangement must suit the teacher's learning philosophy, students must have access to relevant materials, and distracting characteristics of the room must be removed. A teacher's ability to manage the physical environment of the classroom is aided by answering these and comparable questions. Teachers must also take into account the intellectual space that is required in a learning environment. The expectations teachers establish for students in the classroom, as well as the process of building a motivated climate, form the foundation of this intellectual space. Effective teachers create an engaging classroom environment for their students by developing and implementing classroom management methods. Classroom management, as a measure of development, is sustaining the learning environment by making informed decisions about students and the classroom. In a classroom, teachers instruct small groups of students. As a result, teachers must concentrate on group activities in order to maintain the learning environment. While working with groups of students, competent managers are also aware of their behavior and learning demands.

Teachers must actively supervise their students in order to maintain a learning atmosphere. Active monitoring, according to classroom management research, is closely monitoring student behavior, intervening to rectify inappropriate conduct before it escalates, regularly dealing with misbehavior, and responding to student learning.

Some key strategies may assist teachers in better managing classes and providing better education to students. Firstly, they should keep the lessons flowing and allocate the entire time to the subject rather than to other concerns. Secondly, they must plan activities that will simultaneously invigorate, entertain, and educate the students at the same time. Thirdly, many of the teachers are unable to maintain adequate classroom management. As a result, it has an impact on classroom management. Teachers must understand how to exert complete influence over their students. Fourthly, instead of criticizing students, teachers should take the time to talk to them and try to find a better approach to educate them. Finally, the need of having continuous interactions with students about their problems is important. Discipline is a crucial and interconnected aspect of classroom management and learning is impossible to achieve without discipline. When students repeatedly disrupt the teacher, the rest of the class suffers. If a student fails to follow the rules and maintain discipline, he or she will miss out on important learning opportunities. Creating a dynamic classroom community with mutual respect between teacher and student is the most effective style of classroom management. Teachers that use the preventative approach provide unconditional kindness, acceptance, and support to students regardless of their behavior. Students are provided frequent and consistent feedback on their behavior, and appropriate rules and consequences are developed. There are many factors exists to influence positive education and effective classroom management in Bangladesh such as Over-populated in classrooms, insufficient instructional materials, a nonconductive classroom environment, negative attitudes of the common people toward higher education, and a lack of basic materials for teachers and students to function effectively and these factors are very common.

■ DECLARATIONS

Corresponding author

Bikram Biswas

E-mail: bikramju1020@gmail.com;

ORCID: <https://orcid.org/0000-0002-5429-3916>

Author's contribution

All authors contributed equally to this work.

Competing interests

The authors declare that they have no competing interests.

■ REFERENCES

- Abbott, S., Guisbond, L., Levy, J., Newby, D., Sommerfeld, M., & Thomas, B. (2014). Student engagement. *The glossary of education reform*. [Google Scholar](https://litc.curtin.edu.au/events/conferences/tlf/tlf2007/abstracts.html) ; <https://litc.curtin.edu.au/events/conferences/tlf/tlf2007/abstracts.html>
- Adjei-Boateng, E., & Gourneau, B. (2016). Mentoring and Lived Experiences of Beginning Teachers in a Resident Teacher Program. In *Handbook of Research on Global Issues in Next-Generation Teacher Education* (pp. 228-245). IGI Global. <https://doi.org/10.4018/978-1-4666-9948-9.ch013>
- Barrett, P. S., Zhang, Y., Davies, F., & Barrett, L. C. (2015). *Clever classrooms: Summary report of the HEAD project*. University of Salford. [Google Scholar](https://doi.org/10.1142/9789812777133_0004)
- Brekemans, M., Wubbels, T., & Den Brok, P. (2002). Teacher experience and the teacher–student relationship in the classroom environment. In *Studies in educational learning environments: An international perspective* (pp. 73-99). https://doi.org/10.1142/9789812777133_0004
- Brophy, J. (2006). History of research on classroom management. *Handbook of classroom management: Research, Practice, and Contemporary Issues*, 17-43. [Google Scholar](https://doi.org/10.1142/9789812777133_0004)
- De Houwer, J., Barnes-Holmes, D., & Moors, A. (2013). What is learning? On the nature and merits of a functional definition of learning. *Psychonomic Bulletin & Review*, 20(4), 631-642. <https://doi.org/10.3758/s13423-013-0386-3>
- Elias, M. J., & Schwab, Y. (2006). From compliance to responsibility: Social and emotional learning and classroom management. *Handbook of classroom management: Research, practice, and contemporary issues*, 309-341. [Google Scholar](https://doi.org/10.3758/s13423-013-0386-3) ; [Direct Link](https://doi.org/10.3758/s13423-013-0386-3)
- Emmer, E. T., Evertson, C. M., & Worsham, M. E. (2003). *Classroom management for elementary teachers*. Allyn and Bacon. [Google Scholar](https://doi.org/10.3758/s13423-013-0386-3)
- Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for secondary teachers*. Allyn and Bacon. [Google Scholar](https://doi.org/10.3758/s13423-013-0386-3)
- Joseph Jeyaraj, J., & Gandolfi, F. (2020). Empowering students for social justice through a critical pedagogy inspired framework of servant leadership. *Pedagogy, Culture & Society*, 1-16. <https://doi.org/10.1080/14681366.2020.1793216>
- Marsick, V. J., & Watkins, K. E. (2018). Introduction to the special issue: An update on informal and incidental learning theory. *New Directions for Adult and Continuing Education*, 2018 (159), 9-19. <https://doi.org/10.1002/ace.20284>
- Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD. [Google Scholar](https://doi.org/10.3758/s13423-013-0386-3)
- Powell, C. G., & Bodur, Y. (2016). Professional Development for Quality Teaching and Learning: A Focus on Student Learning Outcomes. In *Handbook of Research on Professional Development for Quality Teaching and Learning* (pp. 652-677). IGI Global. <https://doi.org/10.4018/978-1-5225-0204-3.ch031>
- Rashid, Gazi Md. A. (2019). The Independent. Why we need quality education. [Article link](https://doi.org/10.4018/978-1-5225-0204-3.ch031)
- Stage, Scott A., and David R. Quiroz. "A meta-analysis of interventions to decrease disruptive classroom behavior in public education settings." *School Psychology Review* 26.3 (1997): 333-368. <https://doi.org/10.1080/02796015.1997.12085871>
- Wentzel, Kathryn R., and Deborah E. Watkins. "Peer relationships and collaborative learning as contexts for academic enablers." *School Psychology Review* 31, no. 3 (2002): 366-377. <https://doi.org/10.1080/02796015.2002.12086161>