

Classroom Management in Primary Schools of Bangladesh: Problems and Prospects

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ABSTRACT: *Classroom management is a massive part of learning and teaching in the domain of education. Primary education is usually called the mother of education. This study attempts to find out the problems and prospects of classroom management in the primary schools of Bangladesh. The study explores the pedagogical difficulties resulting from different issues like the lack of teachers' managerial skills, methods of instruction, environmental factors, and students' factors. The researcher has used mixed methods (qualitative and quantitative) to analyze these problems and found out the solution to these problems. This study has been conducted in both public and private schools. The population of this study includes primary school teachers targeting 30 teachers who are closely connected with classroom management, and the data collected through questionnaires and interviews. This paper titled "Classroom management in primary schools of Bangladesh: Problems and Prospects," will help researchers, policymakers, and teachers to rethink their initiatives for excellence in teaching and classroom management.*

KEYWORDS: primary education, quality management, problems, prospects, instructional management, behavioral management, technology.

INTRODUCTION

Preliminaries

In the last decade, a considerable change has taken place in the primary education of Bangladesh, but still, there have numerous gaps compared to the global arena. Classroom management is one of the core gaps in primary schools because without proper management of the classroom it is not possible to ensure quality education. Since 2013 the system of primary education in Bangladesh has been changing although the structure of the current education system has changed traditional teaching methods are still being observed in schools, according to the education act 1996 and 2000 in Bangladesh emphasized classroom management in primary school but they haven't yet been made structurally appropriate and scientifically based. Most of the schools in the rural areas are lagging due to the lack of pedagogical management at the same time the number of students in the classroom is increasing exponentially and It is getting increasingly difficult for teachers to maintain control over their students. This study has been designed to examine the existing managerial problems caused by teachers' and policymakers' lack on top of environmental factors.

Evidence shows that there are two types of classrooms, one is a digital classroom equipped with different technological tools and multimedia arrangement where the other is a traditional classroom without having multimedia settings. This study will present classroom management that will serve as a milestone in classroom management. Virtually in all primary education systems, classroom management teaching occupies a significant place, and more than 50 percent of the time and effort are spent to teach general management and numeracy (Verspoor & Lockheed, 1991) specifically these tools to acquire further knowledge and skills in other places. According to some research, 60 percent of development is due to effective management in all aspects of the educational process, with the remaining 40 percent attributed to a combination of other factors such as leadership, curricula, and school infrastructure (Abu Russ, 2011; Enzi, 2007). This research revealed that classroom management has an important role in developing high-quality students. The Department of Management and Employment in the United Kingdom recommended in its 2020 report that well-planned management can leave us with gems of potential. On the other hand, with the rapid advancement of science and technology in the twenty-first century, the implement has become one of the most important factors in achieving success. (Al hila, 2002).

Clunies-Ross et al. (2008) found a strong link between the use of reactive classroom management and a lack of student opportunities in their study. Moreover, according to the results of the study, there is a stronger link between management tactics and student issues. Additionally, the research also shall identify a momentous relationship between teachers' constructive reactions and students' needs. Various studies of trainee instructors' viewpoints on classroom management techniques have Çakmak, Kayabaşı, and Ercan (2008) found that trainee teachers believed that a thorough understanding of classroom management strategies was a prerequisite for successful classroom management. "Teachers' Views about Effects of well-planned Classroom Management", Çandar and Şahin (2013) aimed to figure out what impact primary school teachers' scientific techniques have on their students and classroom management. The study reveals that, when compared to traditional management, well-planned classroom management necessitates teachers taking on new roles and responsibilities in classroom management, as well as changes in relevant activities as a result of the scientific approach. In Bangladesh, the long-established traditional teaching approach began to shift in 2015. As a key advance, a new method based on good management has emerged. Particularly, the difficulties faced by experienced elementary school teachers have become a substantial concern that needs to be addressed qualitatively and quantitatively. It can be presented that classroom management models and practices utilized by instructors in traditional classroom settings will fall short of what is required, due to a lack of teacher training. This research will attempt to identify the problem of classroom management in the primary school of Bangladesh context and suggestions for overcoming these challenges.

Statement of the Problem

The researcher observed something interesting that the primary schools of Bangladesh lack behind in quality classroom management caused by unskilled school management committee, lack of teachers training, lack of managerial skill, and so forth. At present, classroom management is gaining momentum in rural areas of Bangladesh. The classroom management problem is pregnant with large classroom size and content delivery. Most of

the teachers cannot manage their classes properly in the delivery of content where the students whisper with each other due to the large classroom size. As a result, classroom instruction goes astray. The researcher observed that it is critical to analyze the issues that have evolved in primary school classroom management in order to discover solutions to better manage classrooms. The problem statement that may be developed using the context depicted above is 'What are the problems and prospects of classroom management in primary schools in Bangladesh?'

Purpose of this Research

General Purpose:

The purpose of this study is to realize the researcher's interest in the field of classroom management in Bangladeshi primary schools by examining teachers' managerial problems in order to improve the current classroom management system.

Specific Purpose:

- I. Introducing science-based management by changing the traditional classroom management of the primary school in Bangladesh.
- II. Identify teacher and student problems.
- III. Provide design with well-designed classroom management for quality education.
- IV. Find out the barriers to science-based classroom management.
- V. To develop strategies and plans to resolve challenges.

Justification of this Research

The reader will most likely benefit from the study's findings. It is hoped that bringing up classroom management difficulties will raise awareness among teachers, school management committees, and policymakers that addressing management issues will help to create an ideal classroom. Furthermore, other researchers interested in classroom management studies might utilize the data from this study as a benchmark. It will also serve as a crucial guide for anyone wishing to pursue more research in the field of classroom management.

Research Questions and Hypothesis

General Question:

- I. What problems are encountered in classroom management?

Sub Questions:

- I. What problems are faced by the teacher in classroom management?
- II. What are the common problems of traditional and digital classroom management?
- III. What are the barriers to science-based classroom management?

Hypothesis of the Research

The present research hypothesize that the primary education classroom management is a complex process. Most of the teachers encounter countless problems in managing students' behaviors due to the lack of adaptable skills, talents and not able to deal with range of behavior.

Limitation of the Study

The limitation of the research lies in the following areas- constraints of time, inaccessibility to the school due to COVID-19 pandemic, small sample size, lack of confidential information, unavailability of desired respondents during the researcher's needs. There is a lack of some real information for staying abroad. The data from this study may not be completely accurate, because the information will take here is collected through an apostolic representative. Where the researcher himself did not collect data at the field level. This study will not include the primary schools of Bangladesh as a whole, research has been conducted in only 15 schools. There has been no formal study or examination in this sector, according to the researcher. As a result, the researcher has had considerable difficulty locating pertinent data to support and link the current study.

LITERATURE REVIEW

Despite the fact that classroom management has always been distinguished as pertinent for teachers in general, and especially for primary teachers, and despite the fact that Bagley published a holistic disquisition on the subject in 1907, little theory and research on the subject constructed until the 1950s. This was due to the fact that management has yet to establish itself as a distinct subfield of educational studies. It slid between the gaps in knowledge bases that arose in the classroom (focused on curriculum and teaching in the subject area) and the school level, as Breed (1933) observed (focusing on school management as a whole). One may also argue that as the first third of the century progressed, management grew less relevant. Despite the fact that his book was titled *Classroom Organization and Management*, the majority of it focused on testing, homogeneous versus heterogeneous grouping, class size, grading and promotion policies, curriculum aspects, extracurricular activities, class schedules, and other major school concepts, and classroom management was in charge of routine synchronization.

In his book *Managing the Classroom: The Teachers' Role in School Administration*, Brown (1952) emphasized the Christian notion, schools as training for democratic citizenship, and child-centered, innovative teaching methods. These trends persisted well into the 1950s. His work is similar to Bagley's in that it offers specific classroom management recommendations.

Bagley devised a number of motivational tactics based on the concept of keeping kids active as a form of preventative management. He recognized the importance of making school activities enjoyable and fun, but he also pointed out that the theory has limited applicability because children are naturally drawn to instant gratification and variety, whereas the school must work on activities that are far away and hazy with no clear end goals on a continuous basis. As a result, pupils require immediate rewards. According to psychological law, these issues clog energy channels, incentives are preferred to punishments, and hope and buoyancy tend to free up energy and make it available (1907, p. 162). However, some kids may require reprimanding or even punishment to motivate them to act.

Environmental researchers examine environmental settings with a focus on the types of activities they allow (affordances) and prohibit (constraints) (Bronfenbrenner, 1989). They assess the potential of different species or individuals within species to adapt to their environment based on their general traits. As a result, while applying the concept of an adequate person-environment to school, one must consider not only the physical characteristics of the setting, but also the capabilities and restrictions imposed by teachers, colleagues, and other humane actors. Environmental study on classroom management examines the characteristics of different classroom settings (e.g., entire classes, small groups, individuals) and the activities that take place inside them.

Later, Evertson, Emmer, and their colleagues expanded their study to include teacher training in effective classroom management strategies. This research demonstrated that teachers may acquire these approaches and reduce classroom disturbances while also increasing student engagement in academic tasks without jeopardizing the classroom environment (Evertson, 1985; Evertson, Emmer, Sanford, & Clements, 1983). Teacher training was completed using manuals that described research results on the successful management of the classroom and included guidance on how recommended procedures should be enforced. The further study ultimately culminated in a robust teacher training program that has proven successful in enhancing the management skills of teachers and the job participation and academic achievement of students (Evertson & Harris, 1999).

Other researchers built on previous findings by focusing in greater depth on certain components of good management. Poorly planned transitions between tasks, for example, might waste a lot of time in schools, according to Arlin (1979). Because students must be prepared to know where to go, transitions are most successfully achieved when students can swiftly follow a fast signal or a few directions from the teacher. Smith (1985) found that Students must prepare ahead of time, begin and end with clear verbal statements supported by unambiguous nonverbal cues, issue instructions in a logical order and small isolated units, conduct instructions before beginning new activities, and remain task-oriented without being distracted by minor external factors in order to make effective transitions.

William Glasser, a psychiatrist, has authored a number of notable books and papers on classroom management. In later writings, he expanded his scope to encompass other theoretical foundations, drawing significantly on a treatment approach known as realism therapy. He is best known among educators for two ideas: holding frequent class meetings to decide and amend classroom rules and discuss how to manage unanticipated situations, and his 10-step technique for dealing with serious behavior and motivation concerns.

RESEARCH DESIGN & METHODOLOGY

Research Setting

This is a practical research that incorporates both qualitative and quantitative techniques. The goal of this study is to learn about the classroom management issues that primary school instructors face. The researcher used two important tools to collect data in order to attain this goal and to answer the study questions presented above. A questionnaire was given to the teachers. The information gathered was quantitatively and qualitatively

examined. This is a practical study that combines qualitative and quantitative approaches. The purpose of this research is to understand more about the classroom management challenges that elementary school teachers confront. The researcher used two technologies to acquire data for this purpose and in an attempt to answer the study questions presented above. The teachers were handed a questionnaire. The data gathered was analyzed quantitatively and qualitatively. It's possible that you're questioning why the researcher combined these approaches. Because as Creswell (1994) suggests, that "it is advantageous to a researcher to combine methods to better understand a concept being tested or explored" (p.177). Each method has advantages and disadvantages, and the researcher believes that putting too much faith on one method is unwise. In addition, the researcher believes that combining quantitative and qualitative research would come up with more comprehensive image of the research areas.

Population and Sampling

Population

The elementary school teachers in Bangladesh were the participants in this study. There were 30 instructors in total from 15 primary schools throughout Dhaka city. Both male and female teachers took part in the study, with a gender split of about 50/50.

Sample

A sample is a subset of a population chosen for research. Sampling is the process of selecting samples. When choosing respondents for this survey, random sampling was used. In random sampling, all populations in a study have the same chance of being chosen. There are 30 teachers in this sample. There are 36 females and 44 males among them. The researchers used a basic random sampling approach to choose these subjects. Cohen, Manion and Morisson (2007) claim that random sampling involves "choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been attained or those who happen to be available and accessible at the time" (pp.113-114). To be precise; the study randomly picked the required number of 80 respondents, giving each of them an equal chance of being chosen. Because it is widely used in educational research, this method is reliable in obtaining valid data.

Instrumentation

Instrumentation is the process of developing or using the instrument or measurement device such as survey, test, question etc. It is one of the most important components of research. As previously stated, the study used both qualitative and quantitative data collection methods. The instruments utilized in this study were a google form questionnaire and a link that was distributed to several schools for data collection. The instruments are described in detail following.

Data Collection

The information was gathered from a variety of sources, including the population, journals, and publications. As previously stated, the information was gathered through surveys from January 9 to 11, 2020. This section lays out the entire data collection process. The total population was 30 primary school teachers. Among them 36 teachers are male were chosen from adjacent primary schools of Dhaka city whereas 44 female teachers also chosen from the same schools. The researcher and one of the senior researcher administered and

circulated the questionnaire to 30 school teachers through google form as the researcher was staying far from the target area. The respondents were given online google form questionnaires by the current researcher, who asked them to fill them out spontaneously. Themes of the questions are defined to the participants dictated on the surface of the questionnaire for ease of comprehension and acceptance by the respondents. The participants were asked to reply to items presented on a five-point likert scale to identify their classroom management issues (strongly agree, agree, neutral, disagree, and strongly disagree). To avoid any misunderstandings, the researcher gave written instructions to responders in both English and Bengali. All of the questionnaires were distributed via the internet. All 36 questions were answered in less than 36 minutes by the respondents. The researcher was not present during the data collection process. As a result, the researcher ensured the accuracy of the findings. Finally, the results of the survey were presented, and frequencies and percentages were determined. The scripts were processed for analysis and interpretation after the data was collected.

Data Analysis

Research is an intellectual inquiry or experiment aimed at uncovering new facts and correctly interpreting them. Statistics is a branch of mathematics that helps researchers organize, analyze, and explain their findings. It gives accurate information on the issue, which piques one's curiosity. The data for this study was gathered in 15 primary schools throughout the academic year (2021/2022). The information gathered through this questionnaire was collated and quantitatively examined. It was used to gather information regarding the challenges and problems that primary school teachers encounter in managing their classrooms. The data was collected and evaluated by the current researcher using suitable statistical procedures. The raw data was sent into the computer for statistical analysis after the data was manually counted. SPSS is amongst the most significant pieces of statistical software.

The results of a survey can be presented in a variety of forms, including text, figures in charts, tables, graphs, and diagrams. The findings of this investigation are given in pie charts and tables. Guidelines for the display of statistical data are provided by the University of Reading (2000) and are listed below:

- i. When the reader or viewer must assimilate information while reading or listening, tables and figures are relevant data tools.
- ii. Tables and graphs/charts that are well-designed can be used to describe massive quantities of data.
- iii. Tables and graphs should have descriptive titles, and columns and rows in tables, as well as axes and lines in graphs, should be properly labeled so that the reader can grasp the information without referring to the text, though essential elements in a table or graph should be highlighted in the text.
- iv. Graphs and tables should be presented in the most cost-effective manner feasible.

The researcher employed the following tools to assess the instructors' responses to the questionnaire items: basic statistical description through means, standard deviations, percentages, one-way ANOVA, and independent t-test. The analyzed data are represented through different charts, graphs and diagrams.

Presentation and Discussion of Findings

5.1 Frequency Analysis

Age

Table 5-1 shows that majority of respondents were male i.e. 50%. Whereas, 50% of respondents were female.

Table 5-1 Age

Table 1: Frequency of Age

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	15	50%	50%	50%
Female	15	50%	50%	100%
Total	30	100	100	

Types of Institutions

This research contains another variable, named as types of institutions. Private and public institutions. From the table it can be seen that out of 30, 20 responds were working in public institutions, which constitute 66.7% of the total and 10 out of 30 respondents, belongs to private institutes, which contribute around 33.3% of the total.

Table 5-2 Types of Institution

Table 2: Types of Institution

Types of Institution	Frequency	Percent	Valid Percent	Cumulative Percent
Public	20	66.7%	66.7%	66.7%
Private	10	33.3%	33.3%	100%
Total	30	100	100	

5.2 Descriptive Statistics

Table 5-3 provides descriptive information about research variables. The average of administrative controls is 4.0368, indicating that the majority of people believe administrative control is important for class management, while the standard deviation is 0.52184. Similarly, the mean of personal reasons is 3.9033 means majority agreed that personal reasons having impact on the management of classes. The deviation from mean is 0.57324. The mean of management is 4.0095 means respondents were in between agree and strongly agree, and the deviation from mean is 0.51156.

Table 5-3 Descriptive Statistics

Table 3: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Administrative controls	30	1.00	5.00	4.0368	.39583
Personal Reasons	30	1.00	5.00	3.9033	.57324
Management	30	1.00	5.00	4.0095	.51156
Valid N (list wise)	30				

Correlation Analysis

We applied correlation analysis to detect association among variables and to detect any possibility of multicollinearity. The doubt of multicollinearity is further verified via variance inflation test (VIF) to avoid discrepancies in regression analysis. The scope of this research is to find the association between the independent variable (privacy protection, positive site reputation, and quality information) and the dependent variable (Purchase intention), and this correlation analysis is used. In correlation analysis, if the value of coefficient (r) is more than ± 0.50 then this means the association between the two variables is strong. If the coefficient value is between ± 0.3 to ± 0.49 then this means, they have a moderate relationship and if the coefficient is 0 then this means both variables have no relationship between them.

Tables 5-4 show the degree of association between study independent and dependent variables using correlation analysis. The outcomes show positive degree of association between administrative controls and class management ($r=0.358$). Further from the table below it can be seen that the relationship between personal reasons and the class management ($r = 0.519$, $p < 0.01$).

Table 4: Correlation

Table 5-4 Correlation Analysis

		Age	Gender	Institutions	Administrative controls	Personal Reasons	Management
Agee	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	30					
Gender	Pearson Correlation	.092	1				
	Sig. (2-tailed)	.629					
	N	30	30				
Institutions	Pearson Correlation	-.243	-.424*	1			
	Sig. (2-tailed)	.195	.019				
	N	30	30	30			
Administrative controls	Pearson Correlation	-.052	.212	-.325	1		
	Sig. (2-tailed)	.787	.261	.080			
	N	30	30	30	30		
Personal Reasons	Pearson Correlation	-.147	-.101	-.330	.479**	1	
	Sig. (2-tailed)	.439	.597	.075	.007		
	N	30	30	30	30	30	
Class Management	Pearson Correlation	-.149	-.114	-.455*	.358	.519**	1
	Sig. (2-tailed)	.432	.550	.011	.052	.003	
	N	30	30	30	30	30	30

*, Correlation is significant at the 0.05 level (2-tailed).

**, Correlation is significant at the 0.01 level (2-tailed).

Multicollinearity Detection

The variance inflation test is used to detect and correct any possible collinearity among independent variables. According to Table 5-5, in the research variables there is no multicollinearity. The variance inflation values for administrative controls is 1.297, and similar

for personal reasons within the allowable level of 10.0, demonstrating that the model is free of multicollinearity. (Hair et al., 2010).

If the value is higher than 10 that means data is not valid, or in other words, the data has been manipulated, and statistical analysis cannot be run.

Table 5: Variance Inflation Test

Variables	VIF value
Administrative controls	1.297
Personal Reasons	1.297

Reliability Analysis

The reliability test is the initial step in determining the data's dependability. The Cronbach's Alpha value determines the data's validity. If the Cronbach's alpha value is greater than 0.6, the data is credible, and if it is greater than 0.7, the data is extremely acceptable for further research. The lowest value of Cronbach's alpha, as shown in the table below, is 0.687, indicating that all variables are reliable for the analysis.

Variable	Cronbach's alpha
Administrative Measures	0.748
Personal Measures	0.687
Management	0.740

Data Validity

We determined the validity of instruments by comparing them to composite reliability; as shown in table 5-7, all Composite reliabilities are greater than 0.60, indicating that the instruments utilized are valid. The value of composite reliability is more than 0.6 in the data below, indicating that the data is valid for analysis.

Variables	Measurement items	Standardized loadings	Composite Reliability
Administrative Controls	I encountered problems in managing classroom due to lack of team up, group work, empathy and students co-operation.	.780	0.805
	I found it difficult to carry out so many directions from school administrators at the same time that negatively impact the managing students	.751	
	I find it difficult to finish lesson plan due to lack of time	.822	
	Dealing with different categories of students in a class with academic text books provided by NTCB causes classroom management problem	.774	
		.795	
		.762	

$\alpha = .748$	<p>I feel pressure for conducting multiple classes within short time to full-fill the requirement of school administrator .754</p> <p>I find it difficult to handle too many students at a time resulting from large classroom .819</p> <p>Poorly finished classroom makes my students demotivated and inattentive in class .794</p> <p>I find it difficult to manage student as they don't complete the course within the deadline due to irresponsive guardians .633</p> <p>I find difficult to manage students as they distract from classroom instruction due to the absence of digital and multi-media equipment .711</p> <p>It is the most difficult for me to adapt with changing syllabuses imposed by authorities. .723</p> <p>I find it the difficult to cope with changing syllabus set by authority .634</p> <p>I usually encounter problems in instructional input due to the lack of well decorated classroom .818</p> <p>I find it difficult to control in disciplined students due to the absence of teaching assistant .803</p> <p>I face problems to create students centered classrooms due to variation of student's talents .718</p> <p>Decentralized teaching method negatively impact on classroom management that frequently occurs in bottom-up instructional input .696</p> <p>Lack of teaching material make me a passive instructor .640</p> <p>I encountered problems to manage students I don't called for both pedagogical and interactional management round the year .790</p> <p>A significant number of students don't understand the instructional input having different ages student in the same class</p> <p>I don't get administrative support to manage my classroom</p>		
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	I have no available options to put my extra efforts for managing students		
Personal Reasons $\alpha=.687$	Excessive paperwork hamper my interactive classroom instruction	.721	0.801
	I am not acquainted with different teaching technique to facilitated my students learning	.721	
	I waste too much time as the nature of classroom is traditional	.759	
	Inaccessibility of rewarding facility on students good performance inside the classroom that usually a teacher to manage a classroom	.773	
	I find it difficult to manage classroom due to lack of teacher student relationship	.607	
	I do not get technology enriched teaching to operate multimedia instrument	.682	
	The limited opportunity of internet and its buffering disrupt the multimedia classroom	.665	
	I don't get proper instructional devices for classroom instruction according to the demand of learner	.780	
	I don't know how to apply the foresight use of technology in the classroom	.662	
	The school authority don't provide the opportunity of learning with playing games facilities that usually help a teacher to regulate a well class	.547	
	Class Management $\alpha=.540$	I am not aware of scientific teaching	
Lack of both lab space and experts		.535	
My school is not well equipped with lab instrument		.639	
I am not aware of professionalism that is the integral part of management		.600	
I don't get professional development training for a while that generally enhance one's management capacity		.618	
My school classroom structure is not aligned with the scientific seating arrangement e.g. (Horseshoe, semicircle, round table, double horseshoe, group pods)		.577	
		.798	

	Lack of school administrations' positive attitude on the development of school from lower level to upper level		
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Regression Analysis

In end, we applied step-wise multiple regression to test study hypotheses. This test will be used to examine the effect of IVs on the DV. This test will tell which factor has a direct impact on the dependent variable and which factor have no impact on the dependent variable. Regression analysis consists of a model summary, ANOVA table, and coefficient. In the ANOVA table, if the value of p will be less than 0.05 then this will indicate a strong association among the IV's and DV.

In the model summary, the R^2 indicates that when there are changes in independent variables then there will be a specific percentage of effect on the dependent variable. In linear regression models, the R-Squared value also shows the level of the association among the linear model and the DVs. The R-squared value varies from 0 to 1. If the R-square value is closer to 0 it means the fit is poor when the R square value is closer to 1 it means the fit is good. In general, the goodness-of-fit of multiple regression is verified by the R-Square value and 10% or 0.1 is acceptable.

From the model summary model, it can be seen that the value of R square in .443, value of R is 0.665. It can be stated personal and administrative controls contribute around 66.5% to the class management. In the given model, administrative control and personal controls are used as independent variables and R-model states that more than 60% of class management is influenced the class management. This demonstrate the research model of this study more adequate.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.665 ^a	.443	.354	.41131

a. Predictors: (Constant), Administrative controls, Agee, Gender, Institutions

Along with the R-model, author have adopted the regression analysis and from the table below it can be seen that the administrative controls are having positive impact on the class management. Unstandardized beta value is 0.299 and the P value of 0.00. Unstandardized beta value is 0.299, its value positive and p value is less than 0.1. That is why administrative controls are the key factors for the class management.

Table 7: Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.049	2.083		2.904	.008
Age	-.823	.514	-.249	-1.600	.122
Gender	-.578	.240	-.398	-2.407	.024
Institutions	-.938	.272	-.610	-3.446	.002
Administrative controls	.299	.207	.231	1.445	.000

a. Dependent Variable: Class Management

Unstandardized beta value is 0.250 and the P value of 0.00 for personal reasons. Unstandardized beta value is 0.250, its value positive and p value is less than 0.1. That is why personal reasons is the key factors for the class management.

Table 8: Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5.786	2.074		2.790	.010
Agee	-.702	.521	-.212	-1.346	.190
Gender	-.428	.247	-.295	-1.730	.096
Institutions	-.830	.290	-.540	-2.861	.008
Personal Reasons	.250	.151	.280	1.658	.110

a. Dependent Variable: Class Management

Summary

Table below elaborating the summary of the statistical analysis.

		Supported / Not Supported
H1	Administrative control are related to class management	Supported
H2	Personal reasons are related to class management	Supported

DISCUSSION

Results Related to Research Main Questions and Sub Questions

i. What problems are encountered in classroom management?

This question is considered as the main question aiming to find out the real problems that primary school teachers face in classroom management.

This question generates following sub questions:

I. What problems are faced by the teacher in classroom management?

II. What are the common problems of traditional classroom management and digital classroom management?

III. What are the barriers to science-based classroom management?

The researcher used descriptive analysis to answer the major questions. The average for each question of items used table and for each domain used graph and chart to show the mean score. To explain the questions, the Likert scale is used.

Problems in Classroom Management

Problems encountered by the teacher in classroom management

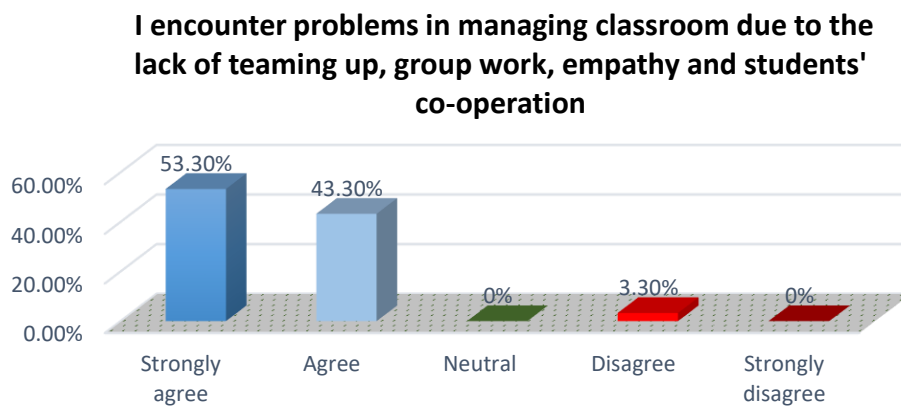


Figure 1: Lack of Students Co-operation

The researchers asked the participants if a lack of collaboration, group work, empathy, and, most significantly, student cooperation are difficulties or not in primary school classroom management. According to the pie chart, 53.30 percent of respondents strongly agreed and supplied a practical answer to the issue. According to them, a lack of student cooperation is always an issue, with 43.30 percent agreeing with the assertion, while only 3.30 percent disagreed with the statement that they do not face problems or obstacles as a result of students' lack of cooperation and group work.

I find it difficult to carry out so many directions from school administrators at the same time that negatively impact in managing students

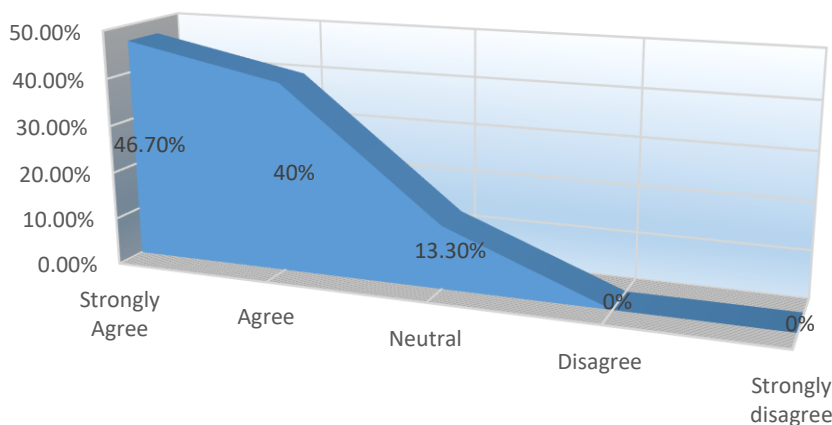


Figure 2: Lack of Proper Directions from School Administrators

Lack of proper directions and instructional inputs from school administrators negatively impact the class instructors in managing students and it varies degrees of quality management system (QMS). In reply to the researchers' question, 46.70% respondents strongly agreed that absence of proper directions from school administrators badly affects the quality classroom management and 40% students agreed to the statement. Then, only 13.30% respondents continued neutral position in their response while no respondent was found showing strong disagreement with statement.

I FIND IT DIFFICULT TO FINISH LESSON PLAN DUE TO LACK OF TIME

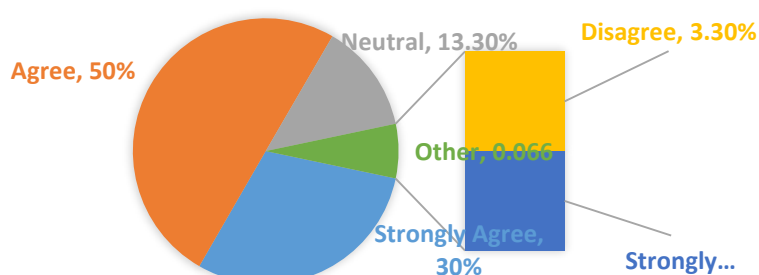


Figure 3: Constraints of time for instructional input

Quality classroom management in primary education entails a lot of time and efforts to put in. According to the data presented above, 30% of respondents strongly agreed that 30-40 minutes of classroom teaching is insufficient to manage students whereas most of the subjects opined that the given tenure is highly needed to warm up students and make them disciplined for the positive instructional input (PII). While 50% the half of the total respondents agreed to the statement, also 3.30% respondents disagreed with the statement. By contrast, 13.30% respondents go on neutral position in their response.

Dealing with different categories of students in a class with same academic text book provided by NCTB causes classroom management problem

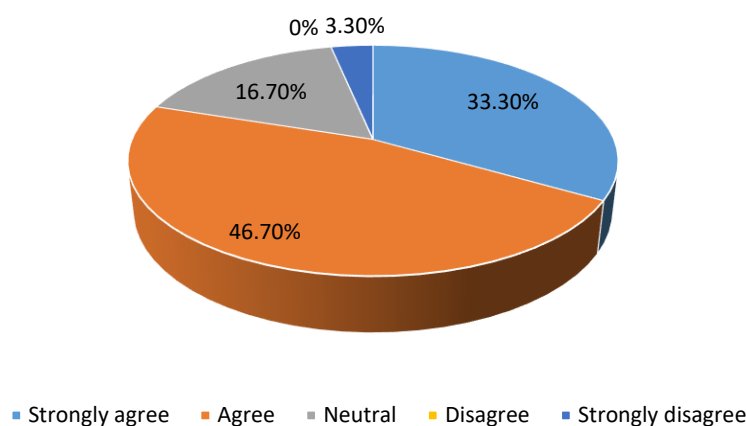


Figure 4: Dealing with different categories of students in a class with same academic text book provided by NCTB

The primary source of learning and teaching is academic textbooks. As a result, they should be constructed and prescribed in accordance with the learners' degree of understanding and comprehension based on the different categories of students. A teacher has to deal with different categories of students having same textbooks for all which is too much challenging for the teachers to manage entire classroom. When researchers asked if the same academic textbooks offered by NCTB are tough to cope with different levels of students, 33.30 percent of students strongly agreed that textbooks are too difficult for different categories of students to understand. However, 24% participants agree that the textbooks offered by NCTB are not suitable for all categories of students which causes myriad problems to manage primary education classroom. 16.70% respondents was inactive responding question and remain neutral in their statement.

I feel pressure for conducting multiple classes within short time to full-fill the requirements of school administrators

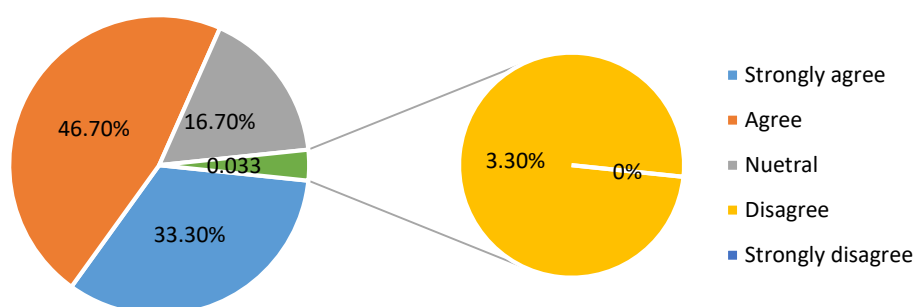


Figure 5: conducting multiple classes within short time

The school administrators always find quick response from teachers. They allocate a very short time to conduct classes. Dealing with this short time period a teacher fails to create learning teaching environment and finally distracts from quality management. The researcher asked respondents whether they feel pressure or not dealing with students having inadequate time, 33.30% respondents strongly agreed with the statement whereas 46.70% respondents agreed with the statement. In contrast, 3.30% respondent showed their disagreement with statement that they don't feel pressure. However, 16.70% respondent remain neutral in their opinion.

I find it difficult to handle too many students at a time resulting from large classroom

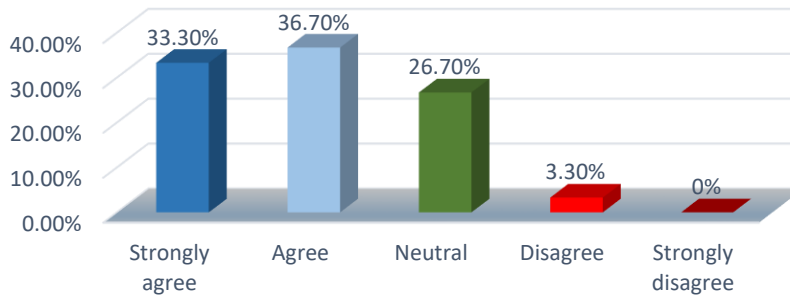


Figure 6: handle too many students at a time resulting from large classroom

Large classroom with enormous numbers of students affects students' concentration inside the classroom instruction. Most of the teachers fail to manage students and make them adhesive in lectures. In reply to the researchers' question, 33.30% respondents strongly agreed that large classrooms with an endless number of students cause noise and negatively impact students' focus throughout the learning process and 36.70% students agreed to the statement. Only 26.70% respondents express their neutral position in their response while 3.30% of respondents disagreed to the statement. No respondent was found showing disagreement with the statement strongly.

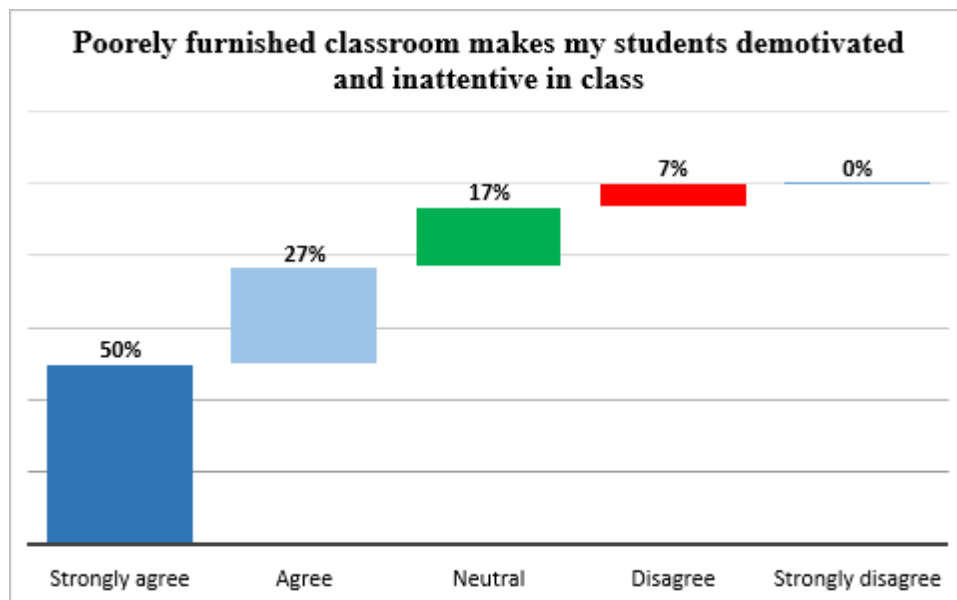


Figure 7: Poorly Furnished Classroom Makes Students Demotivated

One of the most important things is motivation for attentive participation in classroom. This data also supported by (Faisal & Ali 2021), they said when students enter a badly outfitted classroom, they become demotivated. The researcher asked to know how a poorly equipped classroom affects classroom management and the entire learning environment. The

statement that a poorly outfitted classroom demotivates elementary kids was strongly agreed upon by 50% of respondents. Subsequently, 27% respondents agreed with the statement whereas 17% respondents remain neutral in this statement and 7% respondents disagreed with the statement that they never face problems in classroom management due to the sparsely furnished classroom.

I find it difficult to manage student as they don't complete the course work within deadlines due to irresponsible guardians

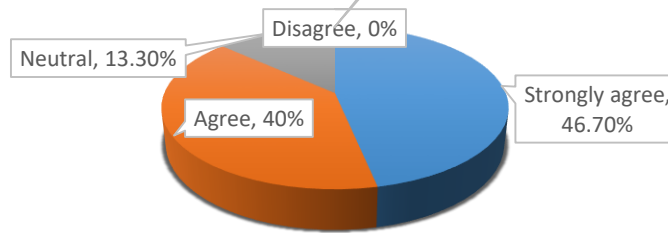


Figure 8: Irresponsible Guardians

Guardians are the genuine instructors of children. A teacher never completes the course works without having cooperation from guardians. Some irresponsible guardians don't care about students' homework which really affect the environment of classroom. Answering the researcher's question, 46.70% respondents showed their strong agreement that they find it difficult to manage classroom as they don't complete the course work within deadline. Subsequently, 40% respondents agreed with the statement. In contrast, 13.30% respondent has no opinion regarding the question.

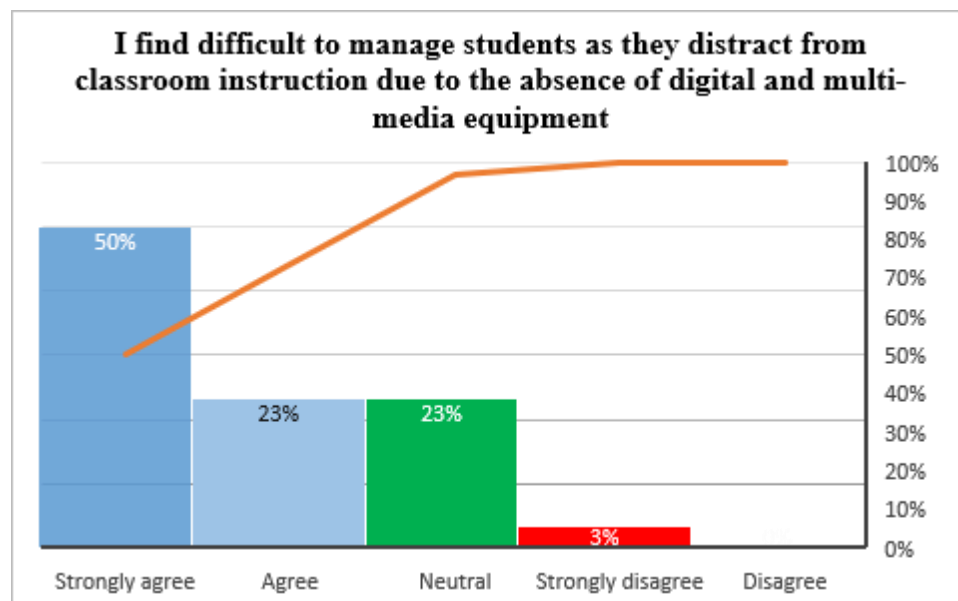


Figure 9: Absence of Digital & Multimedia Equipment

Multimedia plays an important part in keeping kids more focused. In contrast, less usage of multimedia devices, on the other hand, forced students to be passive learners which is the most challenging to keep them active in the classroom. The data above demonstrates that 50% of respondents strongly agree that multimedia plays an important role in maintaining student concentration which really help teachers to manage overall classroom environment. However, 23% agreed. In contrast, 23% of respondents didn't respond, and 3% disagreed with the statement.

I find it the difficult to cope with changing syllabus set by authority

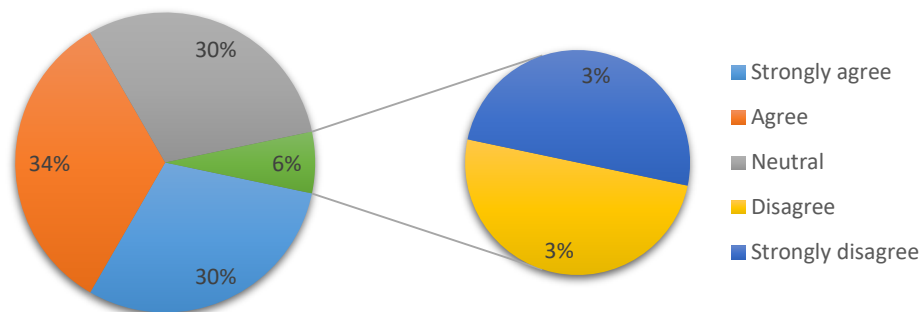


Figure 10: Changing Syllabus

Most of the teachers are used to teach according to the syllabus designed by the respective education board. Apart from this common trend of teaching, some schools include extra syllabus in their curriculum which add just chaos in the management of classroom. The pie chart shows that 30% respondent strongly agreed that they face problems to cope the changing syllabus added by school administrators. Similarly, 34% respondent agreed with the statement whereas 30% respondent refrain from giving their opinion. In contrast, 6% respondent showed their disagreement with statement.

I usually encounter problems in instructional input due to the lack of well decorated classroom

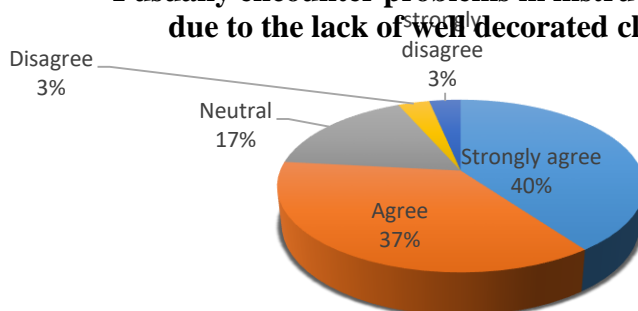


Figure 11: Problems in Instructional Input

The outcomes of teaching and learning depends on instructional input. A well decorated classroom helps teachers to provide proximal instructional input. But most of the primary education classrooms are bare from edu-friendly decoration which really affects well classroom management. The pie chart illustrates that 40% respondents expressed their strong agreement that they face problems in instructional input as they miss well-decorated classroom. In the same way, 37% subjects agreed with the statement whereas 17% respondents remain neutral and 3% respondents disagreed with the statement.

I find it difficult to control indisciplined students due to the absence of teaching assistant

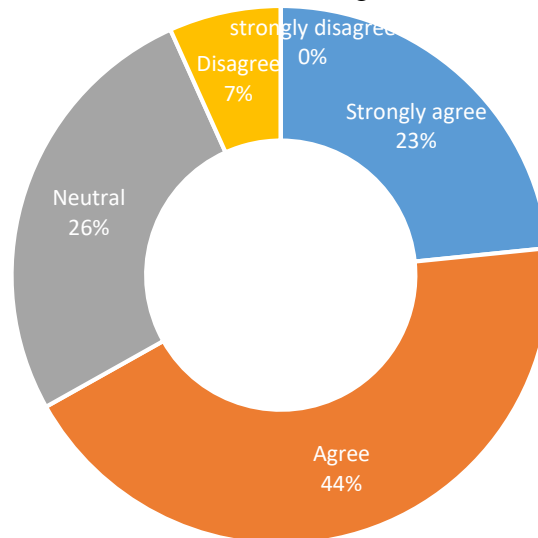


Figure 12: Absence of Teaching Assistant

Usually, primary level students are mostly inclined to burry themselves in amusement and joke. They don't enjoy study at all. Most of the teachers fail to present interactive classes in front of them. A teacher cannot handle these types of students without teaching assistant. The pie chart illustrates 23% participants strongly agreed with the statement while 44% participant agreed with the statement. In contrast, 26% respondents were neutral position providing their opinion whereas 7% respondents showed their disagreement with this statement.

I face problems to create students centred classroom due to the variation of students' talents

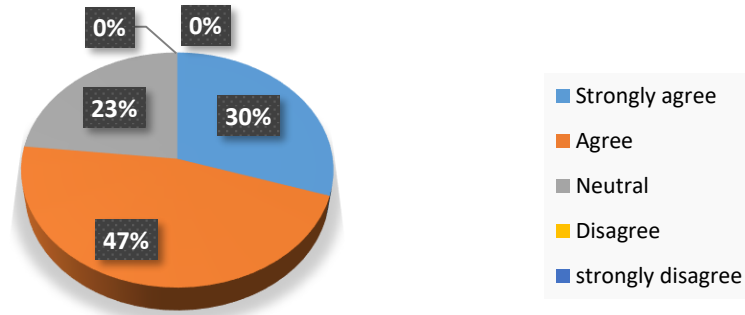


Figure 13: Variation of Students Talents

There are two approaches of conducting classes inside the classrooms and they are the teacher centered and students centered. The teacher centered teaching approach denotes the more traditional or conventional approach. Here, the teacher roles entail the familiar role of classroom lecturer, bestowing information to the learners, who are predictable to receive the knowledge being presented in passive manner. On the other hand, students centered approach means students take a more active and collaborative role in their own learning, the teacher remains the classroom authority figure but takes on the role of coach or facilitator. Most of the primary education teachers fail to create student centered learning environment inside the classrooms. The above pie chart indicates that 30% respondents strongly agreed with the statement. Subsequently, 47% respondents just put their agreement with the statement. In contrast, 23% respondents were neutral with the statement and there was no respondents for showing their disagreement with the statement.

Dicentralized teaching method negatively impact on classroom management that frequently occurs in bottom-up instructional input

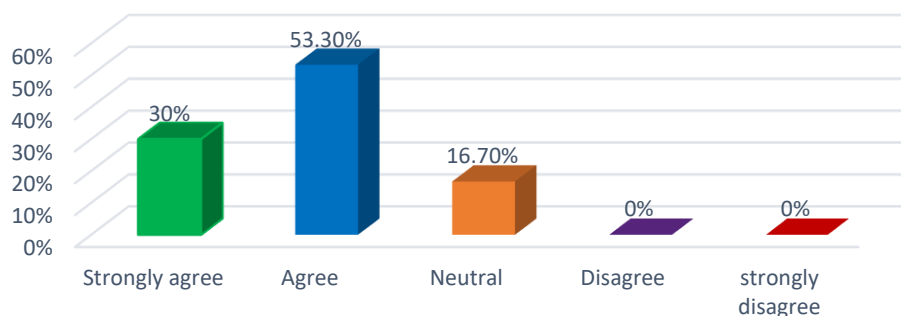


Figure 14: Decentralized Teaching Method

Decentralized learning is a non-traditional method of knowledge transfer that replaces the centralized, unidirectional flow of knowledge with an open-source, transparent and rewarding system. This system leverages block chain technology to automate learning interactions and motivate performance among all participants. Even though decentralized learning is an improvement on the existing system, it is still susceptible to some of the pitfalls of traditional learning systems. The primary education teachers of Bangladesh are failed to manage students with this system of learning and teaching. The above column chart dictates that 30% respondents showed their agreement with the statement that they face problems with the decentralized teaching method which causes myriad negative impacts on students learning. Then, 53.30% respondents agreed with the statement. Contrarily, 16.70% respondents were neutral with the statement and no one expressed their disagreement with the statement.

Lack of teaching supplementary materials make me a passive instructor

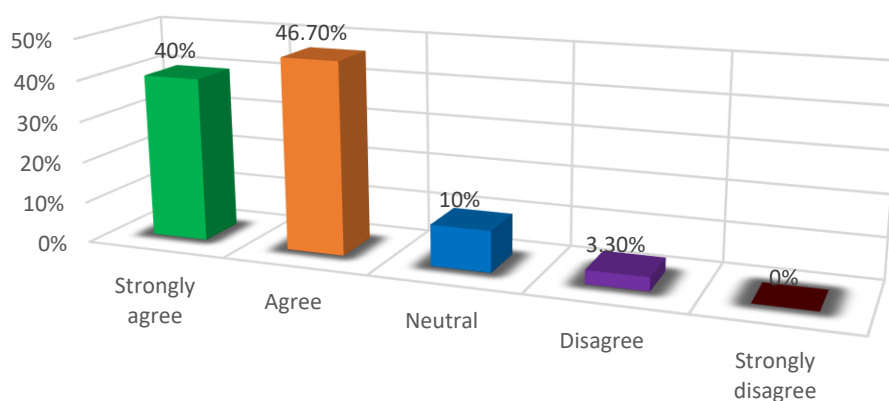


Figure 15: Lack of teaching supplementary materials

Supplementary materials are essential for a thorough knowledge and comprehension of the textbook. When students fail to burry themselves in textbook then they start hassle inside classroom and it hampers overall classroom management. In response to the topic of whether teachers provide supplemental materials other than textbooks, 40% of respondents strongly agree that they do not supply any supplementary materials other than textbooks. However, 46.70 % of respondents agree with the assertion, while 10% did not respond, and 3.30 % disagree, claiming that teachers provide supplemental information in addition to their textbooks, which helps effective classroom management.

I encounter problems to manage students' as i don't called for both pedagogical and interactional management training round the year

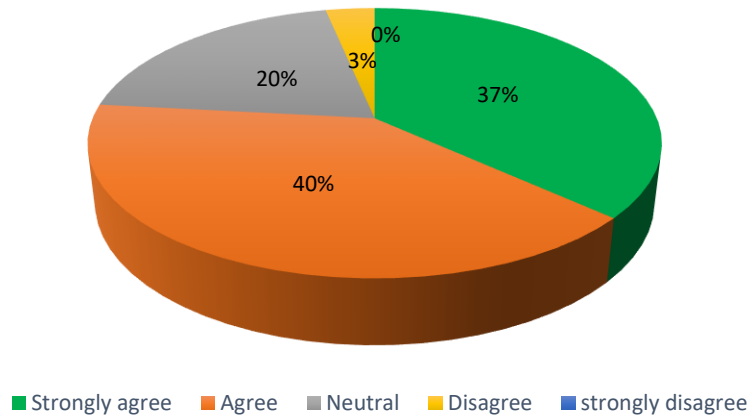


Figure 16: Lack of pedagogical and interactional management training round the year

Teachers' skill improvement requires training. Training usually prompts up teachers' managerial skills. The pie chart presents that 37% participants strongly agree to the statement that most of the teachers are out of training so that their managerial skills are unexplored. They believe that teachers have limited options for implementing training outcomes in classroom management. Again, 40% respondents agree that teachers do not call for pedagogical training for round the year. In contrast, 20% respondents were in neutral position and 3% respondents showed their disagreement with the statement.

A significant number of students don't understand the instructional input having different ages students in the same class

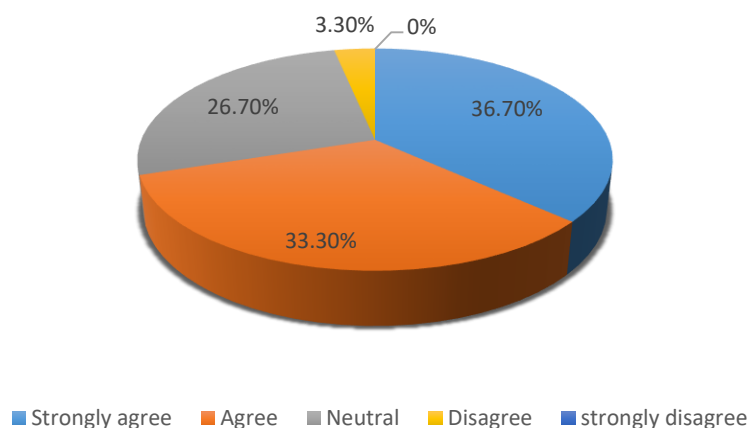


Figure 17: Different Age Groups of Students

Students' learning capacity varies according on their age. Older children have more sophisticated cognitive capacities, making it easier for them to absorb difficult concepts. A ten-year-old, for example, can absorb concepts more quickly than a five-year-old, therefore if they are taught together, neither would gain. Hence, this situation creates problems in

classroom management. The collected data reflects that 36.70% respondents strongly agree with the statement that teachers fail to quality instructional input having the mixture different age groups inside the same classroom. Similarly, 33.30% respondents agree with statement while 26.70% respondents remain neutral in giving their opinions. In contrast, 3.30% respondents showed their disagreement with the statement.

I don't get administrative support to manage my classroom

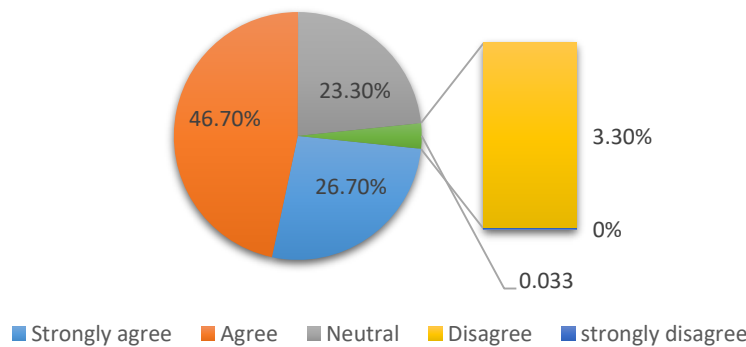


Figure 18: Lack of Administrative Support

Support from the administrators of the schools help teachers to play a vital role in classroom management. Most of the schools do not have the well administrators. Hence, it creates some extra burdens for teachers to control elementary students. The pie chart dictates that 26.70% respondents never get the administrative support from school administrators in classroom management. In the same way, 46.70% respondents agree with the statement while 23.30% respondents remain in neutral position. In contrast, 3.30% respondents exposed their disagreement with the statement.

I have no available options to put my extra efforts for managing students

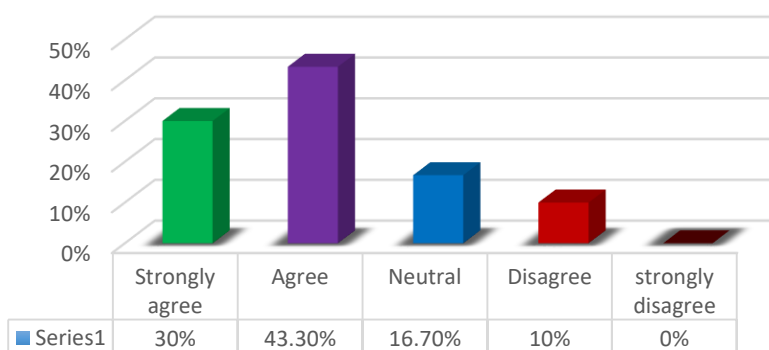


Figure 19: No options to put extra efforts

The primary teachers have a common cognitive thought that they are only assigned for lecturing. They confined their responsibility of students' management in jug and mug

lecturing. They have no extra time to put efforts for managing students in a right manner. The column chart indicates that 30% respondents put their agreement with the statement whereas 43.30% respondents agreed with the statement. Contrarily, 16.70% respondents refrained from giving opinions and 10% respondents disagreed with the statement.

5.9.2.2 Problems pertaining to traditional and digital classroom management

I do not get technology enriched teaching training to operate multimedia instrument

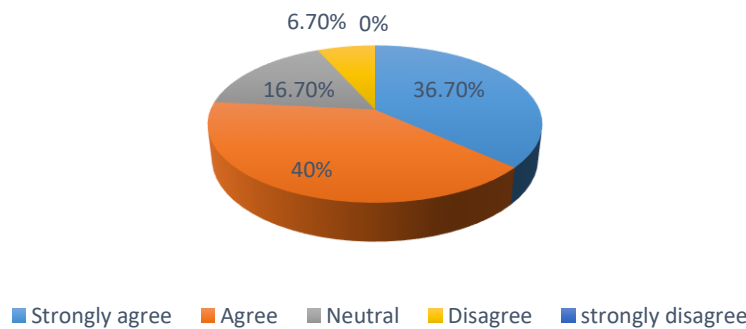


Figure 20: Lack of Technology Enriched Teaching Training

Technology now powers the globe, so it's no wonder that it's found a permanent home in classrooms. For simple and efficient classroom management, facilitators and teachers employ a variety of technological technologies. Most of the primary schools of Bangladesh are equipped with technological tools but teachers are not trained up to operate those tools. The pie chart above illustrates 36.70% respondents agree that they do not get technology enriched teaching training to operate multimedia instruments inside the classroom whereas 40% respondents agree with the statement. In contrast, 16.70% respondents refrained from giving their opinions on the statement while 6.70% respondents showed their disagreement with the statement.

The limited opportunity of internet and it's buffering disrupt the multimedia classroom

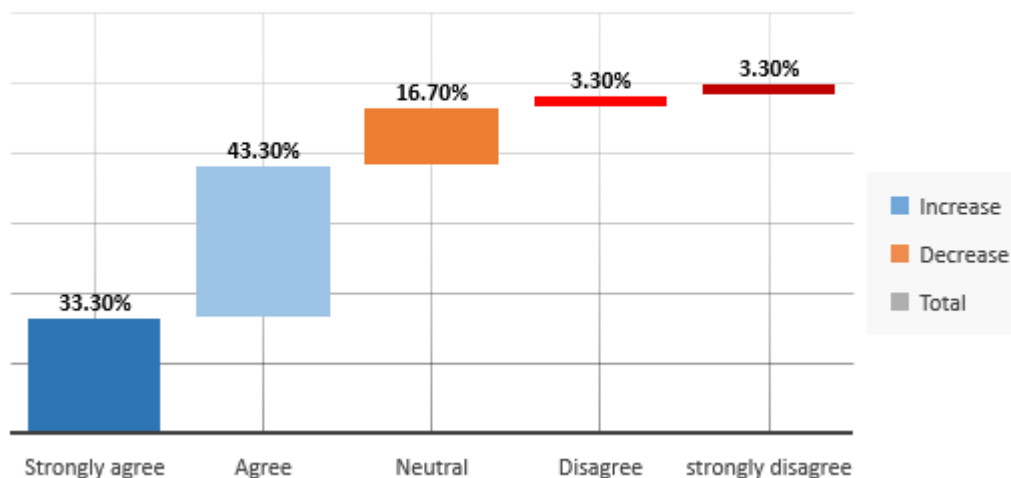


Figure 21: Limited opportunity of internet

Around two thirds of primary schools are situated at remote areas of Bangladesh. These schools are not equal to the schools situated at different town and city. The remote countryside schools always suffer from internet disruptions. Hence, remote teachers cannot use technological tools properly to manage classroom in an ideal manner. The above chart describes 33.30% respondents agree to the statement that they have limited opportunity to the internet connection. Similarly, 43.30% respondents agree with the statement while 16.70% respondents remain in neutral position. In contrast, 3.30% respondents showed their disagreement while the same portion of respondents showed their strong disagreement.

**I don't get proper instructional devices for classroom
instructor according to the demand of learner**

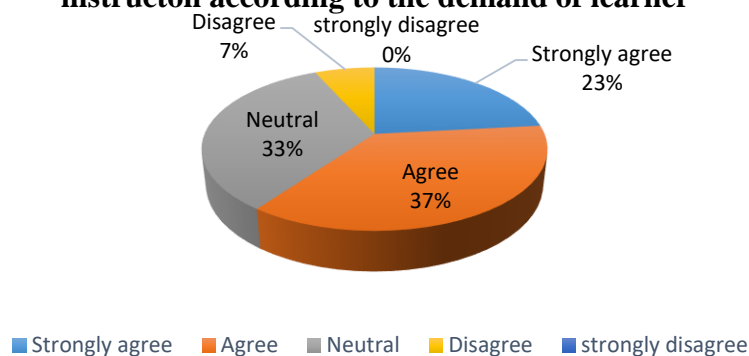


Figure 22: Lack of proper instructional device

Teachers use visual aids to help them explain, establish, correlate, and coordinate precise conceptions, understandings, and appreciations, as well as to make learning more active, exciting, encouraging, meaningful, and luminous. These devices are not used in the primary education system of Bangladesh. Most of the teachers don't get scope to use instructional devices. The pie chart above indicates 23% participants strongly agree with the statement that they don't get proper instructional devices for classroom instruction whereas 37% subjects agree with the statement. In contrast 33% participants refrained from giving their opinions while 7% respondents showed their disagreement with the statement.

I don't know how to apply the foresight use of technology in the classroom

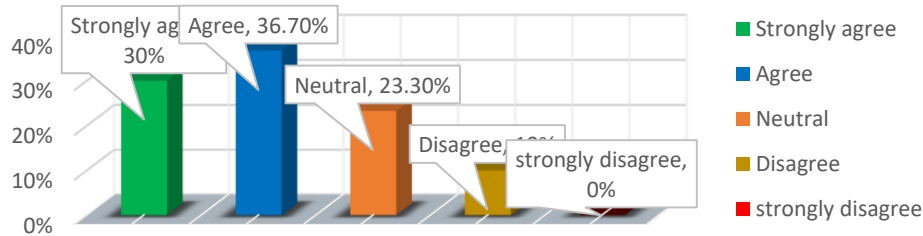


Figure 23: Inefficient user of technology

Children are increasingly lured to information and communication technology. Because today's children start using digital technologies at a young age, schools must adapt to meet their demands. Most of the schools are pregnant with the digital technology but teachers don't know how to apply those tools inside classrooms. The above chart illustrates 30% respondents strongly agreed with the aforesaid statement whereas 36.70% respondents just showed their agreement with the statement. Contrarily, 23.30% subjects were in neutral position and 10% respondents showed disagreement with the statement.

The school authority don't provide the opportunity of learning with play games facilities that usually help a teacher to ragulate a well class

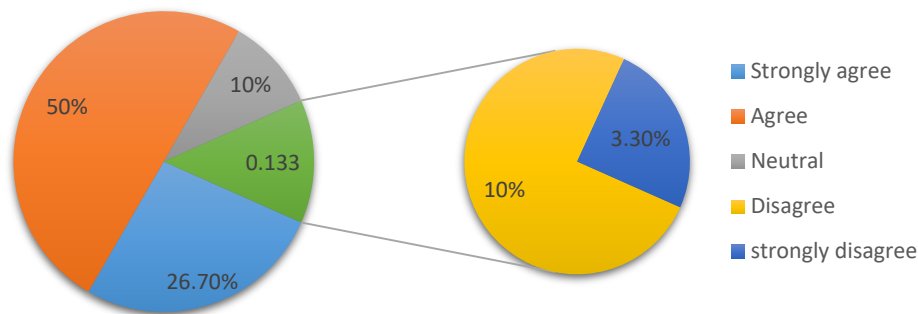


Figure 24: Lack of Gamification

Gamification is the technique of introducing game elements into "conventional" learning sessions, such as point systems, leaderboards, badges, and other game-related components, in order to increase motivation and engagement. "However, it is seen that the gamification has become increasingly important with the change in the perspectives and expectations of people and the advancement of the methods and techniques used in education" said (Topal 2020). In the primary education of Bangladesh, the gamification technique of classroom management is completely absent as school authority don't provide the opportunity of gamification. The above pie chart illustrates 26.70% respondents showed their strong

opinion that they are not provided with the opportunity of learning with play game facilities whereas the top most respondents expressed their agreement with the statement. On the other hand, 10% respondents remain in the neutral position as they refrained themselves from giving their opinion while same portion of respondents disagree with the statement.

Barriers to the Science Based Classroom Management

I'm not aware of the scientific teaching

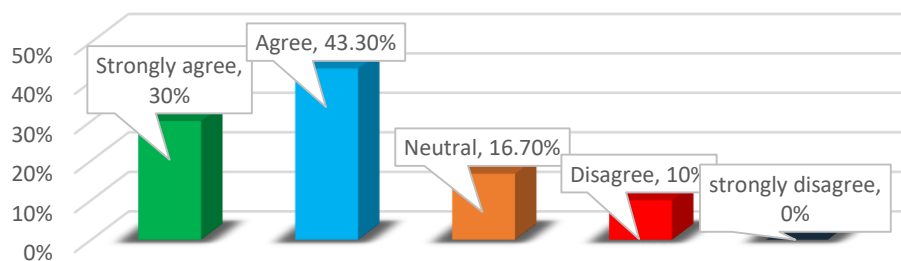


Figure 25: Unaware of Scientific Teaching

The authoritative classroom transformed into scientific classroom, traditional into modern, physical into digital, conservative into progressive but most of the primary education teachers of Bangladesh are not aware about these crucial aspects of classroom management. Teaching is both art and science which mostly unexplored by the elementary level teachers. The column chart dictates, 30% respondents agree with the statement that they are not aware of science-based teaching whereas 43.30% respondents agree with the statement. Contrarily, 16.70% respondents remain in the neutral position and 10% respondents disagree with the statement.

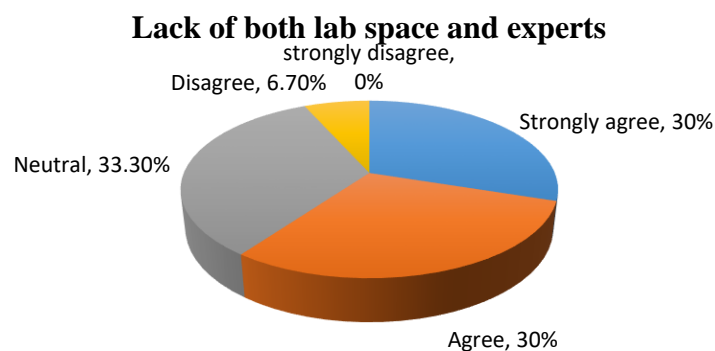


Figure 26: Lack of both lab space and experts

A high-quality science education in primary schools promotes scientific literacy and is likely to encourage students to pursue enabling sciences at the university level. Without lab & expert facilities, it will be remained unexplored. Most of the primary schools of Bangladesh are operating without labs and expert as science is not emphasized at the elementary education. In reply to the question, 30% respondents strongly agree that there

are no lab facilities at all whereas the same portion of respondents also agree with the statement. In contrast, 33.30% respondents refrained themselves from giving opinion while 6.70 % respondents disagree with the statement.

I'm not aware of professionalism that is the integral part of management

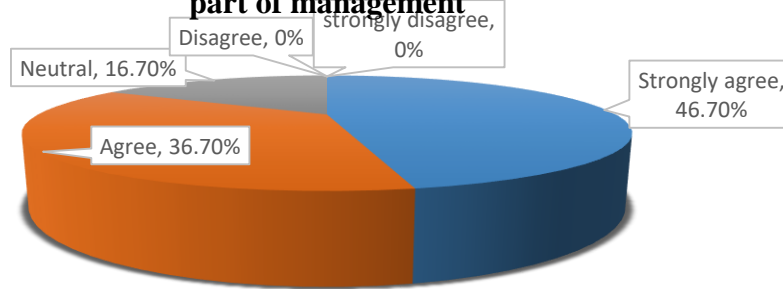


Figure 27: Unaware of Professionalism

Professionalism in education examines learning and ethical practice, as well as leadership and collaboration among teachers, staff, students, administrators, and community members in a school. The absence of professionalism always eludes the quality management in classroom management. In reply to the question, 46.70% respondents strongly agree with the statement while 36.70% respondents agree with the statement. Contrarily, 16.70% respondents were in neutral position and no one is found showed their disagreement with the statement.

I don't get professional development training for a while that generally enhance one's management capacity

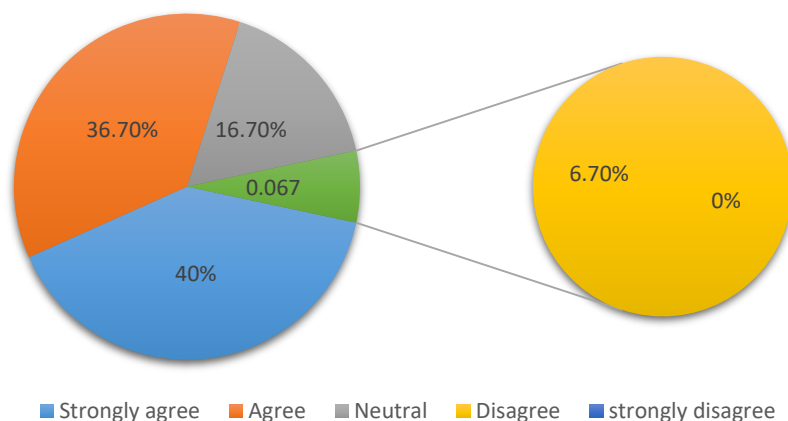


Figure 28: Lack of Professional Development Training

Building capacity of the teachers regarding management depends on teachers training. Professionalism and skills grow having the development training. It usually enhances the managerial capacity of a teacher. In the primary education context of Bangladesh, teachers do not call for management capacity building training for a long while. The pie chart

indicates 40% respondents agree with the statement. Similarly, 36.70% respondents agree with the statement. In contrast, 16.70% respondents refrained themselves from giving opinion while 6.70% respondents don't believe the statement and showed their disagreement that they get professional development training that really enhance their management capacity.

My school classroom structure is not aligned with scientific seating arrangement eg: (Horseshoe or semicircle, Round table, Double Horseshoe, Group Pods)

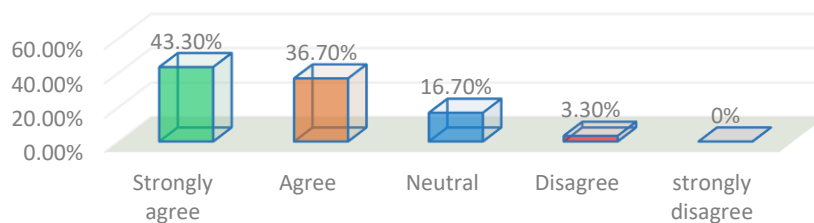


Figure 29: Lack of Scientific Seating Arrangement

One of the most significant aspects of classroom management is the seating arrangement. Classroom management refers to a teacher's ability to keep students organized, orderly, focused, attentive, on task, and academically productive throughout the class period. The classroom management depends scientific seating arrangements which include buzz groups, pairs, opposing teams, enemy corners, face to face, public meeting, panel, and wheels (Scrivener 2005). Most of the primary schools follow just traditional seating arrangement or the schools are not aligned with the aforesaid seating arrangement system that really creates problems in classroom management. In reply to the question, 43.30% respondents strongly agree with the statement while 36.70% respondents agree with the statement. In contrast, 16.70% respondents remained neutral whereas 3.30% respondents disagree with the statement.

Lack of school administrations' positive attitude on the development of school from lower level to upper level

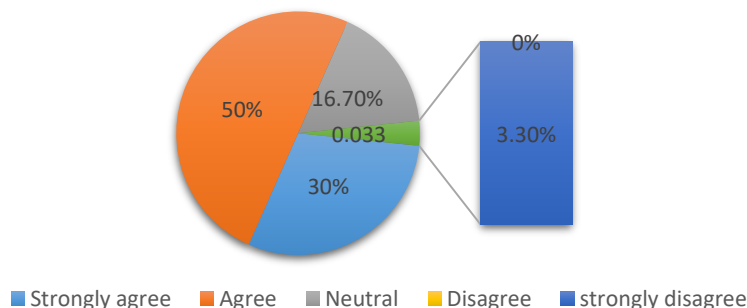


Figure 30: Lack of positive attitude

Having a positive attitude, defining standards early, building connections with kids, having clearly stated penalties, and sticking to your guns are all essential components of any successful classroom management strategy. The positive attitude is more or less absent in the mind schools' administrators. Hence, schools are remained in undeveloped or underdeveloped. The teachers also face numerable problems causing the lack of positive attitude in the classroom management. The pie chart illustrates 30% respondents strongly agree and 50% respondents agree with the statement. Conversely, 16.70% respondents remained in neutral position while 3.30% respondents strongly disagree with the statement.

CONCLUSION AND RECOMMENDATION

The research entitled with *Classroom Management in Primary Schools of Bangladesh: Problems and Prospects* has accomplished its set objectives. The study has identified some problems that primary school teachers face in classroom. The study has also discovered the learners' administrators' attitude, behavior, and exposure to education at all.

Summary of the Research Findings

The current research reveals various gaps and misalignments between expectations and reality in primary education classroom management. During the research, significant correlations as well as discrepancies between instructors and school administrators on several classroom management concerns were discovered. The study's findings are reported below:

Examining the information offered above in detail, researchers find that there many problems facing by the teachers in the primary education classroom management. First of all, most of the primary education teachers of Bangladesh encounter problems in classroom management due to the lack of teaming up, group work, empathy and students' co-operation. This finding is supported by T. Emmer 2005.

Bangladesh's primary schools are extremely packed, with a significant number of students. According to Basir and Ferdousy (2006), a class with 45-91 students is considered a large classroom. It might also be described as a crammed classroom (Sinha, 2001, p. 173). However, dealing with such huge groups of kids in a classroom is difficult to manage students properly by a teacher without having teaching assistant and helps from school administrators. The findings also reflect that most of the teachers faces classroom management problems due the constraint of time for conducting classes. 30 to 40 minutes of classroom instruction were shown to be insufficient to handle children. to manage students in an ideal manner. The research community support that Quality classroom management in primary education requires a lot of time and efforts. This allocated time is highly needed only to warm up students and make them disciplined for the positive instructional input (PII) rather going at daily lessons. The school administrators always find quick response from teachers. They allocate a very short time to conduct classes. Dealing with this short time period a teacher fails to create learning teaching environment and finally distracts from quality management. Besides, a teacher has to deal with different categories of students having same textbooks for all which is too much challenging for the teachers to manage entire classroom. As a result, most elementary schools are unable to provide well-equipped, technologically enhanced multimedia classrooms with digital and

audio-visual aids that really create mismanagement conducting classes Learners frequently face resource constraints, particularly in the absence of qualified teachers and sufficient additional academic materials that also creates mismanagement in classroom.

The findings indicate that teachers face innumerable challenges to cope with changing syllabus set by authority and school administrators. This issue impart mismanagement inside the classroom. The aforesaid findings also present that lack of well-decorated classroom, absence of teaching assistant, variation of students' talents, pedagogical and interactional management, different age groups of students in the same class, limited opportunity of internet and its buffering disrupt the multimedia classroom, lack of gamification, unaware of the scientific teaching, Lack of both lab space and experts inside schools, indifferent professionalism, lack of scientific seating arrangement e.g. (Horseshoe or semicircle, Round table, Double Horseshoe, Group Pods) forced primary education classrooms to distract from proper management.

The major goal of this study was to determine Bangladeshi perceptions on the relevance of primary education classroom management and to investigate the issues teachers face in classroom management. Thus, this research reached at a point that primary education teachers face myriad challenges in classroom management.

Recommendations

The researcher gives recommendations to students, teachers, parents, school administrators, and the ministry of education, curriculum designers, and other researchers drawn from the findings.

Recommendation for the Teachers

Classroom management in a perfect setting is unquestionably difficult. Teachers must be multitasking, multi skilled, and able to deal with a wide range of situations. To be successful in teaching and quality classroom management teachers require to have a productive planning for effective classroom management. To ensure a classroom with quality management, teachers need to consider some issues that include scientific seating arrangements, acquire the operational skills of technology for proper classroom management, using digital & audio visual aids, establishing a physical setting, constructing a learning environment, and maintaining rules and procedures, as well as managing classroom activities, enlisting student cooperation, and classroom management structure. Getting students to work together. To get pupils to cooperate, there are three main approaches. The approaches include developing a strong relationship with students, motivating them to contribute and accept responsibility, and rewarding good behavior.



Encourage kids to collaborate and take on responsibilities. Sharing responsibility for classroom decisions with students strengthens their commitment to the decisions. The following are some guidelines for students to share and take responsibility in the classroom. Reward positive behavior. You can also admire other kids in your classroom for their appropriate behavior when a student is not paying attention. It will make easy to manage undisciplined students.

Guidelines for students to share and assume responsibility

- Involve students in the planning and implementation of school and classroom initiatives.
- Encourage the students to judge their own behaviour.
- Not accepting excuse because it can just pass on or avoid responsibilities.
- Give the self-responsibility strategy time to work.
- Let students participate in decision making by holding class meeting.

well-equipped with advanced technology and that they are reasonably furnished with a quiet tiny setting. Students will be more motivated to be proactive, attentive and sophisticatedly disciplined as a result of these arrangements.

Recommendation to Guardians of the Learners:

Guardians play a vital role in child education. They should be responsible to complete their children’s homework prescribed by teachers.

Recommendation to the Further Researcher

- More study with a larger sample size is expected since the sample size was too small to extrapolate an overarching result applicable to primary education teachers.
- More research on how to improve primary school classrooms in the context of Bangladesh and the global viewpoint is recommended.

Conclusion

The findings and recommendations for teachers and other educational workers are presented in this chapter. The purpose of this study is to provide an overview of classroom management issues in Bangladeshi elementary schools. Many frequent classroom management issues were discovered in the current investigation. The researcher attempts to summarize the findings of the current study and makes recommendations with the purpose of resolving or, at the very least, minimizing the severity of the challenges.

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