

The Efficacy of the Class Management Applied in the Primary School of Bangladesh

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Abstract

Research Purpose: The overall goal of this research is to determine the effectiveness of primary school teachers' classroom management strategies in controlling children in Bangladesh. Students' evaluations will be used to assess the teaching approach and classroom management. This study will also aim to compartmentalize and gather data on the teaching methods and class management systems used by primary school teachers in Bangladesh. The effectiveness of the current teaching approach used with the pupils will also be examined in this study. **Research Method:** This research will use a statistically sound, collaborative, and feedback-driven method. This assessment will be conducted using a mixed-methods research design. There will include both qualitative and quantitative data. Secondary data acquired via literature studies will be the major data source for this study. Guardians, students, researchers, and educators will provide preliminary data. **Research Result:** The majority of instructors prefer traditional teaching approaches. Furthermore, teachers are not keen to encourage pupils. Most professors, on the other hand, consistently encourage pupils to pursue further education and offer appropriate academic tools. The study found out the teaching method's current condition, and class arrangements. **Research Conclusion:** The study aimed to assess the efficacy of the classroom management adopted by primary school teachers over the students in Bangladesh. The method and the classroom management of teaching will be evaluated through the evaluation of students. The study worked on four types of variables: an overall assessment of the study from all of the respondents, data from teachers on teaching methods, data from the students, and data from the teachers from teachers on classroom management.

Keywords

Classroom Management, Teaching Method, Primary School, Teaching Gap

1. Introduction

Good education is the basis of honesty-ethics-morality, patriotism, benevolence and being a person of ideal character. Primary education is of utmost importance for nation-building and human resource development. On the other hand, primary education is the seed of the overall education system. Primary education plays an important role in the development of intellect, and becoming an ideal human being with human qualities. Primary education teaches the child the necessary basics for social life and paves the way for him to become a leader of the future (Snowman & Mccown, 2015). Therefore, this education is considered the cradle of human development. Primary education is the first and foremost step in turning the child into a skilled human resource of the future. This is important for the proper socialization of every child, a happy present, a creative future, and a progressive productive society. These are all contributed by primary education. Bangabandhu Sheikh Mujibur Rahman nationalized 36,165 primary schools in 1973 (BANBEIS, 2007). The development of primary education started then. Later during the military regime, the development continued and then prime minister Khaleda Zia have taken many initiatives including introducing the stipends for primary school girls students. Following this, Prime Minister Sheikh Hasina nationalized 26,000 private primary schools in 2013. However, the widespread expansion of primary education in Bangladesh in recent years has seen no such effective progress in rural primary education. According to (Ahmed et al., 2005), quality education in Primary schools is still far away. It has indicated some concerning factors lack of quality teaching, poor infrastructure, malnutrition, and food insecurity. Among all, the less qualified teacher is the main problem. Due to a shortage of teachers, around 80% of schools have said leading two shifts of school. However, in this case, the poor management of primary school systems, less monitoring over the education, and lower accountability of school's authority downgraded the quality of primary education. In this country, enrollment in primary education is 98% whereas 67% usually been able to admit into secondary education. However, of those, only around 22% of students could enter into higher education (BANBEIS, 2007). According to the World Bank report 2016, at present, the student-teacher ratio in primary schools is not at all conducive to quality education. According to (BANBEIS, 2007), the ratio of teacher and student is 1:53. However, the ratio should be reached at 1:25. Otherwise, it will never be possible to deliver quality education (Ahmed et al., 2005). Quality education requires a package of programs including a well-designed curriculum, qualified teachers, developed infrastructure, an education-friendly environment, and well-prepared pedagogy (HREC, 2008).

A high-quality education is one that equips all students with the skills they need to become economically productive, establish sustainable livelihoods, contribute to peaceful and democratic societies, and improve their own well-being. In our country, the teaching method is always getting less priority despite having immense necessity. To contribute to this teaching method, this research is dedi-

cated to exploring the teaching method adopted by primary school teachers across the country. It also emphasizes the evaluation of the efficacy of such a teaching method over the students. However, it expects to have a large contribution by figuring out the weaknesses and the limitations of the teaching method in the primary education system.

1.1. Objectives of the Research

The general objective of this paper is to assess the efficacy of the classroom management adopted by primary school teachers over the students in Bangladesh. The method and the classroom management of teaching will be evaluated through the evaluation of students. However, this research will also pursue several other objectives like compartment and collecting information about the teaching method adopted by primary school teachers in Bangladesh and the class management system adopted by teachers. This research will analyze the collected data concerning the present teaching method for figuring out the problems here. This research will also examine the efficacy of the present teaching method applied to the students. In doing so, it has identified several criteria and assessment strategies to find out the actual scenario of the implementation of the teaching method. Then the research will find out the different limitations, and problematic scenarios of the teaching method at primary schools in Bangladesh.

1.2. Research Question

The research questions consequent from the general aims and objectives are as follows.

- What kind of classroom management strategies do teachers at primary schools in Bangladesh adopt?
- What is the efficacy of this teaching method to the students?
- How have the teachers applied the knowledge and skills gained?
- What kind of challenges did the teachers face when implementing their knowledge and skills achieved?
- What solutions can be offered to enhance primary education?
- How do teachers and students evaluate the class management system?

1.3. Justification of the Study

Primary education is the cornerstone of the whole educational system, serving as a generation's seedbed. A nation must prioritize the next generation. Elementary education offers the basic introduction to socialization, behavior, personality, and life. This level of schooling also provided the motives and directions for the future in terms of education and other elements of life. In this sense, high-quality elementary education is critical to producing a quality-assured new generation. Therefore, quality education does not merely refer to confirmation of learning of bookish knowledge but rather the learning of personal, social, cultural, and economic aspects of life. It includes an equal focus on curriculum, reading mate-

rials, education environment, and most importantly the pedagogy or teaching method. This research mainly focuses on teaching methods, particularly dedicated to figuring out existing pedagogy in the primary education system of Bangladesh and examining the efficacy of such pedagogy for confirming the quality of education (Ahmed, 2007). This research is expected to contribute to investigating the government policy implementation regarding pedagogy. National education policy 2010 has made several recommendations to improve the teaching method at primary—providing handouts, training, students engaging class modules, etc. Despite government efforts, the implementation of such policies is rarely found implemented in a majority of institutions. Most particularly primary schools in rural areas have faced a tremendous challenge in the implementation of such pedagogy due to several limitations-qualified teachers, lack of necessary instruments, less monitoring, and poor school administration.

- This research will bring out the real scenario of teaching methods applied in the primary school education system of Bangladesh. Thus, the drawbacks and the strengths of the teaching method of the primary education institutions will come out. The specific focus aimed at resolving the problem will be easy.
- This research explains how the teaching is occupying the core position as it influences the interpersonal qualities and generic abilities of the students. Thus, the way, the research will be able to push people to rethink this stage of education by giving them more priority.
- A standard teaching method, what the students of this country expect and can adapt is expected to come out through this research.

It may contribute to national policymaking by amassing information and offers.

2. Literature Review

2.1. Previously Conducted Research Regarding Class Management Globally

The term classroom management has been defined differently by various educators throughout history. In most general terms, classroom management refers to the actions and strategies that teachers use to maintain order. Classroom management is a broader and comprehensive construct that describes all teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction, and students' behaviors. Classroom management constitutes three broad dimensions: person, instruction, and discipline (Ahmed, 2007). (Erdogan & Kurt, 2015) aimed to review and critique classroom management research in Turkey. Firstly, the findings indicated that teachers' ability to create this interactive classroom environment was influenced by some variables such as teacher beliefs and teachers' expectations of the students. Second, it demonstrated the complex nature of classroom management as it was investigated through a rich set of variables in the study. Third, it provided implications for teachers and teacher trainers on classroom management. Finally, this study outlines the criti-

cal areas of research on classroom management and identifies areas for further research. The strategies that teachers can follow in the classroom and how to make the classroom education-friendly and universal were mainly explored in the article written by (Watkins & Chris, 2014).

Definition of classroom management is generally interchangeably used with discipline and control which is considered the narrowest view of classroom management (Allen, 2010). According to (Allen, 2010), the view on classroom management has changed in the present world of education as the emphasis is being put on the learning environment for students. Therefore, effective classroom management aims to create a proper environment where learning progresses. So, the management of classrooms is not restricted only to the disciplinary or controlling issues as it used to be in past. Moreover, in the present education system, classroom management has shifted from practicing good behavior to engagement in the process of learning; from the implementation of reactive strategies to preventive strategies to keep the regularity in procedural activities, and from the one-sided power of the teacher, to the freedom of students for becoming self-regulated individuals in the process of learning. Even, Emmer and Stough (2001) refer to the term academically as a “broad view of classroom management encompasses both establishing and maintaining order, designing effective instruction, dealing with students as a group, responding to the needs of individual students, and effectively handling the discipline and adjustment of the individual student.” All in all, the improvised version of classroom management points out the implementation of a wide number of 14 strategies by the instructors to an organized environment where students will be disciplined, focused, and thoughtful towards the task in a limited period, to enhance their learning process (Allen, 2010; Emmer & Stough, 2001). More specifically, the definition of classroom management can be framed with the view of Banks as she states that classroom management is a scientific process covering multi-layered dimensions of learning.

The success of students is determined by the strategy undertaken by the teacher. Teachers are required to improve the process of learning in the classroom so that learners are more eager to learn. Teaching is not just a transfer of knowledge to students, but several behaviors that will become the property of the learner. The use of approaches, methods, strategies, techniques and learning media are part of the learning management that should be implemented by the teacher in the classroom. A professional teacher acts as a manager in a class and masters class management (Sultana et al., 2012). There are varieties of students in a class in terms of their capacity to learn—some need additional priority in particular subjects, and some need other facilities. For these reasons, the class should be like a community. But in this article, it has been found difficult for students to build up a community where universal values and mutual respect for others will be practiced. The teacher, the icon of the class has immense responsibility here to incorporate tolerance, pluralism, and coherence in their delibera-

tion in the class. This article lacks focusing on the pedagogical content, texts, and curriculum design to improve the understanding of the students on diversity. The research conducted by (Plessis & Bisschoff, 2007) shows that racial and cultural differences in class result in frustration or fear among the students. Racism is a phenomenal issue among the diversified community.

However, it recommends the role of the teacher shall facilitate the way of learning—alleviating the fear and frustration among the students due to their racial and cultural differences. The article concluded that the teacher should adopt some concrete steps to engage diverse students in a common sense of identity. This article rightly figured out the formulation of effective pedagogical content in a class full of diversified students. However, it fails to accumulate environmental and contextual diversity in a class. The article written by (Garibay, 2014) has found that diversity sometimes causes separation, and isolation and sometimes results in the beauty of verities. The article indicates a great role for the teacher to play in this stage including disseminating the message of harmony and coherence. Teachers shall also care about the concern of all students not only for their education but rather for their social and other concerns. This article highly focused on the socio-cultural contexts and challenges. However, it fails to recommend concrete steps for the teacher to deal with the problem effectively in the classroom. Teachers tend to put colossal loads over them that gradually make them frustrated and less interested in their early education. To develop in this situation, the article has recommended organizing a broad-scale training program for the teachers by national education policy 2010 to implement inclusive and quality education. But the scene still is stagnant showing no mentionable progress.

Therefore, the article written by (Hurtado & Alvarado, 2013) lacks focus on the pedagogical content needed to confirm quality education at the primary level, while dealing with verities of students. The research conducted by (Richards, 2008) identified several causes—inadequate resources, unqualified teachers, lack of community involvement, and corruption have resulted in quality-compromised education. It mainly prioritized five evaluative criteria: effectiveness, timeliness, sustainability, equity, and technical feasibility. This recommended offering incentives for the teacher and family based on their affective effort for the least literate students. To enhance accountability and efficacy, the research suggested implementing decentralization at Upazila and Zila levels. Therefore, the study has mostly focused on management issues but ignored the content of pedagogy.

2.2. Previously Conducted Research Regarding Class Management in Bangladesh

The educational system in Bangladesh is three-tiered and highly subsidized. The secondary level poses to be the most important tier of the education sector as it builds the foundation of other tiers. In our country, the educational system faces several problems. One of the prominent problems at school levels is ineffective

classroom management. As classroom management is highly correlated with the academic result of the students. So, if the proper classroom management is hampered, it will also affect their academic achievement of them. Classroom management is possibly the most difficult aspect of teaching for many teachers in Bangladesh. The quality and quantity of pupils dropping out or failing the first learning certificate examination has gone beyond the expectation. The performance of pupils admitted into high school year one with the first learning certificate is also below expectations. This situation brings to mind certain questions concerned with the influence of the type and quality of classroom management. Recently, JSC (Junior Secondary Certificate) examination has been added to our educational system. If any student, unfortunately, cannot be done well in the JSC exam, he or she becomes frustrated which may affect his or her secondary level life. Like these students, many need special attention, care, and help in the classroom to get rid of their frustration which can be possible only by an effective classroom and potential teacher (Alam & Kabir, 2015).

The most significant and connected part of classroom management is discipline. Three meanings are commonly ascribed as “discipline” which are punishment; control by enforcing obedience and orderly conduct, and finally training that corrects and strengthens. But today following other developed nations Bangladeshi government strictly discourages punishment form of classroom management. Public consciousness about this matter is increasing day by day and especially parents are becoming strict against corporal punishment. The most effective type of classroom management involves creating a positive classroom community with mutual respect between teacher and student. Teachers using the preventative approach offer warmth, acceptance, and support unconditionally—not based on a student’s behavior. Fair rules and consequences are established, and students are given frequent and consistent feedback regarding their behavior.

English language teaching is not properly carried out in our school. So, to improve the whole education system, give importance to the primary English language teaching curriculum. This study has been directed to explore the existing scenario of practicing English in the classroom. Data were collected through questionnaires, interviews, and class observation. From this research some recommendation has been found like teachers’ training at the primary level is crucially important, proper in the secondary level of our country’s education, the syllabus provides four skills (listening, reading, writing, speaking). But due to various reasons most of the student’s secondary are poor at English and most of the teachers did not take any kind of training. In this regard, (Rahman & Ahmed, 2020) conducted this research to find out the English teaching-learning process and effective implementation of English in the secondary level curriculum. This study has been organized by two types of questionnaire data. In this article, training primary teachers, developing teaching methods, creating a stimulating atmosphere, and audio-video materials are found. (Siddik & Kawai, 2020) investigated the teacher’s training aimed to implement inclusive and quality education.

It adopted secondary data sources reviewing the 25-studies report published within the last 15 years regarding inclusive education. It highly focused on teacher training limitations by indicating three leading indicators—professional learning, practice and engagement, and specific training content. Therefore, it was secondary source-based and failed to demonstrate the classroom’s actual scenario. It has focused merely on education’s inclusivity in class while talking about quality education, skipping other indicators. The research based on a literature review by (Alam & Luo, 2019) mainly indicated some positive outcomes after integrating professional classes into the national curriculum. The paper detailed the potential as it grows connectivity to sophisticated pedagogy across the world. However, this research is based on a limited range of data and entirely on secondary sources accused by analysts less adaptive in a realistic environment. The other limitation of this research is a mere focus on professional development, ignoring education’s value. At the primary level, professional education requires more priority than professional ones.

The research conducted by (Asadullah, 2017) indicated to improve the quality of teaching, focusing on specific indicators that failed to articulate comprehensive student learning. It shows that almost students were unable to secure an expected result in the SSC exam due to low standards and pedagogy of teaching. The research conducted over the 38 mathematics teachers (Trained & Untrained) found a gap between B. Ed’s teaching instructions and M.Ed. Courses and the practices of that in the classroom. The research exclusively found the teacher of mathematics follows the learning from a professional approach in class while practicing math. However, the study focused on the high school level; the primary level is missing. The article also merely concentrates on mathematics, not on other disciplines.

The research conducted by the growing access to education failed to accommodate the quality. It, however, refers to many limitations available in the primary education system of Bangladesh—drop out, downgraded education opportunities, and limited access to secondary education for all. It has indicated that quality teaching is missing, while several institutions face a shortage of quality teachers and well-designed pedagogical content. The pedagogy content of the teacher is also found traditional, having very little innovation or creativity. Therefore, the research has mostly focused on the imputation of the pedagogy but little on the pedagogy’s output or efficacy. (Rahman & Sultana, 2016) has researched primary school teachers during the DPED training session. The research’s key objective was to explore the reflection of the components of Pedagogical Content Knowledge (PCK) in the DPED Science Curriculum. It mainly raised some queries regarding the respondent’s assumptions, beliefs, or views on science education, process, and skills to get the real total reflection scenario. The research has found an apparent reflection on the DPED Science curriculum. It leads the investigation to the conclusion that the teacher with a precise lesson plan can perform better in class than others. The research was conducted by guidance for conducting classroom, stimulating atmosphere for teaching (Ali,

2016) adopting two primary sources of data collection—observation and interview—indicated that the primary school teachers failed to demonstrate the practice of science education due to their limited knowledge and training (Khan et al., 2016).

There is no professional course that can prepare the teacher for utilizing the science process to resolve problems. Not having the laboratory facilities are also limiting the teachers to show the student's implementation of the science process what they read in books. (Greer, 2016) mainly focused on scientific education instead of ignoring other cognitive knowledge to make it into practice. The article indicates several teaching methods adopted by the teacher in the developing world in face of the growing scenario of globalization. Due to low-quality teaching, the students who are in the primary cannot cope with real-world learning to deal with the adversaries in this global world. Teaching is of the utmost importance than the content of knowledge. It refers to the way of providing education to the students. It includes not merely textual education but rather covers a comprehensive model of learning—generic and cognitive development. A teacher is not merely the provider of knowledge, but also an iconic model to the students who can be followed for building a well-round personality (Marzano & Marzano, 2003). This article selects the first unit of the sixth grade's second textbook, Great Cities in Asia. The instructional material emphasizes cultural experience. This instructional strategy intends for pupils to comprehend the major countries and cities in Asia, as well as the historical landmarks and diverse customs of certain nations.

The article mostly focused on the contextual scenario, how the global order influences the teaching method of a particular nation. However, it fails to figure out the specific feature of pedagogical content in the developing world like Bangladesh.

3. Methodology

3.1. Overall Approach

This study will use a generally statistically sound, collaborative, and feedback-focused approach. The mixed-method research methodology will be used to perform this evaluation. Both qualitative and quantitative data will be included. The primary data source for this evaluation will be secondary data gathered through literature reviews. Preliminary data will be collected from Guardian, students, Researchers, and educationists.

The researcher will oversee ensuring that the study follows research standards in terms of methodology. The research design, which includes data collecting techniques and tools, sample methodologies, instrument creation, analysis, and distribution format and strategy, will be based on a clear conception and description of the study goals. The researcher shall follow an integral approach for assuring a suitable method of data collection while identifying the research's goals. The strategy will first determine the study's primary goal and then ensure

that the results lead to meaningful, evidence-based recommendations.

In the first stage, grey literature and Academic published by the government, NGOs, UN agencies, internal documents, statistical databases, and government data, e.g., national reports, country laws, and policies, and city regulations and planning codes (if available), policy includes related with child wellbeing in urban contexts will be studied thoughtfully to finding the gap/scope of advocacy for city-wide impact.

In the Second stage, relevant stakeholders will be classified and identified for primary data collection, which will fill in the gaps in knowledge on education reform. In the Third stage, the team will implement a quick and straightforward communication strategy to sensitize the student, guardian, researchers, and Educationists and formulate related policies, guidelines, and a path forward for education reform. Finally, A Thesis will be prepared by analyzing the results, identifying recommendations for intervention, target groups/areas, and stakeholders/institutions to engage with to meet the objectives.

3.2. Study Design

A descriptive cross-sectional study was conducted applying a mixed-method (both quantitative and qualitative) approach. Quantitative data and qualitative information were triangulated to get a comprehensive picture of the teaching method usually exploited by the teacher in the primary school in Bangladesh. The study is decided into three parts. In the first part, an overall assessment is taken throughout the online-based survey. 500 respondents will be surveyed and among them, Guardians, Teachers, Educationists, and Government Officials were in the sample. In the second part, 50 students will be surveyed and from that, an evaluation of the teaching method will find out. Finally, to evaluate the class management 50 students and 50 teachers will be surveyed.

3.3. Study Area

The study will be conducted proportionately All over the country. Schools from 64 Districts will be surveyed through the internet. By that, a comprehensive situation of Primary education teaching methods all over the country will be collected.

Study population: The study populations were the Guardian of primary school students, Primary school teachers, educationists, and researchers from all over the country. The selected school will be listed first based on data collection convenience and then the interviewee will be selected online. The study area map is presented in **Figure 1**.

3.4. Data Analysis and Data Analysis Model

After checking and cross-checking the collected data, all the questionnaires will be coded and entered the SPSS database. The data entry will be done under close supervision of the supervisor. Then, the analysis will be done by targeting the

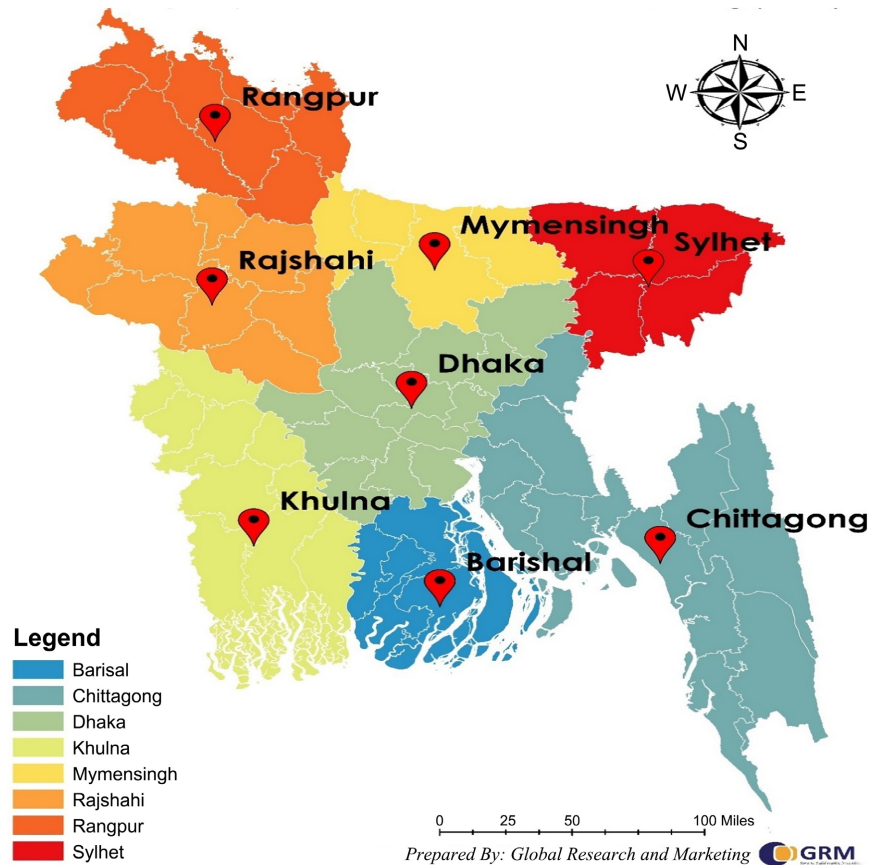


Figure 1. Study area map.

study objectives by considering the indicators. Descriptive analysis of all relevant variables will be used to measure central tendency, confidence interval, etc. Association and differentials within/between variables will also be tested using appropriate tests. After discussion of the KIIs, tape-recorded cassettes were carefully examined, edited, and transcribed. The data computations were done by anthropoid sub-program under specified classificatory and categorized format for qualitative analysis.

The data were analyzed using Pearson correlation and regression analysis. The authors use Pearson correlation analysis to determine the relationship between the variables. The Pearson correlation formula is a well-known formula for determining the correlations between variables. Furthermore, the authors conclude that the Pearson correlation is an appropriate formula based on past research. To determine the associations between the variables, the authors employed the Pearson correlation equation.

$$r = \frac{n \sum xy - \sum x \cdot \sum y}{\left[\sqrt{n \sum x^2 (\sum x)^2} \right] \cdot \left[\sqrt{n \sum y^2 (\sum y)^2} \right]}$$

Here, r = Pearson's Correlation Coefficient, $\sum xy$ = Number of pairs of values or scores, $n \sum xy$ = Sum of the outcome of x and y , $\sum x$ = Sum of the x values $\sum y$ = Sum of the y values (or y scores), $\sum x^2$ = Sum of squares of x values, $\sum y^2$ = Sum of

squares of y values, = Square of the Sum of x values, $(n\Sigma y)^2$ = Square of the Sum of y values [35].

The following equation shows how to determine the link between the dependent and independent variables.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \beta_i X_i$$

Here, Y is the dependent variable, α is the constant, β_i ($i = 0, 1, 2, 3, \dots, n$) is the regression coefficients, X_i ($i = 0, 1, 2, 3, \dots, n$) is the independent variables, and n is the number of independent variables (Anderson & Neri, 2012).

3.5. Covid-19 Pandemic Work Mechanism

During this pandemic, the researcher maintained social distance and other health advice while performing this study. During the field data collection, the researcher guaranteed that all members have access to adequate health care. At the same time, the data collecting, and research team collect data with masks, hand sanitizer, and other essential protective equipment to guarantee the greatest degree of health and hygiene during the COVID-19 circumstance. Also, tried to maintain adequate social distance and gather data. Data gathering from secondary sources and validation considering the COVID-19 Pandemic scenario, interactive direct/online interaction, one-on-one discussion, Zoom/direct meeting with the focus group, data collecting from secondary sources and validation Where there is no Internet access or connection, a direct interview and conversation will be conducted to conduct an initial discussion.

4. Analysis, Discussion and Findings

The study has consisted of these parts. Firstly, the Socioeconomic variable describes the Gender, Age, Marital Status, Status, Occupation, Educational Qualification, Types of educational institution, Educational Institute type, and Educational Institute Location. Quantitative data and qualitative information were triangulated to get a comprehensive picture of the teaching method usually exploited by the teacher in the primary school in Bangladesh. The study is decided into three parts. In the first part, an overall assessment is taken throughout the online-based survey. 500 respondents will be surveyed and among them, Guardians, Teachers, Educationists, and Government Officials were in the sample. In the second part, 50 students will be surveyed and from that, an evaluation of the teaching method will find out. Finally, to evaluate the class management 50 students and 50 teachers will be surveyed.

4.1. Socio-Demographic Variable

Most of the Respondents of the study were teachers' group and majority of the respondents are in the 20 - 30 years old group. Moreover, Among the respondent most of the respondents have the education qualification of postgraduate and in occupation most of the respondents were from Private employment group. Most of the respondent belonged to an average income group of 20,000 - 30,000

Taka and most of respondents are from Capital living people. The socio-demographic data of the study is presented in **Table 1**.

Table 1. Socio-demographic data of the study.

Variable Name	Variable Types/Outcomes	Variable Description	%	Mean
Respondent Type	Concerned Govt. and NGO officials		7.8	3.85
	Guardian	What position a respondent belongs to.	26.7	
	Educationist		1.0	
	Teacher		34.1	
	Others		7.8	
Gender	Female	Respondent's gender	31.5	1.69
	Male		68.5	
Age	20 - 30	Respondent's age	60.9	0.41
	30 - 40		36.9	
	40 - 50		2.2	
Education	Graduate	Type of education gained	40.3	1.71
	Post graduate		53.5	
	Primary		1.0	
	Secondary		5.2	
Occupation	Business	Respondent's Occupation	13.6	4.02
	Day laborer		0.4	
	Government service		12.8	
	Other		16.8	
	Private employment		56.3	
Income (in BDT)	0 - 10,000	Amount of monthly income	22.4	2.66
	10,000 - 20,000		17.4	
	20,000 - 30,000		43.5	
	30,000 - 40,000		4.8	
	40,000+		11.8	
Educational Institute type	Academy/Kindergarten	The type of Educational Institution	20.0	2.60
	Government primary school		39.9	
	Others		40.1	
Educational Institute Location	Town	Location of the Educational Institution	7.6	2.16
	Capital		37.7	
	Divisional city		14.0	
	Upazila town		12.4	
	Village		28.3	

4.2. Adopted Teaching Method

The concepts and procedures employed by teachers to enable student learning are referred to as a teaching method. These tactics are influenced by the subject matter to be taught as well as the learner's personality. For a teaching approach to be effective and suitable, it must be related to the learner's characteristics and the type of learning it is intended to facilitate. There are suggestions for designing and selecting teaching methods, which must consider not only the topic content but also how pupils learn. From the study, it was found that 9.4% of the respondent that is teachers who rely most on text. Moreover, 7% of respondents responded to the other option. 22.6% of respondents emphasized memorization, 6% responded to education to joy method, most of the teachers (48.2%) chose the conventional lecture method, and the rest 6.2% of respondents responded to the absence of creativity method. **Figure 2** shows the adopted teaching method.

Teachers gave an opinion on the teaching method on the following criteria: Lack of relevance to real-life with textual knowledge, Students only listening in class, they don't have a chance to tell themselves, Students are not allowed to think differently without the knowledge of the book, teachers are reluctant to weak students and others. From the study, it was found that 36.5% of the respondent that is teachers gave a Lack of relevance to real-life as an opinion. Moreover, 13.8% of respondents responded to Students only listen in-class class, they don't have a chance to tell themselves options. 25.9% of respondents responded to Students who are not allowed to think differently without the knowledge of the book, 14.2% responded to the teachers are reluctant to weak students, and the rest 1% of respondents responded to the others option.

Among the teachers who responded to the question, 11% did agree with the statement "Do you think teachers encourage students to learn additional things along with their bookish knowledge? On the contrary, 89.0% of respondents did not agree with the statement. From the study, it was found that among the teachers who responded to the question 58.5% did agree with the statement "Do you think teachers follow a standard teaching method?? On the contrary, 41.5%

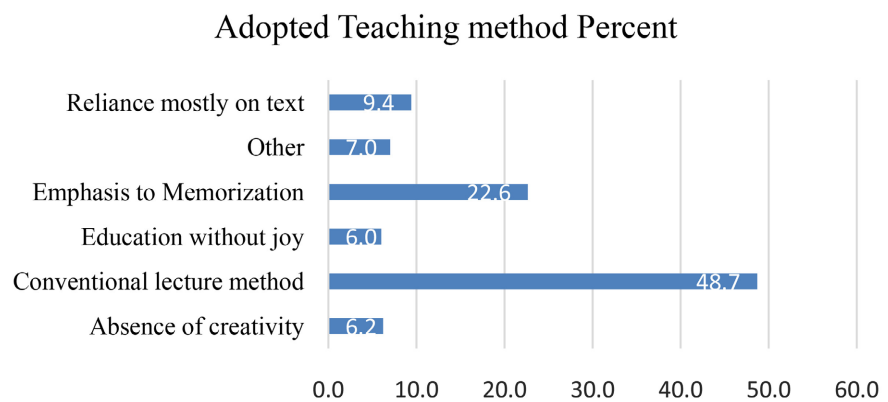


Figure 2. Adopted teaching method.

of respondents did not agree with the statement. The study also found that among the teachers who responded to the question 60.5% agreed with the statement “Do you think teachers lack attention/sincerity in teaching?” On the contrary, 39.5% of respondents did not agree with the statement.

Teachers gave an opinion on the teaching method on the following criteria: Motivations for higher education, encouraging to grow up leadership qualities, Providing necessary academic resources, Consulting for confidence building, Special sessions for backbencher/week students, Motivations for the good human being, and Motivations for a bright future. From the study it was found that 16.6% of the teachers did never motivate students for higher education, 24.2% of the teachers did it once, 25.7% did it once, and finally, 33.5% of the teachers did it regularly. Here the mean value was 3.76 and that means most of the teachers regularly motivated students for higher education.

Moreover, from the study it was found that 16.4% of the teachers did never encourage to grow up leadership qualities, 28.5% of the teachers did it once, 20.6% did it once, and finally, 34.5% of the teachers did it regularly. Here the mean value was 3.73 and that means most of teachers regularly encourage students for growing their leadership qualities. Furthermore, from the study it was found that 14.4% of the teachers did never provide necessary academic resources, 27.3% of the teachers did it once, 25.5% did it once, and finally, 32.9% of the teachers did it regularly. Here the mean value was 3.77 and that means most of the teachers provide necessary academic resources.

Again, from the study it was found that 12.4% of the teachers did consult with students for confidence building, 23.0% of the teachers did it once, 26.5% did it once, and finally, 38.1% of the teachers did it regularly. Here the mean value was 3.90 and that means most of the teachers did consult with students for confidence building. Furthermore, from the study it was found that 24% of the teachers never take a special session for backbencher/ week students, 21.3% of the teachers did it once, 30.3% did it once, and finally, 24.4% of the teachers did it regularly. Here the mean value was 2.55 and that means most of the teachers did sometimes take a special session for backbencher/week students. Again, from the study it was found that 14% of the teachers never give motivation for the good human being, 20.6% of the teachers did it once, 32.9% did it once, and finally, 32.5% of the teachers did it regularly. Here the mean value was 2.84 and that means most of the teachers did sometimes give motivation for the good human being. Finally, from the study it was found that 11.6% of the teachers never give Motivation for a bright future, 20.6% of the teachers did it once, 25.1% did it once, and finally, 36.5% of the teachers did it regularly. Here the mean value was 2.84 and that means most of the teachers did sometimes give Motivation for a bright future.

4.3. Cognitive Skills through Teaching

r stands for the Pearson correlation coefficient, also known as the product-moment

correlation coefficient. The population from which the sample was taken is denoted by the letter r . On a scale of one to one, the coefficient is measured. If the correlation coefficient becomes positive, there may be a strong link between the variables. The degree of association varies across the variables, with the highest correlation of 1 being for respondent's Motive for higher education, followed Encourage leadership (0.006), Providing academic resources (0.170), Confidence building (0.115), Special sessions for weak students (0.149), Motivations to be a good human being (0.111) and Motivations for bright future (-0.045). Based on these findings, the study concluded that Motive for higher education, providing academic resources, Confidence building, and Motivation to be a good human being had a beneficial relationship. The coefficient of correlation between these variables is 0.000, 0.010, 0.001, and 0.014.

The degree of association varies across the variables, with the highest correlation of 1 being for respondents Encourage leadership, followed by the motive to higher education (0.006), Provide academic resources (0.172), Confidence building (0.174), Special session for weak students (0.111), Motivations to be a good human being (0.183) and Motivations for bright future (0.170). Based on these findings, the study concluded that Encourage leadership, providing academic resources, Confidence building, Motivation for a bright future, and Motivation to be a good human being had a beneficial relationship. The coefficients of correlation between these variables are 0.000, 0.000, 0.006, 0.000 and 0.000.

The degree of association varies across the variables, with the highest correlation of 1 being for respondent's Motive to higher education, followed by the motive to higher education (0.170), Encourage leadership (0.172), Confidence building (0.110), Special session for weak students (0.153), Motivations to be a good human being (-0.020) and Motivations for bright future 0.30). Based on these findings, the study concluded that providing academic resources, the motive for higher education, encouraging leadership and Special sessions for weak students had a beneficial relationship. The coefficients of correlation between these variables are 0.000, 0.000, and 0.0001.

The degree of association varies across the variables, with the highest correlation of 1 being for respondent Confidence building, followed by the motive for higher education (0.115), Encouraging leadership (0.174), Providing academic resources (0.010), Special sessions for weak students (0.026), Motivations to be a good human being (0.051) and Motivations for bright future (0.040). Based on these findings, the study concluded that Confidence building, the motive for higher education, Confidence building, and encouraging leadership had a beneficial relationship. The coefficient of correlation between these variables is 0.010, and 0.000.

The degree of association varies across the variables, with the highest correlation of 1 being for respondent's Special sessions for weak students, followed by the motive for higher education (0.149), Encouraging leadership (0.124), Providing academic resources (0.153), Confidence building (0.026), Motivations to

be a good human being (-0.043) and Motivations for bright future (0.235). Based on these findings, the study concluded that Confidence building, Special sessions for weak students, the motive for higher education, encouraging leadership, providing academic resources, and Motivation for a bright future had a beneficial relationship. The coefficient of correlation between these variables is 0.001, 0.004, 0.001, and 0.000.

The degree of association varies across the variables, with the highest correlation of 1 being for Motivation to be a good human being, followed by the motive for higher education (0.111), Encouraging leadership (0.183), Providing academic resources (-0.020), Confidence building (0.051), Special session for weak students (-0.043) and Motivations for bright future (0.205). Based on these findings, the study concluded that the Motivation to be a good human, the motive to higher education, the motive to higher education, encourage leadership, and the Motivation for a bright future had a beneficial relationship. The coefficient of correlation between these variables is 0.014, 0.000, and 0.000 (Table 2).

The degree of association varies across the variables, with the highest correlation of 1 being for Motivations for a bright future, followed by the motive for higher education (0.111), Encouraging leadership (0.183), Providing academic resources (-0.020), Confidence building (0.051), Special session for weak students (-0.043) and Motivations to be a good human being (0.205). Based on these findings, the study concluded that Motivations for a bright future, the motive for higher education, the motive for higher education, encourage leadership, encourage leadership, Special sessions for weak students, and Motivations to be a good human being had a beneficial relationship. The coefficient of correlation between these variables is 0.000, 0.000, and 0.000.

4.4. Generic Skills through Teaching

Teachers gave an opinion on the teaching method on knowledge of them on the

Table 2. Correlation between cognitive skills.

		The motive to higher education	Encourage leadership	Provide academic resources	Confidence building	Special session for weak students	Motivations to be a good human being	Motivations for bright future
Special session for weak students	Pearson Correlation	0.149**	0.124**	0.153**	0.026	1	-0.043	0.235**
	Sig. (2-tailed)	0.001	0.006	0.001	0.570		0.341	0.000
	N	500	500	500	500	500	500	500
Motivations to be a good human being	Pearson Correlation	0.111*	0.183**	-0.020	0.051	-0.043	1	0.205**
	Sig. (2-tailed)	0.014	0.000	0.653	0.261	0.341		0.000
	N	500	500	500	500	500	500	500
Motivations for bright future	Pearson Correlation	-0.045	0.170**	0.036	0.040	0.235**	0.205**	1
	Sig. (2-tailed)	0.317	0.000	0.433	0.377	0.000	0.000	
	N	500	500	500	500	500	500	500

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

following criteria: Communication skills, encouragement to grow up leadership qualities, Ethical reasoning, Basic math, and Language learning. From the study it was found that 25% of the teachers did never motivate students for developing their communication skills of students, 19% of the teachers did it once, 31% did it once, and finally, 25% of the teachers did it regularly. Here the mean value was 2.61 and that means most the teachers sometimes encourage students in Communication skills (**Table 3**).

From the study it was found that 17% of the teachers did never motivate students for Ethical reasoning, 32% of the teachers did it once, 26% did it sometimes, and finally, 25% of the teachers did it regularly. Here the mean value was 2.61 and that means most the teachers sometimes encourage students in Ethical reasoning. Furthermore, from the study it was found that 17% of the teachers did never motivate students for Ethical reasoning, 32% of the teachers did it once, 26% did it sometimes, and finally, 25% of the teachers did it regularly. Here the mean value was 2.60 and that means most of the teachers did one encourage students in Ethical reasoning.

From the study it was found that 22% of the teachers did never motivate students for Basic Math, 27% of the teachers did it once, 30% did it sometimes, and finally, 21% of the teachers did it regularly. Here the mean value was 2.51 and that means most teachers sometimes encourage students in Basic Math. Moreover, from the study it was found that 28% of the teachers did never motivate students for language learning, 27% of the teachers did it once, 24% did it sometimes, and finally, 21% of the teachers did it regularly. Here the mean value was 2.61 and that means most of the teachers did once encourage students in language learning.

4.5. Regression Analysis on Teaching Method

For building a regression model the study took four independent variables. The variables are: Ethical reasoning (1 = Not at all, 2 = Did Once, 3 = Sometimes, 4 = Regular), Basic Math (1 = Not at all, 2 = Did Once, 3 = Sometimes, 4 = Regular), Language learning (1 = Not at all, 2 = Did Once, 3 = Sometimes, 4 = Regular), and Communication skills (1 = Not at all, 2 = Did Once, 3 = Sometimes, 4 = Regular). Finally, Satisfaction in the teaching method (1 = Dissatisfied, 2 = Fairly 3 = satisfied, 4 = Moderate, and 5 = Very dissatisfied) (**Table 4**).

Table 3. Teaching skills.

Variable Name	N	Minimum	Maximum	Mean	Std. Deviation
Communication skill	500	1	4	2.61	1.062
Ethical reasoning	500	1	4	2.60	1.043
Basic math	500	1	4	2.51	1.055
Language learning	500	1	4	2.37	1.108

Code: 1 = Not at all, 2 = Did Once, 3 = Sometimes, 4 = Regular.

Table 4. Regression table on teaching method.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.489	0.262		9.508	0.000
Ethical reasoning	-0.080	0.061	-0.060	-1.315	0.003
Basic Math	0.118	0.061	0.089	1.930	0.004
Language learning	0.016	0.056	0.012	0.277	0.003
Communication skills	0.001	0.062	0.001	0.021	0.001

^aDependent Variable: Satisfaction in teaching method.

The values of β and p (Sig. Level) of four independent imposing variables are (e.g., Ethical reasoning, Basic Math, Language learning, and Communication skills) $\beta = -0.060$, $p = 0.003$; $\beta = 0.089$, $p = 0.004$; $\beta = 0.012$, $p = 0.003$; and $\beta = 0.001$, $p = 0.021$. The dependent variable of the study is Satisfaction with the teaching method. These Regression results of the study and the values of β and p (β values must be positive and p -values must be less than 0.05) show that Ethical reasoning had not influenced the Satisfaction in the teaching method, on the other hand, satisfaction with the teaching method of Basic Math. Moreover, Satisfaction with the teaching method had influenced by Language learning. Finally, Satisfaction with the teaching method had not influenced by Communication skills. The whole regression model was statistically significant with the $F(5, 105) = 1.841$, $p < 0.001$ and adjusted = 0.037.

4.6. Satisfaction Level

For determining Satisfaction in the teaching Method, five variables were determined, e.g., (1 = Dissatisfied, 2 = Fairly 3 = satisfied, 4 = Moderate, and 5 = Very dissatisfied).

From the study it was found that 27.3% of the respondent was dissatisfied with the teaching method, 24% of the respondent was fairly satisfied with the teaching method, 25.5% of the respondent was moderately satisfied with the teaching method, 6.2% of the respondent was very satisfied on teaching method and 17% was very satisfied on teaching method. The mean value of the satisfaction with the teaching method was 2.62. That means most of the respondents had a moderate satisfaction with the teaching method (**Table 5**).

From the study, it was found that 14.8% of the respondent agreed with the statement "Do you think any attitude of parents' influences teachers while making their teaching plans?", and 14.8% of the respondent disagreed with the statement. Causes laying behind for attitude of parents, not influencing teachers while making their teaching plans are Not trying to understand the child's mental state, Teacher shall teach everything, regardless of student's ability, Whether you understand or not, you have to memorize for good results in the exam

Table 5. Level of satisfaction.

Variable Name	N	Minimum	Maximum	Mean	Std. Deviation
Satisfaction in teaching Method	500	1	5	2.62	1.390

mentality, The child does not have a strong memory, Giving maximum importance to the class role, Compete with guardians of other students, Whether you understand or not, students have to memorize for good results in the exam, etc. Again 0.8% of the respondent expressed that teacher were not caring about students. On the other hand, most of respondents 72.9% expressed that teacher were fairly caring about students. 6.2% of respondents did not have any comments on the question of Care about Children. 8.4% were not caring about children and 11.6% of the respondents were very caring about their children. From the study, it was found that 17.0% of the respondent agreed with the statement “Do the teacher/you have training facilities from the government regular basis?”, and 83.0% of the respondent disagreed with the statement. Types of training teachers get are Teachers training center, PTI course for 1 year, Govt. Reaching methods training etc.

Also, it was found that 23.2% of the respondent was dissatisfied with the Quality of teaching Materials, 14.4% of the respondent was fairly satisfied with the Quality of teaching Materials, 19.4% of the respondent was moderately satisfied with the Quality of teaching Materials, 42.5% of the respondent was very satisfied on Quality of teaching Materials and 0.4% was very satisfied on Quality of teaching Materials. The mean value of the satisfaction with the teaching method was 3.82. That means most of the respondents were very dissatisfied with the Quality of teaching Material.

4.7. Teacher Perception

A question was asked to the teachers, “What is your opinion on “Evaluation should be made by teachers since the students cannot know what is necessary for them?” In response 18.8% of the teachers agreed with the statement, on the other hand, 12.5% disagreed. Moreover, 20.8% did not comment on the statement. However, 27.1% of the teachers strongly agreed with the statement and finally, 20.8% strongly disagreed with the statement (**Figure 3**).

A question was asked to the teachers, “What is your opinion on “Students are not mature enough to choose the learning topics according to their interests?” In response 33.3% of the teachers punished them, on the other hand, 20.8% of the teachers complained to the parents. Moreover, 27.1% of teachers insult them. However, 16.7% of the teachers gave special care, and finally, 2.1% gave more homework (**Figure 4**).

A question was asked to the teachers, “What is your opinion on “I immediately tell students the correct answers when they cannot figure them out by themselves?” In response 25% of the teachers agreed with the statement, on the

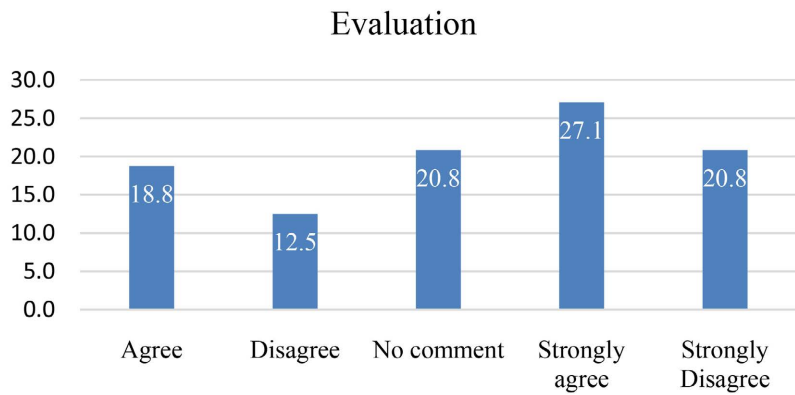


Figure 3. Evaluation statement.

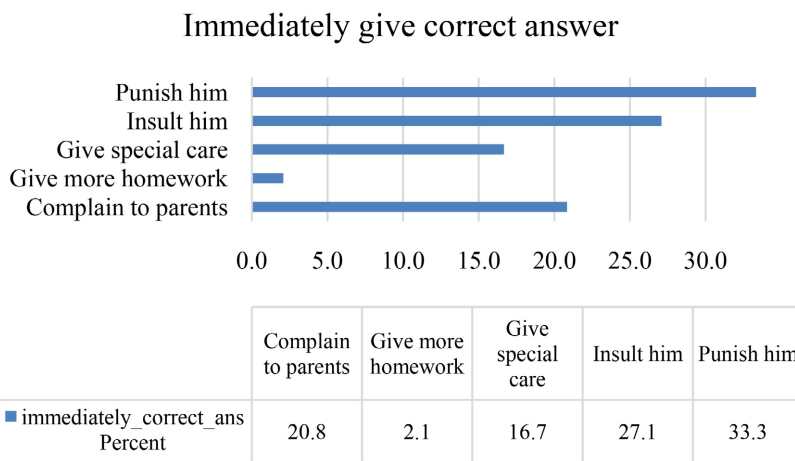


Figure 4. Correct answer giving statement.

other hand, 14% disagreed. Moreover, 27% did not comment on the statement. However, 17% of the teachers strongly agreed with the statement and finally, 17% strongly disagreed with the statement.

A question was asked to the teachers, “What is your opinion on “I immediately tell students the correct answers when they cannot figure them out by themselves?” In response 25% of the teachers agreed with the statement, on the other hand, 14% disagreed. Moreover, 27% did not comment on the statement. However, 17% of the teachers strongly agreed with the statement and finally, 17% strongly disagreed with the statement (Figure 5 & Figure 6).

A question was asked to the teachers, “What is your opinion on “How do you manage a student who is slow in learning?” In response 20.83% of the teachers complain with the parents, 2.08% give more homework. Moreover, 20.83% give special care. However, 2.08% of the teachers insult students and finally, 17% teachers Punish them.

A question was asked to the teachers, “What is your opinion on “It is more important to create a controlled environment in the classroom than a friendlier one?” In response 25% of the teachers agreed with the statement, on the other hand, 8.3% disagreed. Moreover, 18.8% did not comment on the statement.

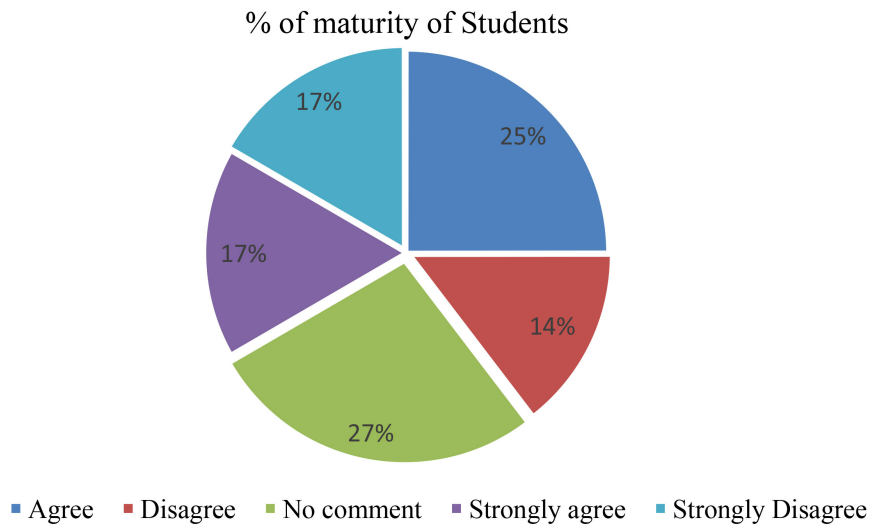


Figure 5. Student’s maturity statement.

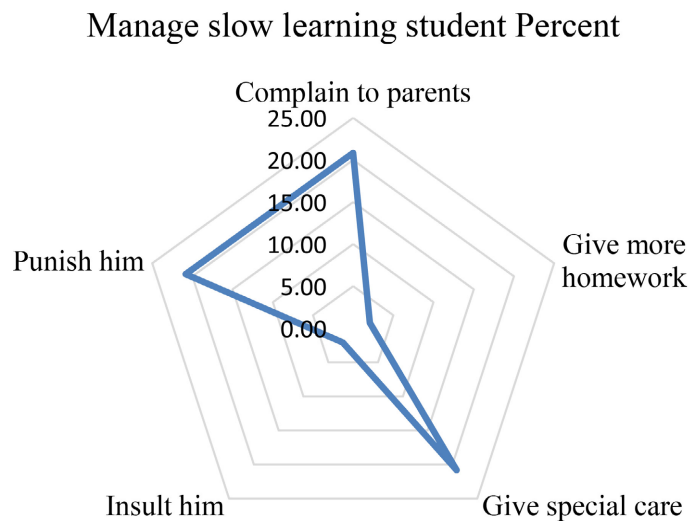


Figure 6. Slow learning student’s statement.

However, 33.3% of the teachers strongly agreed with the statement and finally, 14.6% strongly disagreed with the statement.

A question was asked to the teachers, “Do you prepare a lesson plan for everyday class presentations?” In response 41.7% of the teachers agreed with the statement, on the other hand, 4.2% disagreed. Moreover, 22.9% did not comment on the statement. However, 18.8% of the teachers strongly agreed with the statement and finally, 12.5% strongly disagreed with the statement (Figure 7).

A question was asked to the teachers, “What types of specific techniques do you use for effective classroom management?”. In response 14% of the consult with parents, on the other hand, 10% use the conventional method. Moreover, 10% of respondents made education with play and joy. However, 15% of teachers emphasize memorization. 25% of teachers rely mostly on the textbook, 17% give special attention and 10% of teachers teach with joy (Figure 8).

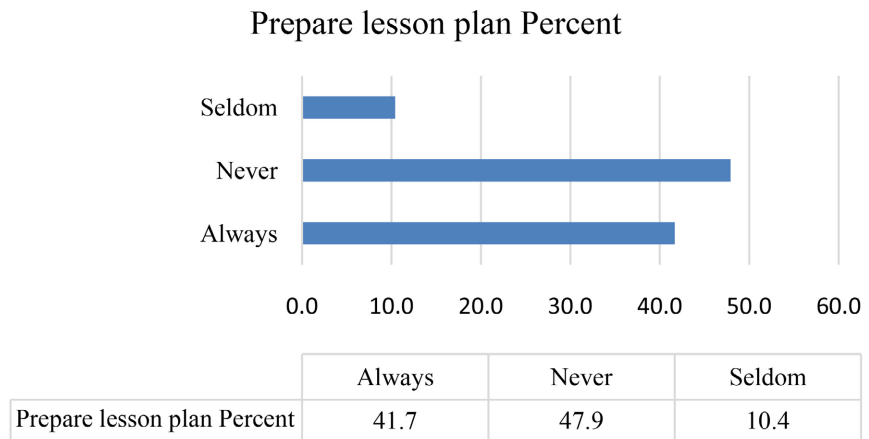


Figure 7. Lesson plan statement.

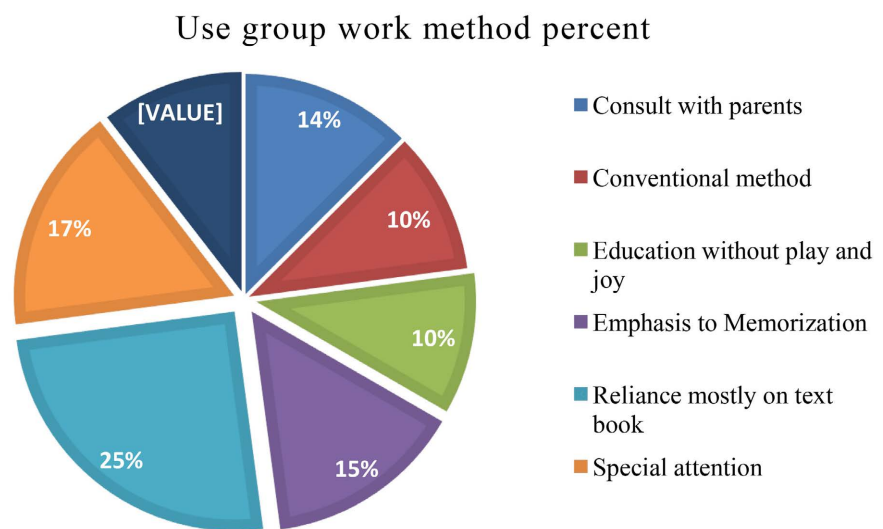


Figure 8. Group work statement.

A question was asked to the teachers, “What is your opinion on “I almost continuously use group work method in my classroom?” In response 41.7% of the teachers always agreed with the statement, on the other hand, 47.9% never prepared a lesson plan. Moreover, 10.4% of respondents seldom prepare a lesson plan (Figure 9).

A question was asked to the teachers, “What problem do you face to manage a classroom?” In response 29.2% of the teachers marked weakness in the school management committee, on the other hand, 2.1% of teachers marked other options. Moreover, 16.7% of teachers marked a lack of classes, 25% marked a lack of time and 27.1% marked a lack of proper teaching materials (Figure 10).

A question was asked to the teachers, “Do you think outlook of a teacher help to manage a speaking classroom?” In response 36.9% of the teachers agreed with the statement, on the other hand, 4.2% disagreed. Moreover, 31.3% did not comment on the statement. However, 14.6% of the teachers strongly agreed with the statement and finally, 10.4% strongly disagreed with the statement.

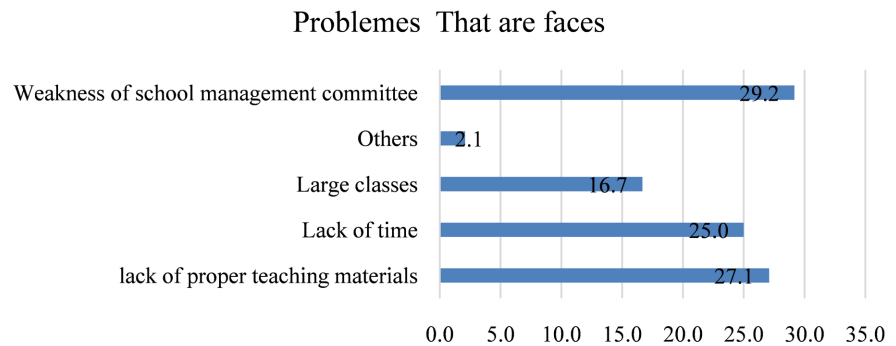


Figure 9. Teachers facing problems.

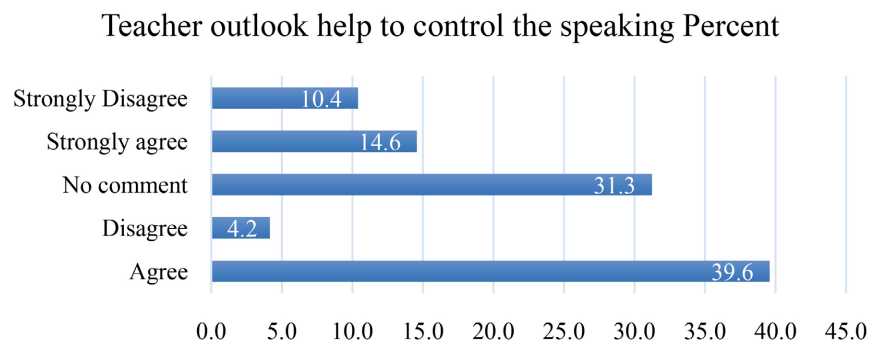


Figure 10. Teacher's outlook.

A question was asked to the teachers, "What roles should teachers play to improve the quality in teaching and learning process (TLP) in primary education?" In response 15% of the teachers paved a way to assist the students; on the other hand, 12% said consolation with parents. Moreover, 23% goes with friendly behavior. However, 15% of the teachers marked proper class test as a way and finally, 35% strongly recommend proper lesson plan.

4.8. Summary for the Results and Findings

The majority of educators favors conventional teaching approaches and is not keen to encourage students. However, the majority of instructors consistently encourage pupils to pursue higher education, and the majority provides the required academic tools. There is a positive association between Encouraging leadership, Providing academic resources, Confidence building, Motivation for a bright future, and Motivation to be a decent human being. Teachers are unhappy with the quality of instructional materials and the manner in which students are encouraged to learn, according to a survey conducted by the Department of Education. The majority of teachers believe that evaluations should be conducted by instructors since students are unable to choose what is essential for them.

4.9. Discussion

Most teachers like conventional teaching methods. Moreover, Teachers are not eager in Encouragement to the students. However, most of the teachers regularly

motivate students for higher education and most of the teachers provide necessary academic resources. On the other hand, most of the teachers did sometimes give Motivation for a bright future, but not regularly.

Based on these findings, the study concluded that Encourage leadership, providing academic resources, Confidence building, Motivation for a bright future, and Motivation to be a good human being had a beneficial relationship. That means Encouraging leadership, providing academic resources, Confidence building, and Motivation for a bright future are positively and significantly correlated and influence one another.

From the study it was found that most the teachers sometimes encourage students in Ethical reasoning, most of the teachers did one encourage students in Ethical reasoning, most the teachers sometimes encourage students in Basic Math, Moreover, most of the teachers did once encourage students in language learning.

These Regression results of the study and the values showed that Ethical reasoning had not influenced the Satisfaction in the teaching method, on the other hand, satisfaction with the teaching method of Basic Math. Moreover, Satisfaction with the teaching method had influenced by Language learning. Finally, Satisfaction with the teaching method had not influenced by Communication skills.

From the study it was found that most of the respondent marked an unfriendly learning environment in school as a major challenge. However, most of the respondents had a moderate satisfaction with the teaching method. Finally, teachers were very dissatisfied with the Quality of teaching Materials.

Most of the students define the teaching method as Reliance mostly on the textbook. Again, most of the students define passing the examination as the sector to encourage students. Moreover, most of the students define listening to the teacher explain ideas as a way of Learning.

From the perception of students it was found that teachers did not encourage students that much; teachers did not use group work, teachers did not function as a learner; teacher's behavior was much good; teachers did not teachers interfere with the class discussions; seat arrangement was not so comfortable; teachers provide the opportunity for students to solve problems, and provide the opportunity for students to solve problems; most teachers provide equally treat all; students expressed that the teacher's seldom managing time and material properly.

From the teacher evacuation it was found that most of the teachers disagreed with the statement of Evaluation should be made by teachers since the students cannot know what is necessary for them. Most of the teachers punished students when they could not give correct answers. However, most of the teacher marked weakness of school committee with the main problem. Again, teachers marked proper lesson plan is the most convince way to solve the study problem.

5. Conclusion

The study aimed to assess the efficacy of the classroom management adopted by primary school teachers over the students in Bangladesh. The method and the

classroom management of teaching will be evaluated through the evaluation of students. The study worked on four types of variables: overall assessment of all the study from all the respondents, data from teachers on teaching methods, data from the students and data from the teachers from teachers on classroom management. Most instructors prefer traditional teaching approaches.

Furthermore, teachers are not keen to encourage pupils. Most professors, on the other hand, consistently encourage pupils to pursue further education and offer appropriate academic tools. On the other hand, most professors did sometimes provide motivation for a bright future, although not on a consistent basis. The research indicated that encouraging leadership, offering academic resources, confidence building, motivation for a bright future, and motivation to be a decent human being had a positive link based on these results. That is, encouraging leadership, giving academic resources, creating confidence, and motivating students for a bright future are all positively associated and impact one another. According to the findings, most instructors sometimes support students in ethical reasoning, most teachers once encouraged students in ethical reasoning, most teachers occasionally encourage students in Basic Math, and most teachers once encouraged students in language acquisition. The study's regression findings and values revealed that ethical reasoning had no impact on satisfaction with the educational technique.

Furthermore, Language acquisition has an impact on satisfaction with the teaching style. Finally, communication abilities had no effect on satisfaction with the educational technique. According to the findings of the survey, the majority of respondents rated an unpleasant learning environment at school as a serious obstacle. However, most respondents were satisfied with the teaching technique to a degree. Finally, instructors were unsatisfied with the instructional materials' quality. Most pupils identify the teaching technique as a heavy reliance on textbooks. Again, most students see completing the test as an area that should motivate them. Furthermore, most students see listening to the instructor explain concepts as a kind of learning. According to students' perceptions, teachers did not encourage students very much, did not use group work, did not function as a learner; teacher's behavior was very good; teachers did not interfere with class discussions; seat arrangement was not very comfortable; teachers provide the opportunity for students to solve problems; most teachers provide equally treat all, students expressed that the majority of teachers disagreed with the assertion that evaluation should be done by instructors since kids cannot know what is required of them, according to the teacher evacuation. When pupils were unable to provide accurate responses, most instructors reprimanded them. However, most teachers linked the school committee's weakness to the fundamental issue. The most convincing technique to overcome the study issue, according to instructors, is to create a comprehensive lesson plan.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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