Impacts Of Classroom Management In Language Learning: A Case Study Of ONLINE Classes During Covid-19

Rakhshanda Sartaj[1] , Dr Said Muhammad Khan[2] , Dr. Manzoor Raza[3] , Wajid Riaz (Correspondent author)[4]

[1]*Lecturer (English) Hazara University, Mansehra Rakhshi.syed@gmail.com*
[2]*Lecturer Yanbu English Language Institute, Education Division, Royal Commission, Yanbu, Saudi Arabia Said.english@gmail.com*
[3]*Assistant Professor (Dep of Education) The University of Lahore, Sargodha Campus Manzoorraza0@gmail.com*
[4]*Assistant Professor (English) The University of Lahore, Sargodha Campus wijisami@gmail.com*

ABSTRACT

The current research deals with Impacts of classroom management in language learning: A case study of online Classes during Covid-19 at The University of Lahore, Sargodha Campus. It is usually observed that online education system is alternative, despite the fact, both students and teachers have the leftover option, therefore, the said methodology is the dire need, however, alternative methodology is always a replacement where problems are already existed. In the current research the researchers try to sort out all problems, probably with good approaches to the satisfactory level that students may able to learn language effectively. Therefore, it is the foremost responsibility of both teachers and students to mutually reach to an effective position where they impart education. Teachers of English subject largely face the problem of classroom controls, particularly in online classes where they cannot punish or taunt students. Therefore, they have to develop different strategies to control classroom environment. The research is descriptive design, given three objectives are determined with classroom control through teachers attitudes whereas teachers of the university of Lahore, Sargodha campus are the population of the research. 20 teachers from department of English language and literature have been selected through convenient sampling method. For this research a questionnaire consisted of 25 items have been developed through likert scale; agree, strongly agree, uncertain/neutral, disagree and disagree. The researcher intended to meet the criterion of professional teachers as deemed that their attitude is very productive for controlling classroom along with providing and developing harmony between teachers and students. The strategy also supported learning and teaching harmony amongst the students and teachers.

Keywords: Impact, Classroom Management, English Teachers, Attitude. The University of Lahore,

Background of the study

As accountability expectations continue to rise in academia, while academic achievement among students is reportedly one of the greatest challenges in schools which are judged today. Due to this challenge, educators seek out factors with the greatest impact on pupils' academic achievement. According to Huang and Moon (2009) teachers have the most influence on a child's academic growth in

this regard, especially in the field of English language teaching where students are unable to comprehend the assigned tasks because of the alien language. In accordance with Huang and Moon (2009) also share many different qualities of effective teachers. Some of the leading qualities are motivation, enthusiasm, presentation skills, teacher expectations, attitudes, instructional practices, caring, and dedication. The overall message is about imperative techniques to identify what those qualities are and which teachers possess them especially in the early years of a child's educational career. A school could make the most achievement in increasing student achievement simply by improving the quality of teachers. There are other researchers as well which agreed with Huang and Moon (2009) that effective teachers are the essential key to increasing student academic achievement such as; Bloom's (2012) research focuses on teachers' working environment where students are the important variables to be contemplated to successful individuals. Akbari and Allvar (2010) discovered in their study that one of the most significant factors is impact on academic success of students which transfers from their instructors.

No doubt teachers facilitate his/her students but teachers, particularly of English language face a lot of problem when they teach in rural areas or in any other system like online education which is complicated system. Therefore, they have to control students and make classroom management while their approach is different from the rest of the teachers because they have to teach second language that is the difficult task in the said circumstances. Students of university education when taught through online mode, particularly in private sectors are not adept with English language; therefore, the disturbance in the classroom is inevitable because the interests of the students are not given to the assigned tasks. The teachers try to control students and make effective the teaching process managed in the classroom. Effective teachers have the ability to fill in the gaps in students' learning. A teacher's degrees of reflectivity, sense of efficacy, and teaching style, including intellectual excitement, and interpersonal rapports with students have positive correlation with increasing students' achievement (Akbari & Allvar, 2010). In addition to Akbari and Allvar, Sanders and Horn (1998) believe that teacher effectiveness is the most imperative factor in a student's academic growth. According to these researchers, a school could make the most significant achievement in increasing student achievement simply by improving the quality of teachers. Although studies have been performed to research effective teacher qualities, limited studies were conducted with public charter school teachers (Hill, Angel, & Christensen, 2006).

Limited researches are available concerning studying teachers, teaching in online system. Therefore, this study focuses on identifying the teacher attitudes, belief systems, and behaviors associated with substantive student academic achievement, specifically in a private university with primarily a low income student population. Huang and Moon (2009) found some of the leading teacher qualities include motivation, enthusiasm, presentation skills, teacher expectations, attitudes, instructional practices, caring, and dedication. Earlier, Berlinger (2004) described different factors that foster expert teachers such as motivation, good coaching, and practice. He also encourages educational organizations to provide these opportunities to grow their teachers. This qualitative study focuses on the specific teacher qualities that support student growth. Bellanca (2016) summarized by

stating: It is easy to list the attributes of the 21st century effective teachers. The only difference is the teacher becomes the person who helps students build the foundation of core content, think critically and problem solving, collaborate, communicate effectively, develop self-direction as a learner, and build confidence in their lifelong learning abilities. In this image, effective teachers first and foremost are those whose actions keep the student at the center of every decision. (p. 6).

To fulfill the aforementioned detail and features for the betterment of students, it is necessary that teachers must hold a very polite and acceptable attitude and behavior in the classroom that students meet the criterion of the standard education, particularly for English language. Therefore, the teacher plays an important role for the entire classroom discussion and one of the important amongst all strategy for a teacher to hold the class room with complete control. Teacher is considered to be the pillar of the entire process, failure to any of process the teacher is blamed, largely it is said that teacher is unable to control the classroom. The entire discussion is of more important when the teachers use different tactics and strategies to control the classroom.

Classroom management for teacher is not a hectic task in physical classes but it is somehow difficult for teachers in online education system and they have to be more devoted and motivated to control her students rather than focusing on more aspects. A good teacher is identified with the control strategy of the students. The current research in this regard deals with the same problem. The selected topic of the current research is "Impacts of classroom management in language learning: A case study of ONLINE Classes during Covid-19

In the current research, the researchers is taken up the issue of English

teachers' attitude towards classroom management at university level, how teachers hold to control and manage the classroom in the entire process of teaching and learning. Further, the research is taken up the issue of English teachers' attitude towards classroom control at the University of Lahore, Sargodha Campus, how teachers hold to control the classroom in the entire process of teaching and learning and the teaching methodologies have positive impacts on students' learning process of English language.

Statement of the Problem:

One of the important issues in online classes, English teachers hold less control on students because of different factors while the current research deals with the attitudes of English teachers towards classroom control to have complete control on students along with providing a mutually smooth learning and teaching environment to students and teachers. The students are also enabled to teach them Foreign language effectively.

Research Objectives:

1. To determine the attitude of the English teachers to control the class at University level.
2. To explore the development in social skills, language skills and personality of the English teachers to control the classroom at University level.
3. To explore the politeness in language and subject teaching of English teachers attitude for smooth control of classroom.

Research Questions:

1. How different attitudes of the English teachers to determine to control class at University level?
2. How social, language and personal development of a English teacher's

attitude is productive for controlling the class at University level?

3. How English male teachers show politeness in their attitude to control the classroom?

Significance of the research:

The scope of the effects of teachers' attitudes is very vast. There are supporter who are in the favor and support of teachers' appropriate and good attitudes. Attitude effects on every aspect like mental growth, emotional stability, mutual understanding etc. But the researchers focus on the effects of attitudes on the learning outcomes and social attitude of students at high school level.

Delimitation of the study:

Researchers have selected the population and sample on limited scale because of time shortage. 5 teachers have been selected from The University of Lahore, Sargodha Campus.

Limitation of the Study:

In limitation of the study is that, its result cannot be generalized into other area and population.

LITERATURE REVIEW

Literature review deals with the section of the research, providing space for the researchers as well as support the researchers' perspective. Further, the section provides arguments about the selected topic how much it has been worked out from different perspective. The area has been researched from different perspectives and different countries as detailed are discussed ahead.

Fauzia Shamim (1993) conducted her research with the title: Teacher-Learner Behavior and Classroom Processes in Large ESL classes in Pakistan is about the attitude of teachers to control classroom.

According to this research; gaining respect and keeping order in the classroom is a continuous process that is directly related to establishing rules. Scott and Ytreberg (1990) make some of the claims concerning young students and rules in relation to classroom management; they must be familiar with rules of the classrooms. Although students may not always grasp the rules, they are aware that they must be followed and that following the rules fosters a sense of security (p. 2). Teachers must keep in mind that while creating classroom rules, they must be simple to comprehend and manageable. Students must understand what is, and is not appropriate. Correctly, enforcing rules foster a stable environment that promotes self-control in students, preserves classroom order, and reduces disturbances (Davies, 2007). Most regulations are founded on moral, personal, legal, safety, and educational reasoning (Cohen, Manion, and Morrison, 2005).

According to Webster (2010) rules should handle a variety of scenarios which must be restricted to 3-6 points, and to be conveyed in positive words. According to Davies (2007) it is a good idea to let the students and the instructor work together to create the rules since students who are involved in the process of developing the rules are more likely to grasp them, accepting and obeying them. Further, according to Davies (2007) it is time to teach and understand the rules after they have been established. It is a good idea, and the author's experience supports this stance by showing the rules visually in the classroom since writing the rules on the board or the wall makes it easier for students to understand and obey them.

Further, teaching itself may be time-consuming, demanding, and complex for some teachers, and dealing with students' unforeseen demands and disruptive conduct can be difficult (Cuddapah and

Stanford, 2015). While disruptive conduction has grown commonplace in today's classrooms, discipline issues and classroom management are major problems for educators, administrators, and the general public (Braden & Smith, 2006; Oliver & Reschly, 2007; Burkett, 2011). Such behavior by a rare number of students may have an adverse effect on other students and encourage others to join in, leading to the students who are leading the class astray in the absence of effective classroom management tactics (Burkett, 2011).

As a result, educators must develop a suitable delivery method. When a teacher teaches a particular subject in the classroom, they use a variety of teaching methods, activities, and approaches (Cooper, 2001). Teachers' personalities, classroom demeanor, how they manage their courses (Ylmaz & avaş, 2008), even the context of teaching (Rahimi & Nabilou, 2010), and of course their subject-matter expertise have all been found to be related to teaching in the classroom (Cooper, 2001).

Further, many researches have shown that instructors' personal beliefs and attitudes systems, influencing their decisions on the teaching methods of classroom discipline (Aliakbari & Darabi, 2013; Rahimi & Asadolahi, 2012). In order to establish a framework explaining teacher ideas and attitudes regarding classroom control in terms of three approaches are notable which are interventionist, non-interventionist, and interactionalist (Glickman and Tamashiro, 1980). Interventionists think that students learn proper behaviors most effectively when their actions are reinforced by teacher-generated incentives and punishments. As a result, instructors need to have a lot of control over what happens in the classroom. However, non-interventionists

think that kids have a motivation that must be fulfilled in the actual world. Due of this factor, teachers ought to be given less responsibility for modifying students' attitudes in class and ought to enable students to have a big claim, how things are done. Regarding the interactionalists, students acquire proper actions as a result of coming into contact with the people and things in the outer world. Therefore, interactionists advocate that instructors and students should share responsibility for maintaining order and disciplines in the classroom. Depending on the requirements of their pupils, some teachers are able to apply several techniques at different times; nonetheless, Laut (1999) states that typically, one style predominates a teacher's activities.

A teacher's personality, according to Cooper (2001) "dictates what he/she will do in her classroom, that determines which instructional activities will appeal to the teacher when he/she develops and presents a lesson" (Cooper, 2001). He employs the Myers-Briggs type indicator (MBTI) (Instruction suiting the personality aspects of the Myers-Briggs type indicator, 1998) to categorize instructors into eight groups, including extroverts, introverts, sensing, intuitive, thinking, feeling, judging, and perceiving types. According to research using the Myers-Briggs Type Indicator and the Teaching Activities Preference Inventory (TAP), there is a positive correlation between these personality types and teaching preferences among teachers (Akbari, Mirhassani, & Bahri, 2005). As a result, personality traits of teachers are reflected in classroom instruction through the teacher's use of various instructional strategies and materials.

Another trait that could affect a teacher's ability to maintain control in the classroom is their leadership style. In this regard, Can (2009) asserts that instructors

must be adaptive, willing to take chances, visionary, and truthful. He adds that instructors have the power to influence their pupils' conduct, performance, and goal-setting as leaders. Koh (2008) defines classroom leadership as the steps teachers must take to assist students in meeting their learning objectives. Transformational leadership is one of several leadership philosophies that are supposed to enable others to take on leadership roles. Influence or charm, intellectual stimulation, personalized concern, and inspiring motivation are its four dimensions (Thomas, 2007). Additionally, it appeals to the morals, ethics, and values of both leaders and followers in order to forge a common vision and inspire followers to provide their best effort (Antonakis, Avolio & Sivasubramaniam, 2003; Sutherland, 2010).

The rules for successfully managing a classroom have been established by some education experts (Brown, 2007; Chastain, 1989), but more study is needed to identify how instructors' classroom management relates to their teaching methods and other classroom factors. The current study's objective is to examine instructors' attitudes and views on classroom management and leadership.

RESEARCH METHODOLOGY

The methodology outlines the questionnaire's description, which is both qualitative and quantitative in character. The framework connected to a certain criterion of paradigmatic assumptions that is to employ conducting research, referring to methodology (O'Leary, 2004:85). Data has been collected by the researchers using a questionnaire. Wilson and Mclean (1994) claim that questionnaire is a good tool and instrument for gathering data, information, aiding in the structuring of frequently numerical data, being able to be delivered without the researcher's presence, and

frequently being very simple to evaluate and analyze effectively. Instructors responded to a questionnaire by sharing their thoughts on the issues that both teachers and students are the core variables.

Research designs

The research design is important as the research is descriptive. The researchers used the mixed method both qualitative and quantitative.

Population

According to the Gay (1992) "the population is the group of interest to the researcher, the group he/she would like the result of the study to be generalizable". The aim of this work is to examine the attitudes of the English teachers towards classroom management at The University of Lahore, Sargodha Campus. Five teachers were selected while teachers were given questionnaire for data collection. .

Sample and Sampling Technique

20 teachers have been selected as sample through convenient sampling who are teaching at Department of English language and Literature, The University of Lahore, Sargodha Campus.

Instrumentation

Questionnaire which has been designed for teachers consists of 25 questions which are linked to theoretical part of the research, each question has direct or indirect link with theoretical part. Close-ended questions were designed with the columns of strongly agree, agree, neutral, disagree and strongly disagree. Scale was used in this questionnaire.

Data Analysis

The researchers used the statistical method of sampling, using manual table to check the variability in the efficiency of the description of questionnaire. The data has

been analyzed tabulated and interpreted in the light of research objectives.

ANALYSIS of Research

The current section deals with the analysis of the collected data from the teachers in form of questionnaire. As previously stated that questionnaire was consisted of 25 statements. The analysis of the collected data has been shown in the form of tables which have been adopted to show the ratio in percentage. The analysis of the collected data has been given below.

Analysis of the Questionnaire:

Statement1. Your students see you as a teacher and a person a complete one.

1. **Table**

Statement 1	Participants	Percentage
Agreed	15	75%
Strongly agreed	4	20 %
Uncertain	1	5%
Disagreed	0	0%
Strongly disagreed	0	0%

Table 1 shows that total 20 teachers have responded to first statement "in which 75 % are agreed to the statement, 20 % are strongly agreed, 5 % are uncertain, 0 % are disagreed to statement while 0% are strongly disagreed. It shows that lager group of student are agreed with the statement, "your students see you as a teacher and a person a complete one".

Statement 2: How do you see yourself as an English teacher; appropriate one.

2. **Table**

Statement 2	Participants	Percentage
Agreed	15	75 %
Strongly agreed	5	25 %
Uncertain	0	0 %
Disagreed	0	0 %
Strongly disagreed	0	0%

Table 2 shows that total 20 teachers have responded to second statement "How do you see yourself as an English teacher; appropriate one." in which 75 % are agreed to the statement, 25% are strongly agreed, 0 % are uncertain, 0 % are disagreed to statement while 0% are strongly disagreed.

It shows that lager group of teachers are agreed with the statement, that teachers are motivated towards their profession.

Statement 3: Do you keep students engaged and on task in online education?

3. **Table**

Statement 3	Participants	Percentage
Agreed	20	100 %

Strongly agreed	00	00%
Uncertain	0	12 %
Disagreed	0	8 %
Strongly disagreed	0	0%

Table 3 shows that total 20 teachers have responded to statement "Do you keep students engaged and on task?" in which 100 % are agreed to the statement, 0% are strongly agreed, 0 % are uncertain, 0 % are disagreed to statement while 0% are strongly disagreed. It shows that lager group of teachers are agreed with the statement, means that teachers are motivated and attracted towards their profession.

Statement 4: You relate your students with given instructions to be attentive.

4. **Table**

Statement 4	Participants	Percentage
Agreed	12	60 %
Strongly agreed	4	20 %
Uncertain	2	10 %
Disagreed	2	10 %
Strongly disagreed	0	0%

Table 4 shows that total 20 teachers have responded to statement "You relate your students with given instructions to be attentive." in which 60 % are agreed to the statement, 20% are strongly agreed, 10 % are uncertain, 10 % are disagreed to statement while 0% are strongly disagreed.

It shows that lager group of teachers are agreed with the statement, means that "You relate your students with given instructions to be attentive".

Statement 5: Your attitude in the classroom is polite.

5. **Table**

Statement 5	Participants	Percentage
Agreed	12	60 %
Strongly agreed	4	20 %
Uncertain	3	15 %
Disagreed	1	5 %
Strongly disagreed	0	0%

Table 5 shows that total 20teachers have responded to statement "Your attitude in the classroom is polite" in which 60 % are agreed to the statement, 20% are strongly agreed, 15 % are uncertain, 5 % are disagreed to statement while 0% are strongly disagreed. It shows that lager group of teachers are agreed with the statement, means that Your attitude in the classroom is polite.

Statement 6: You develop your relationships with smiling face with students.

6. **Table**

Statement 6	Participants	Percentage
Agreed	15	75%
Strongly agreed	4	20%
Uncertain	0	0%
Disagreed	1	5%
Strongly disagreed	0	0%

Table 6 shows that total 20teachers have responded to statement "You develop your relationships with smiling face with students" in which 75 % are agreed to the statement, 20% are strongly agreed, 0 % are uncertain, 5 % are disagreed to statement while 0% are strongly disagreed. It shows

that lager group of teachers are agreed with the statement, means that grammar translation method improves vocabulary skills of students.

Statement 7: Your students do not override your authority based on politeness.

7. Table

Statement 7	Participants	Percentage
Agreed	10	50 %
Strongly agreed	5	25%
Uncertain	3	15%
Disagreed	2	10%
Strongly disagreed	0	0%

Table 7 shows that total 20teachers have responded to statement "Your students do not override your authority based on politeness" in which 50 % are agreed to the statement, 25% are strongly agreed, 15 % are uncertain, 10 % are disagreed to statement while 0% are strongly disagreed.

It shows that lager group of teachers are agreed with the statement, means that "Your students do not override your authority based on politeness".

Statement 8: You avoid scolding in the classroom to control students.

8. Table

Statement 8	Participants	Percentage
Agreed	15	75 %
Strongly agreed	3	15%
Uncertain	2	10%
Disagreed	0	0%
Strongly disagreed	0	0%

Table 8 shows that total 20teachers have responded to statement "You avoid scolding in the classroom to control students" in which 75 % are agreed to the statement, 15% are strongly agreed, 10 % are uncertain, 0 % are disagreed to statement while 0% are strongly disagreed.

It shows that lager group of teacher are agreed with the statement, means that "You avoid scolding in the classroom to control students."

Statement 9: Classroom control is the necessary part of academia.

9. Table

Statement 9	participants	Percentage
Agreed	10	50 %
Strongly agreed	10	50%
Uncertain	0	0%
Disagreed	0	0%
Strongly disagreed	0	0%

Table 9 shows that total 20teachers have responded to statement "Classroom control is the necessary part of academia" in which 50 % teachers are agreed to the statement, 50% are strongly agreed, 0 % are uncertain, 0 % are disagreed to statement while 0% are strongly disagreed. It shows that lager group of student are agreed with the statement, means that "Classroom control is the necessary part of academia".

Statement 10:   Teachers' attitude for classroom management is important rather than other strategies.

10. Table

Statement 10	Participants	Percentage
Agreed	10	50 %
Strongly agreed	10	50%
Uncertain	0	00%
Disagreed	0	0%
Strongly disagreed	0	0%

Table 10 shows that total 20 teachers have responded to statement "Teachers' attitude for classroom management is important rather than other strategies" in which 50 % teachers are agreed to the statement, 50% are strongly agreed, 0 % are uncertain, 0 % are disagreed to statement while 0% are strongly disagreed. It shows that high ratio of teachers are agreed with the statement.

Statement 11:   Scolding in the online classroom control students.

11. Table

Statement 11	Participants	Percentage
Agreed	5	25 %
Strongly agreed	2	10%
Uncertain	5	25%
Disagreed	8	40%
Strongly disagreed	0	0%

Table 11 shows that total 20teachers have responded to statement "Scolding in the online classroom control students" in which 25 % teachers are agreed to the statement, 10% are strongly agreed, 25 % are uncertain, 40 % are disagreed to statement while 0% are strongly disagreed. It shows that high ratio of teachers are disagreed with the statement.

Statement 12: Teachers' attitudes manage the online classroom.

12. Table

Statement 12	Participants	Percentage
Agreed	10	50 %
Strongly agreed	10	50 %
Uncertain	0	0 %
Disagreed	0	0 %
Strongly disagreed	0	0 %

Table 12 shows that total 20teachers have responded to statement "Teachers' attitudes manage the online classroom" in which 50 % teachers are agreed to the statement, 50% are strongly agreed, 0 % are uncertain, 0 % are disagreed to statement while 0% are strongly disagreed. It shows that high ratio of teachers are agreed with the statement.

Statement 13: Scolding spoils the character of the students.

13. Table

Creative writing in GTM	Participants	Percentage
Agreed	10	50 %
Strongly agreed	10	50%
Uncertain	0	0 %
Disagreed	0	0 %
Strongly disagreed	0	0 %

Table 13 shows that total 20teachers have responded to statement "Scolding spoils the character of the students" in which 50 % teachers are agreed to the statement, 50 % are strongly agreed, 0 % are uncertain, 0 % are disagreed to statement while 0% are strongly disagreed. It shows that high ratio of teachers are agreed with the statement.

Statement 14: Teacher's polite attitudes spoil the characters of the students.

14. Table

Statement 14	Participants	Percentage
Agreed	0	0 %
Strongly agreed	0	0%
Uncertain	0	0 %
Disagreed	15	75 %
Strongly disagreed	5	25%

Table 14 shows that total 20teachers have responded to statement "Teacher's polite attitudes spoil the characters of the students " in which 0 % teachers are agreed to the statement, 0 % are strongly agreed, 0 % are uncertain, 75 % are disagreed to statement while 25% are strongly disagreed. It shows that high ratio of teachers are agreed with the statement. It means that students, if deal with positive and polite attitudes can groom in the society and their characters never go

beyond the expected and alternative goals, set out for them.

Statement 15: Teacher's polite attitudes uplift the career and character of the students and learn second language effectively.

15. Table

Statement 15	Participants	Percentage
Agreed	11	55%
Strongly agreed	9	45%
Uncertain	0	0%
Disagreed	0	0%
Strongly disagreed	0	0%

Table 15 shows that total 50 teachers have responded to statement "Teacher's polite attitudes uplift the career and character of the students and learn second language effectively", in which 55 % teachers are agreed to the statement, 45 % are strongly agreed, 0 % are uncertain, 0 % are disagreed to statement while 0% are strongly disagreed. It shows that high ratio of teachers are agreed with the statement. It shows that students are uplifted, if deal with polite attitude and proper guideline. They can promote their social, physical and spiritual grooming throughout their career.

Statement 16: Teacher's attitude is a good and dominant source of controlling class.

16. Table

Statement 16	Participants	Percentage
Agreed	12	60 %
Strongly agreed	8	40%
Uncertain	0	0%
Disagreed	0	00 %
Strongly disagreed	0	0%

Table 16 shows that total 20teachers have responded to statement "Teacher's attitude is a good and dominant source of controlling class", " in which 60 % teachers are agreed to the statement, 40 % are strongly agreed, 0 % are uncertain, 0 % are disagreed to statement while 0% are strongly disagreed. It shows that high ratio of teachers are agreed with the statement.

Statement 17: Teacher's attitude not only controls the class but develop mutual environment for both teaching and learning.

17. Table

Statement 17	Participants	Percentage
Agreed	8	40 %
Strongly agreed	8	40 %
Uncertain	2	10 %
Disagreed	2	10 %
Strongly disagreed	0	0 %

Table 17 shows that total 20teachers have responded to statement "Teacher's attitude not only controls the class but develop mutual environment for both teaching and learning" in which 40 % teachers are agreed to the statement, 40 % are strongly agreed, 10 % are uncertain, 10 % are disagreed to statement while 0% are strongly disagreed. It shows that high ratio of teachers are agreed with the statement.

Statement 18: Teacher's attitude in an appropriate strategy for controlling class.

18. Table

Statement 18	Participants	Percentage
Agreed	10	50 %
Strongly agreed	7	35 %
Uncertain	3	15 %
Disagreed	0	0 %
Strongly disagreed	0	0 %

Table 18 shows that total 20teachers have responded to statement "Teacher's attitude in an appropriate strategy for controlling class" in which 50 % teachers are agreed to the statement, 35 % are strongly agreed, 15 % are uncertain, 0 % are disagreed to statement while 0% are strongly disagreed. It shows that high ratio of teachers are agreed with the statement.

Statement 19: Teacher's attitudes need to accept student's questions and debate to learn language.

19. Table

Statement 19	Participants	Percentage
Agreed	8	40%
Strongly agreed	8	40%
Uncertain	4	20%
Disagreed	0	0%
Strongly disagreed	0	0 %

Table 19 shows that total 20teachers have responded to statement "Teacher's attitudes need to accept student's questions and debate to learn language" in which 40 % teachers are agreed to the statement, 40 % are strongly agreed, 0 % are uncertain, 0 % are disagreed to statement while 0% are strongly disagreed. It shows that high ratio of teachers are agreed with the statement.

Statement 20: Teacher's attitude develops harmony between students and teachers.

20. Table

Statement 20	Participants	Percentage
Agreed	13	65%
Strongly agreed	7	35%
Uncertain	0	0%

Disagreed	0	0%
Strongly disagreed	0	0 %

Table 20 shows that total 20teachers have responded to statement "Teacher's attitude develops harmony between students and teachers" in which 65 % teachers are agreed to the statement, 35 % are strongly agreed, 0 % are uncertain, 0 % are disagreed to statement while 0% are strongly disagreed. It shows that high ratio of teachers are agreed with the statement. Further, it is explicit that all questions are responded coherently responded by the teachers because the questions have a strong relationship with each other.

Statement 21: Teacher's attitude produce learning environment for students.

21. Table

Statement 21	Participants	Percentage
Agreed	10	50%
Strongly agreed	8	40%
Uncertain	2	10%
Disagreed	0	0 %
Strongly disagreed	0	0 %

Table 21 shows that total 20 teachers have responded to statement "Teacher's attitude produce learning environment for students" in which 50 % teachers are agreed to the statement, 40 % are strongly agreed, 10 % are uncertain, 0 % are disagreed to statement while 0 % are strongly disagreed. It shows that majority of the teachers are agree with the statement.

Statement 22: Teacher's attitude encourages students for leaning.

22. Table

Statement 22	Participants	Percentage
Agreed	12	60%
Strongly agreed	8	40%
Uncertain	0	0 %
Disagreed	0	0 %
Strongly disagreed	0	0 %

Table 22 shows that total 20teachers have responded to statement "Teacher's attitude encourages students for leaning" in which 60 % teachers are agreed to the statement, 40 % are strongly agreed, 0 % are uncertain, 0 % are disagreed to statement while 0 % are strongly disagreed. It shows that majority of teacher are agreed with the statement.

Statement 23: Students believe in love and caring, developed by teacher's positive attitude.

23. Table

Statement 23	Participants	Percentage

Agreed	15	75%
Strongly agreed	5	25%
Uncertain	0	0 %
Disagreed	0	0%
Strongly disagreed	0	0%

Table 23 shows that total 20teachers have responded to statement "Students believe in love and caring, developed by teacher's positive attitude" in which 75 % teachers are agreed to the statement, 25 % are strongly agreed, 0 % are uncertain, 0 % are disagreed to statement while 0 % are

strongly disagreed. High percentage of teachers are agreed with the statement.

Statement 24: Students respect teachers more when teacher's attitude is based on harmony.

24. Table

Statement	Participants	Percentage
Agreed	7	35%
Strongly agreed	10	50%
Uncertain	3	15%
Disagreed	0	0 %
Strongly disagreed	0	0 %

Table 24 shows that total 20 teachers have responded to statement "Students respect teachers more when teacher's attitude is based on harmony" in which 35 % teachers are agreed to the statement, 50 % are strongly agreed, 15 % are uncertain, 0 % are disagreed to statement while 0 % are strongly disagreed. High ratio of teachers

are agreed with the statement except 15 % who do not show their interest in the statement.

Statement 25: Teachers suggest a helpful attitude for learning and teaching environment.

25. Table

Statement 25	Participants	Percentage
Agreed	15	75%
Strongly agreed	5	25%
Uncertain	0	0%
Disagreed	0	0%
Strongly disagreed	0	0%

Table 25 shows that total 20 teachers have responded to statement "Teachers suggest a helpful attitude for learning and teaching environment" in which 75 % teachers are agreed to the statement, 25 % are strongly agreed, 0 % are uncertain, 0 % are disagreed to statement while 0 % are

strongly disagreed. The high ratio of teacher responded to the statement.

Summary

The current research dealt with the analysis of the Impacts of classroom management in

language learning: A case study of ONLINE Classes during Covid-19 at The University of Lahore, Sargodha Campus. Teachers largely face the problem of classroom management in online classes. The research was descriptive design, given three objectives are determined with classroom management through teachers attitudes teachers of private university "The University of Lahore, Sargodha Campus"; which is the population of the research. Twenty two English teachers were selected through convenient sampling method. For this research a questionnaire consisted of 25 items were developed through likert scale; agree, strongly agree, uncertain/neutral, disagree and disagree. The research resulted that teacher's attitude is very productive for controlling classroom along with providing and developing harmony between teachers and students and learn second language effectively. The strategy also supports learning and teaching harmony amongst the students and teachers.

Findings

The findings of the research are given below:

1. Teachers have more control rather than scolding when the show their positive attitudes towards their students.
2. Teachers have more control rather than other strategy in the classroom when they show politeness in their attitude towards their students in the classroom.
3. When teachers shows their positive and polite attitudes towards students, the students are more dedicated towards their learning and the respect more their teachers.
4. Teachers' attitudes and politeness develop harmony between students and teachers and motivated students towards learning.

5. Students learn English language effectively, particularly the basics of language are given importance, effectively learnt by them.

Discussion

It has been result in the analysis of the first statement that your students see you as a teacher and a person a complete one has been answered and responded by high ratio of teachers with agree. Therefore, the teachers in the said community are given much preference and importance. Similarly, the second statement is about the professional identification of the teachers, the entire community of teachers responded with agree option, means the teachers are devoted and motivated towards their duty in the said community.

One of the examples of their devotion is explicit from the next statement, answered by all teachers that they engage their students with certain activities and assigned those different works. The best teacher who is always concerned with the strategy to keep the students busy while assigning different activities. The strategy does not require any control rather than to employ the same tactics to keep them in touch with the work. Further, the next statement is about instruction to students, which are provided to them by teachers in very appropriate way with proper guideline. When students are provided the basic and proper guideline they are more attractive and devoted towards their studies. Next statement starts with the basic assumption and argument of the research, intended by the researchers. It is about the attitude of teacher which must be polite and the teacher responded respectively with high ratio. It means teacher believe in harmony and cooperation with the students rather than punishment and any other strategy.

The next statement is embedded with the previous statement, the teacher is asked about his facial expression which is based on smile and happiness. All the teachers responded with high ratio, means they produce a good quality of education because a face full of smile welcome and appreciate students and never believe in to scold or threat her students.

The next stage is very important because largely the rural areas do not provide students who understand and stand with the polite attitude and behavior of the teachers because they are largely treated with punishment and rude langue. Therefore, statement # 7 is asked about if students are treated with politeness, is it possible they will not override the authority of the teachers. But teachers responded with high response that students never do so.

The next statement is about punishment in the classroom, avoided by the entire community of teachers. It means teachers in the post-modern world do not prefer punishment but believe in harmony and caring for students. The results are positive of such attitudes and behaviors of the teacher. However, classroom control is very important for teachers; yet, teachers were not asked about class control, though, the argument of the research deals with the classroom control. The next statement was about class control, the teachers responded it is necessary in academia that classroom control is necessary part.

For classroom control teachers initiate different strategies, in which punishment is considered to be a dominant tool now a days, however, government has taken serious action against the teacher who impose the strategy in the classroom. Therefore, the idea of punishment has been dismantled in the modern world. The statement "you avoid punishment in the classroom" has been responded highly with

agree by teachers, means that teachers avoid punishment in the classroom.

The researchers suggest that teachers' attitude is more important for controlling classroom rather than suggesting punishment and any other activity. Therefore, the researchers has put the statement "Teachers' attitude for classroom control is important rather than other strategies", responded highly by teachers that attitude must be inculcated for class control rather than punishment. Parallel approach has been used by the researchers that punishment can control students in the classroom. Entire community of the teachers opposed the statement, means that teachers do not believe in punishment. They believe in love and caring for students. In contrast and comparison the teachers have been asked for their attitude is fruitful for controlling students, answered with high ratio that attitude is more important than other strategies to control the classroom. Teachers exclusively responded that punishment spoil the characters of the students, therefore, the teachers need to incorporate love and caring in their attitudes for students. Though, one of the major observation is raised that students belong to rural areas are not triggered to positive attitudes of the teachers. They are largely threaded by punishment, if the students are left on the mercy of love and caring they will be spoiled but entire community of teachers responded to the statement that students never do so.

Teacher's attitude is not only productive for controlling students but it helps students to uplift their characters and groom them entirely. Their physical, psychological and social grooming are given importance in the process. Apart from control teachers develop classroom environments based on harmony and caring, developing teaching and learning

environment. Teacher's attitude the basic variable of the research, given importance in the entire research as the teachers largely confronted statements about attitude of the teachers. Regarding teacher's attitude the teachers were asked about controlling of the class through teacher's attitude, was responded with high ratio. All teachers agreed with the statement. Next, the attitude of the teachers provide route to students to ask questions and create an environment of debate in the classroom. Teacher's attitude not only controls students but it develops harmony between students and teachers. Further, the teacher's attitude provides learning environment for students and encourages students for learning. It is not only about harmony and learning but in counter students respect and care for teachers because teacher is seen helpful and cooperative with students.

Conclusion:

The current research is worth important because it focuses on Impacts of classroom management in language learning: A case study of ONLINE Classes during Covid-19. It is difficult task for teachers to create harmony and helpful relationship, especially in the online classes. The teachers have to absorb different tactics for controlling students. However, in district Sargodha it is more daunty and hectic task but instead of that the researchers worked to in touch with teachers' community to collect data. The researchers remained successful in fore fronting the positive attitudes of the teachers, teaching at University of Lahore, Sargodha Campus. The teachers do not believe in the concept of scolding but they want to develop and groom their characters and attitudes for the sake of students that they may learn and intake the same attitude ahead. The process is not only acceptable and fruitful for controlling classroom but more advantageous for creating and developing harmony amongst the students and teachers

and more important the strategy creates mutual relationship for both learning and teaching in the classroom.

In the said population of the online is comparatively dissatisfactory with reference to education is below the boundary. Therefore, the government is paying more attention to uplift the online education in the area. Instead of the barriers it is seen that teachers are doing their best to stand with the problems of students. Instead of the hard times all teachers believe in well grooming and polite attitudes rather than scolding and any other strategies.

The researcher has concluded that teacher's classroom management is more fruitful and cooperative with online education and it is one of the most important component for controlling students' control in the classroom. The strategy is not only concerned with controlling a class but it is more about learning and teaching strategies, developed and incorporated for a harmonized based classroom. Therefore, teacher's attitude with politeness is more authentic for controlling students.

Recommendation:

The researchers have shown that classroom management is possible because of the online education teacher's attitude towards different issues of the students, in which popular one is classroom control. The same can be applied by other teachers and researchers.

The researcher opens further way for more researches like; teaching English through games, classroom controls through interactive activities and classroom control through turn taking process which are coherently linked with the same topic, opted by the researchers, yet, to be researched.

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