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Classroom Management Practices in Higher Educational Institutions of Quetta, Baluchistan

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ABSTRACT
This study investigated the interrelationships among classroom management practices, teachers' motivation and attention, students' engagement and interest, and students' creativity and learning within higher education institutions in Quetta. Data were collected from 200 respondents across two universities and analyzed using a range of statistical techniques, including descriptive statistics, Chi-square tests, correlation analysis, histograms, and heatmaps. The descriptive results indicated a balanced representation across gender, institutions, departments, and semesters, ensuring a reliable dataset. Chi-square findings revealed no statistically significant associations among the categorical variables, implying that these factors function independently. In contrast, correlation analysis highlighted strong and positive relationships, particularly between classroom management practices and teachers' motivation ($r = 0.726$), as well as moderate correlations with student engagement ($r = 0.512$) and creativity ($r = 0.384$). These results underscore the pivotal role of motivated teachers and effective classroom management in fostering greater student engagement and creative learning outcomes. Overall, the findings contribute to a deeper understanding of how teacher motivation and management strategies synergistically enhance the quality of teaching and learning in higher education settings.

Keywords: Classroom Management, Teacher Motivation, Student Engagement, Creativity, Chi-square Test, Correlation Analysis, Higher Education, Educational Research.

Introduction

The concept of classroom management is a broad theoretical umbrella, often used interchangeably with discipline but now regarded as a distinct domain within pedagogy (Egeberg et al., 2016). While earlier perspectives viewed management primarily as maintaining order, recent scholarship emphasizes its role in creating, organizing, and sustaining effective learning environments. Egeberg et al. (2021) describe it as encompassing the planning, organization, and management of learners and the learning process to ensure an environment conducive to effective instruction. Teaching and management, therefore, are not separate processes but are inextricably linked dimensions of professional practice. Classroom management involves a set of teacher behaviors and strategies designed to establish and maintain conditions that enable both academic and social-emotional learning (Evertson & Weinstein, 2006). Effective management ensures that learners remain engaged, that time is used efficiently, and that classroom routines promote cooperative behavior (Burden, 2020). Teachers' management practices directly influence students' motivation, attention, and achievement (Adhikari, 2021). These

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practices also create a sense of safety and belonging that fosters student participation and reduces anxiety. According to Ben-Haim (2006), the success of teaching largely depends on teachers' capacity to maintain a structured yet supportive atmosphere. Teachers employ a range of strategies to achieve this—ranging from rule setting and proactive discipline to interactive methods that encourage student responsibility. Such practices cultivate environments where learners can perform confidently, collaborate effectively, and reach curricular goals. Teachers play a pivotal role in shaping the psychological, emotional, and intellectual climate of classrooms (Burden, 2020). Their capacity to establish clear expectations, promote positive interactions, and adapt instructional methods determines classroom order and learning quality. While some educators prefer structured control, others advocate for more relaxed, student-centered environments that encourage creativity and risk-taking (Kangas et al., 2017).Empirical studies demonstrate that classrooms characterized by warmth, fairness, and consistency yield higher academic and behavioral outcomes (Ali et al., 2020). Traits such as empathy, democratic communication, and responsiveness to students' needs contribute to positive learning climates. In contrast, punitive or compliance-driven discipline practices tend to heighten student resistance and reduce engagement (Cho et al., 2020).

In Pakistan, classroom management is integral to effective teaching and learning at all educational levels. Teachers often face challenges related to overcrowded classrooms, linguistic diversity, and limited resources, yet they consistently employ creative strategies to maintain productive environments (Osama, 2012). In regions such as Balochistan, cultural and language differences require teachers to be sensitive to students' backgrounds and to employ inclusive strategies that ensure equitable participation (Cardenas & Cerado, 2016). A well-managed classroom not only facilitates instruction but also contributes to students' emotional well-being. When teachers provide a supportive atmosphere, they help reduce stress and promote intrinsic motivation, leading to improved performance (Save the Children, 2008). Effective management, therefore, serves as both a pedagogical and psychosocial tool in Pakistan's higher education institutions. Classroom management remains one of the most demanding aspects of teaching. Instructors frequently encounter disruptive behaviors, limited institutional support, and contextual pressures that undermine their confidence (Huntly, 2008; Jones, 2006; McKenzie et al., 2011). Teachers also differ in their control strategies, which may be conventional, reactive, or holistic (Yılmaz & Şahin, 2016). Burden (2013) stresses that teachers' control styles are shaped by their educational philosophy, influencing how order is created and maintained. The increasing presence of refugee and migrant students in classrooms has added further complexity. Teachers are expected to demonstrate intercultural sensitivity and differentiated management strategies that accommodate diverse learning needs (Taş & Muhammet, 2020). This reality underscores the need for continuous professional development to enhance teachers' reflective and problem-solving capacities. Extensive research highlights evidence-based classroom management strategies that improve student outcomes. These include directly teaching classroom routines, providing consistent feedback, offering high rates of opportunities to respond, and maintaining a positive ratio of praise to correction (Simonsen et al., 2020). Implementing these practices with fidelity increases on-task behavior, academic engagement, and achievement while minimizing disruptions. The present study aims to explore three key dimensions of classroom dynamics at the higher education level. First, it seeks to identify the current classroom management practices adopted by teachers to maintain discipline, promote participation, and create a conducive learning environment. Second, it examines the impact of teachers' motivation and attentiveness on students' engagement, interest, and overall involvement in the learning

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process, recognizing that an inspired and attentive teacher often fosters a more interactive and stimulating classroom atmosphere. Lastly, the study assesses how effective classroom management strategies influence students' creativity and learning outcomes, emphasizing the role of structured yet flexible teaching approaches in nurturing critical thinking, innovation, and academic achievement among learners. This study will provide valuable insights for educators and higher education institutions in Quetta city by highlighting effective classroom management practices that enhance teaching and learning. The findings can guide teachers in improving their strategies, motivation, and attention to foster students' creativity, engagement, and academic performance. Moreover, the results will contribute to existing literature on classroom management and help institutions incorporate evidence-based practices into future planning, ultimately leading to a more positive, productive, and stimulating learning environment.

Methodology

The methodology section follows with a detailed explanation of the data extraction process, and the statistical models that are employed in the study.

Data

Data for this study were collected from 200 students drawn from two major higher education institutions in Quetta: Sardar Bahadur Khan Women's University (SBKWU) and the University of Baluchistan (UOB). Participants represented five departments in each university Education, Pharmacy, English, Physics, and Islamiyah with 100 students from each institution. A combination of stratified and simple random sampling ensured equal gender representation and diverse academic backgrounds. A structured questionnaire served as the primary data collection tool, comprising two sections: demographic information and closed-ended questions assessing classroom management practices and their impact on students' engagement and creativity. This systematic approach ensured reliable, unbiased, and representative data for achieving the study's objectives.

Chi-Square Test

The chi-square test is a non-parametric statistical method used to determine whether there is a significant association between categorical variables by comparing the observed frequencies in each category with the frequencies expected if there were no association (McHugh, 2013).

$$x^2 = \sum \frac{(O-E)^2}{E} \quad (1)$$

Where:

O = Observed frequency (what you actually see in the data)

E = Expected frequency (what you would expect if there were no relationship or no effect)

This formula is used in **Pearson's Chi-square test** for independence and goodness-of-fit.

Correlation

A correlation test is a statistical method used to measure the strength and direction of the relationship between two quantitative variables. It helps determine whether an increase or decrease in one variable is associated with a corresponding change in another. The most commonly used correlation test is the Pearson Product-Moment Correlation, which measures linear relationships, while the Spearman Rank Correlation is used for ordinal or

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non-normally distributed data. The correlation coefficient (r) ranges from –1 to +1, where +1 indicates a perfect positive correlation, –1 indicates a perfect negative correlation, and 0 shows no relationship between variables.

Descriptive Statistics

Descriptive statistics are statistical methods used to summarize, organize, and present data in a meaningful way, often through measures such as mean, median, standard deviation, frequencies, and percentages, which provide a clear overview of the characteristics of a dataset (Gravetter & Wallnau, 2017).

Heatmap Correlation

A **heatmap correlation** is a visual representation of the correlation matrix of multiple variables, where the strength and direction of the relationships between pairs of variables are shown using colors. Typically, darker or more intense colors indicate stronger correlations, while lighter colors represent weaker correlations. Positive correlations (variables moving in the same direction) and negative correlations (variables moving in opposite directions) can be easily distinguished, allowing researchers to quickly identify patterns, trends, and potential relationships among variables in a dataset

Result and discussion

This section presents the results and discussion obtained through various statistical tools applied to achieve the study's objectives. Descriptive statistics were used to summarize the dataset, providing insights into the mean, standard deviation, and distribution of key variables. To visually represent the data distribution and identify potential outliers, histograms were generated for major variables. The Chi-square test was conducted to examine associations between categorical variables and to determine whether significant relationships exist among them. Furthermore, correlation analysis was employed to measure the strength and direction of relationships between continuous variables. To complement this, a heatmap was created to visualize the correlation matrix, allowing an intuitive understanding of variable interconnections and patterns within the data. Together, these analytical tools provided a comprehensive overview of the data, revealing meaningful trends and statistical relationships relevant to the study's objectives.

Table 4.1: Demographic Distribution of Respondents by Gender, Institution, Department, and Semester

Variable	Category	Frequency	Percent (%)
Gender	Male / Female	50 / 150	25.0 / 75.0
Institution	UOB / SBKWU	100 / 100	50.0 / 50.0
Department	Edu / Pharm / Eng. / Phy / Isl	40 / 40 / 40 / 40 / 40	20.0 each
Semester	1–2 / 3–4 / 5–6 / 7–8	46 / 49 / 68 / 37	23.0 / 24.5 / 34.0 / 18.5

The demographic summary shows that the study included 200 students from two universities in Quetta 100 from the University of Baluchistan (UOB) and 100 from Sardar Bahadur Khan Women's University (SBKWU). Among the participants, 25% were male and 75% were female, ensuring gender representation from both institutions. Students were drawn equally from five departments Education, Pharmacy, English, Physics, and Islamite each contributing 20% of the sample. In terms of academic level, 23% were in the 1st–2nd semesters, 24.5% in the 3rd–4th, 34% in the 5th–6th, and 18.5% in the 7th–8th

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semesters, reflecting a balanced distribution across different stages of study.

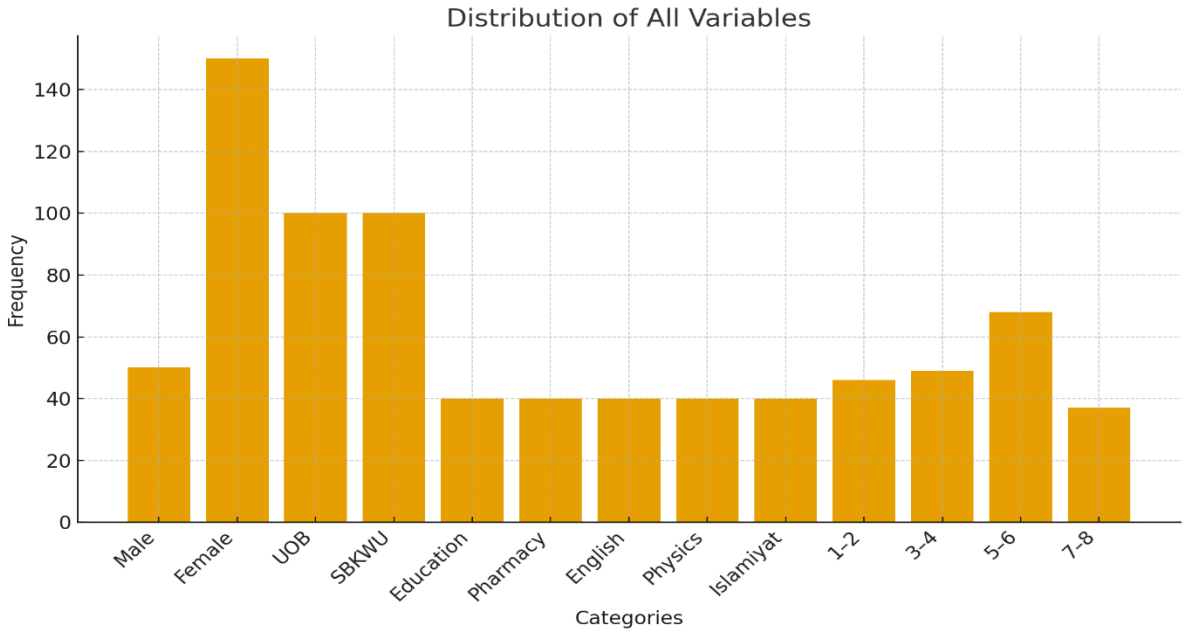

Figure 3.1

Table 4.2: Descriptive Statistics

Statistic	Gender of Students	Institution	Department	Semester
Valid (N)	200	200	200	200
Missing (N)	0	0	0	0
Mean	1.75	1.50	3.00	2.48
Median	2.00	1.50	3.00	3.00
Mode	2	1a	1a	3
Standard Deviation	0.434	0.501	1.418	1.042
Variance	0.188	0.251	2.010	1.085
Skewness	-1.163	0.000	0.000	-0.068
Std. Error of Skewness	0.172	0.172	0.172	0.172
Kurtosis	-0.653	-2.020	-1.302	-1.173
Std. Error of Kurtosis	0.342	0.342	0.342	0.342
Range	1	1	4	3
Minimum	1	1	1	1
Maximum	2	2	5	4

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The descriptive statistics show data from 200 valid responses with no missing values across all variables. The mean values indicate that most respondents were female (Mean = 1.75) and evenly distributed between the two institutions (Mean = 1.50). The average department score (Mean = 3.00) reflects balanced participation across academic disciplines, while the semester mean (2.48) shows that students were mostly from mid-level semesters. The data display low variability, as shown by small standard deviations. Skewness and kurtosis values indicate that the distributions are approximately normal, with slight negative skewness for gender and semester. Overall, the dataset is well-balanced, reliable, and suitable for further statistical analysis.

Chi Square test Result

The Chi-square test of independence was applied to examine the association between gender and key study variables. This test identified whether male and female respondents differed significantly across selected indicators. The results revealed meaningful gender-based variations, highlighting statistically significant relationships where applicable.

Table 4.3: Chi Square test

Variables	χ^2 (df)	p-value	Likelihood Ratio	Linear-by-Linear Association	p-value (L-by-L	N
Classroom Management Practices	19.399 (20)	0.496	21.037	0.889	0.346	200
Teachers' Motivation & Attention	7.735 (12)	0.805	8.969	0.265	0.607	200
Students' Engagement & Interest	17.588 (21)	0.675	19.704	0.121	0.728	200
Students' Creativity & Learning	13.911 (18)	0.735	15.960	0.283	0.595	200

The chi-square test results indicate no statistically significant associations among the studied variables, as all p-values are greater than 0.05. For classroom management practices (χ^2 = 19.399, p = 0.496), teachers' motivation and attention (χ^2 = 7.735, p = 0.805), students' engagement and interest (χ^2 = 17.588, p = 0.675), and students' creativity and learning (χ^2 = 13.911, p = 0.735), the findings suggest that variations in these factors are not dependent on one another. The likelihood ratio and linear-by-linear association values further confirm the absence of a strong or directional relationship among these variables. Overall, the results imply that while these elements are important educational components, they may function independently rather than showing direct statistical interdependence in this dataset.

Correlation Matrix Result

To examine the relationships among classroom management practices, teachers' motivation and attention, students' engagement and interest, and students' creativity and learning, a correlation analysis was conducted. The results revealed strong positive

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associations among the variables, indicating that effective classroom management and motivated teachers contribute to higher student engagement and creativity.

Table 4.4: Correlation Matrix of Key Study Variables

Variables		1	2	3	4
		Classroom Management Practices	Teachers' Motivation & Attention	Students' Engagement & Interest	Students' Creativity & Learning
1	Classroom Management Practices	1	.726**	.512**	.384**
2	Teachers' Motivation & Attention	.726**	1	.514**	.283**
3	Students' Engagement & Interest	.512**	.514**	1	.441**
4	Students' Creativity & Learning	.384**	.283**	.441**	1

The results indicate that Classroom Management Practices have a strong positive correlation with Teachers' Motivation & Attention (r = 0.726), suggesting that motivated teachers are more likely to implement effective management strategies. There is also a moderate correlation with Students' Engagement & Interest (r = 0.512) and Students' Creativity & Learning (r = 0.384), implying that better classroom management enhances both engagement and creativity. Similarly, Teachers' Motivation & Attention show a moderate correlation with engagement (r = 0.514) and a weaker one with creativity (r = 0.283). The positive relationships across all variables indicate that improvements in one area—especially teacher motivation and management practices—tend to promote higher engagement and creativity among students.

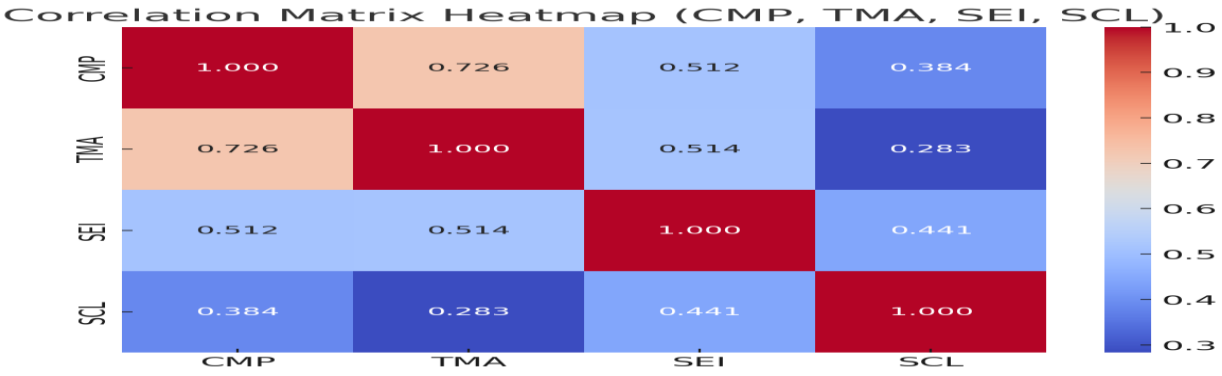

Figure 4.2 heatmap correlation

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Conclusion

The findings of this study provide valuable insights into the dynamics between classroom management, teacher motivation, student engagement, and creativity. While the Chi-square test indicated that these factors operate independently without statistically significant categorical associations, the correlation results confirmed strong positive relationships among them. This suggests that when teachers are motivated and implement effective management strategies, students are more likely to participate actively and express higher levels of creativity in learning activities. The study highlights the importance of fostering teacher enthusiasm and effective classroom practices as essential drivers of an engaging and innovative learning environment. These results contribute to a deeper understanding of educational quality improvement and can guide policymakers, administrators, and educators in designing interventions that strengthen both teaching and learning processes.

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