

Relationship between Classroom Management and Students Academic Achievement

Muhammad Nisar*
Iqbal Amin Khan**
Faridullah Khan***

Abstract

It is evident that teachers who organize and manage classroom properly will assist students' learning. This study focuses about the association and connection between the classes managing practices and activities used by secondary school teachers and the students' academic achievement. Correlational research design was used for this study. A sample of 550 secondary school teachers was selected conveniently from 50 government schools of district Kohat. A self-constructed questionnaire based on five-point rating scale was used for collection of data. Mean, standard deviation and co-efficient of correlation was used to analyze the data. It was found that secondary school teachers used moderate to high level of classroom management practices. Managing physical resources had the highest mean score while managing students' behavior and teaching methodology had the lowest mean score. Good relationship between teacher's practices and learner's achievement was found as a vital and basic element for the school high academic scores. It was recommended that secondary school teachers must be trained in classroom management strategies to increase their capacities which may lead to ensure students' learning.

Keywords: classroom practices, students academic achievement, physical resources, student's behavior

* PhD Education Scholar, SUIP Peshawar. nasir22_afd@hotmail.com

** Lecturer in Education, University of Malakand Dir Lower

*** Assistant Professor, Institute of education and Research.UOP

Introduction

The role of teachers in developing cognitive and social-emotional development among students cannot be ignored. Effective classroom management sets foundation for this development. It has been found that very little learning occurs in disorganized and chaotic classrooms (Elias & Schwab, 2006). It is observed that students' behavioural problems are constant threats to their learning environment (Nasey, 2012). Numerous studies have focused on the role of teacher in shaping effective education. It is generally considered that the results of the learners at school level is mainly related to the class practices of the related teachers with their students (Hattie, 2009). Research results showed that teaching could be only effective if the entire environment for teaching would be made healthy and upgraded. Those schools where the practices were superb but the management was weak were not producing good academic results. (Jones & Jones, 2012; Marzano, Marzano, & Pickering, 2003; Van de Grift, Van der Wal, & Torenbeek, 2011).

Kaliska (2002) was of the view that there is a dire need for the effective classis management practices which will be helpful to ensure high academic scores and learning at secondary level. Establishing classroom rules will help teachers in developing effective and efficient rules to promote conducive environment which will ensure students' learning. Wilson (2006) found that elementary school teachers perceived positive classroom management techniques effective for good classroom management while negative techniques ineffective for managing classroom. Oliver, Wehby and Reschly (2011) identified in their study that teachers' classes management tasks and practices have positive effects on reducing students' aggressive, negative, lethargic and un attentive way of learning in the classrooms. Those teachers who utilize effective classroom strategies can expect to have greater achievements through their instruction in their class.

Evertson and Weinstein (2006) stated that management of classrooms are acts that a teacher could took in the class to make such environment that could be more supportive and facilitative for both learners and teachers. They stated five major characteristics of effective classroom which the teacher should take care of through their actions. These characteristics were including the more caring climate, cooperative relations with students and teachers and learners; organizing and implementing instruction in such a way which ensure maximize learning; encouraging learners, academic tasks engagements; developing and promoting learners' sociological skills and using appropriate and

suited interventional measures to help learners with behavioral issues. Brophy (2006) presents a similar definition as the conducive learning climate which would be best for the learners and students at schools. This type of learning place and environment can also make teaching-learning process more effective for today students because of the rapid developing in every line of the field.

Increasing classroom management practices is vital for students' high level achievement. Classroom practices have direct relationship with students' academic achievement (Gage, Scott, Hirn & MacSuga-Gage, 2018). Teachers' classroom management is clearly associated with students' out comes. It was found that effective classroom management significantly increases academic achievement of students and decreases behavioral problems of the students (Korpershoek et al, 2016). Oliver, Wehby, and Reschly (2011) stated that if the climate for learners are more smooth and effective than the learners are always turn towards learning activities and they left all such tasks like taking low or poor interest in teaching learning process and the divergent of their attentions from the classes. They found significant differences in experimental and control teachers' classroom management practices. In treatment classrooms students showed less disruptive and aggressive behavior than control classrooms. Positive feedback while decreases the disruptive behavior of students (Conroy, Alter, & Sutherland, 2014. Marzano, Marzano and Packerling (2003) also highlighted the scope of well managed classrooms by characterizing favorable relationship between teacher and students and making students responsible for their behavior.

Oliver, Wehby, and Reschly (2011) identified in their research about comparison of effective learning and poor learning climates schools. They found significant differences in experimental and control teachers' classroom management practices. In treatment classrooms students showed less disruptive and aggressive behavior than control classrooms. In their study they said that the results of the learning are directly associated with the climate of the classes.

Wilson and Lipsey (2007) found that through good behavior game intervention like changing cognitive skills, social problem solving skills and controlling anger, teachers can reduce aggressive, violent and severely aggressive behavior through classroom management practices.

Durlak et al, (2011) found that social and emotional programmes of school based initiative were primarily responsible for the enhancement of cognitive development of the learners. It also makes increase students behavioral and affective domains; and the ability of timely and correct decision making. Jennings and DiPrete (2011) stated in the study that

students' social skills as well as emotional skills have positive effect on the academic achievement of primary school students. Previous research studies findings show that teachers' classroom management practices have significant relationship with students' academic achievement. But no single research study has been conducted in the local settings. Tests and examinations are the most the main sources with the help of which one can get knowledge about the learners' academic level. Though most of the students in general and at secondary level in particular have pressure and anxiety when they are asked for assessment process. At this stage they need much care and attention from their teachers to go through that process successful. This study focuses on classroom management and its relationship with students' academic achievement.

Objectives of the Research

1. To know about the classroom management practices level of secondary school teachers.
2. To correlate the classroom management practices level with secondary school academic achievement.

Research Questions

1. What classroom management practices do secondary school teachers use for ensuring maximum learning of the students?
2. What is the relationship between teachers' perceived classroom practices and learners academic achievement?

Research Methodology

The study was a cross-sectional and analytic in nature. Survey questionnaire design was used to collect information from the respondents.

Population

The target population of this study constituted of all the Government High and Higher secondary school teachers (1665) in district Kohat.

Sample and Sampling

Out of the above mentioned population 550 teachers were selected

conveniently from 50 secondary schools of district Kohat. Among these 550 teachers 340 were male while 110 were female. From each school 10 teachers were conveniently selected. Marks of previous class achieved by the students studying in the sample schools in the annual examination held by Board of Intermediate and Secondary Education in 2018 were considered as an index of their level of Academic Achievement.

Research Instrument

The tool used for this study was a questionnaire. This questionnaire was consisted of seven parts. Part one consisted of seven demographic variables (gender, age, teaching experience, academic qualification, professional qualification, location of school and nature of selection). Part two was designed to explore different strategies used by the secondary school teachers related to lesson planning, teaching methodology and professional skills, communication skills, physical resources, students' behaviour and time management. It consisted of 46 Rating scale items, responded to a five point scale ranges from Excellent (5) to poor (1). From the same school students' result in the ninth class in the Board of Secondary Education was obtained.

Construction, Validity and Reliability of the Questionnaire

For data collection purpose a questionnaire was constructed especially for the research study, designed to determine demographic variables and teacher's use of classroom management strategies for enhancing student learning at the secondary school different. In part first of the research tool the participants were requested for personal information i-e (gender, age, teaching experience, highest academic qualification, and highest professional qualification, and locality of school). The second part comprised of 46 items related to teachers' use of classroom management strategies. The items were distributed into six categories referring to lesson planning, teaching methodology, communication process, physical resources, managing students' behavior and time management.

For validity of the instrument, initially an items-bank of 72 items was created. After initial construction, it was checked and reshaped with the help of expert's researchers. The questionnaire was further pilot tested in five school' teachers for further clarity and the responses were satisfactory. Seven statements fall under category regarding lesson

planning for instruction. Examples of statements include 'clearly states the lesson objectives' and 'select appropriate teaching aids for effective instruction'. Twelve fall under category regarding teaching methodology. Examples of items include 'relate ideas to the prior knowledge' and 'motivate the students towards practical use of concepts'. Nine fall under category regarding communication process. Examples of statements include 'speak audibly and clearly' and 'recognize the achievement of the students'. Six statements fall under category regarding physical resources in the classroom. Examples of statements include 'seating arrangement is appropriate in the classroom' and 'a good and visible writing board is available in the classroom'. Seven fall under category regarding managing students' behavior. Examples of items include 'encourage mutual respect among students' and 'classroom rules are displayed on the wall'. Five statements fall under category regarding time management. Examples of items include 'provide appropriate time to different concepts of lesson' and 'try to avoid procrastination during teaching learning processes. Participants were asked to respond on Five-Points Rating scale ranging from exemplary, good, average, poor and very poor having values of 5, 4, 3, 2, and 1 respectively. The Cronbach alpha value of .86 for the 80 questionnaires was alike to the pilot (.83) test which indicated that the instrument was valid. The reliability values for different aspects of teachers' use of classroom management questionnaire were found more than 0.70 thresholds, which show satisfactory level of statistical testing for social sciences (Cohen, Manion, & Morrison, 2007; Tesfaw, 2014). Using the midpoint mark 3 was assumed a statement having mean score of more than 3.0 would demonstrate evidence of classroom management practices. Similarly, it was assumed that the average mean score of more than 3.0 was assumed to be high level of classroom management practices.

Results

Table 1
Sample Profile of the Study

Variable	Frequency	Percentage
Sex		
Male	340	61.81
Female	110	38.19
Age		
25-35 Years	231	42.00
36-45 Years	218	39.63
46-50 Years	90	16.36
> 55 Years	21	03.81
Teaching Experience		
< 10 Years	335	60.90
> 10 Years	215	39.10
Highest Academic Qualification		
FA/F. Sc	28	05.09
BA/B. Sc	185	33.63
MA/M. Sc	324	58.90
MS/M. Phil	13	02.36
Highest Professional Qualification		
CT/AT/TT/PET	317	57.63
B. Ed	152	27.63
M. Ed	81	14.72
Locality of School		
Urban	20	40
Rural	30	60

Among the 550 respondents 340 (61.81%) respondents were male teachers and 110 (38.19%) were female teachers. Among the 550 sample respondents, 231 (42%) having age between 25-35 years; 218 (39.63%) having age between 36-45 years; 90 (16.36 %) having age between 46-55 years and 21 (03.81%) having age greater than 55 years. Of 550 respondents, 335 (60.90%) respondents have less than 10 years teaching experience and 215 (39.10%) respondents have greater than 10 years teaching experience. Among the 550 respondents, 2 (5.09 %) had FA/F. Sc qualification; 185 (33.63 %) had BA/B. Sc degree; 324 (58.90%) had

master degree and 13 (2.36%) had M. Phil or MS degree holder. Among the respondents 317 (57.63%) had CT/AT/TT as professional certificates; 152 (27.63%) had B. Ed degree as professional qualification and 81 (14.72) had M. Ed degree as professional qualification. Among the sample respondents, 220 (40%) were working in urban locality school and 330 (60%) teachers were working in rural locality schools.

Table 2

Mean and SD Scores of Teachers' Classroom Management Practices

Management Practices (Time)	N	Minimum	Maximum	Mean	Standard Deviation
Lesson Planning	550	1.00	5.00	3.12	.615
Teaching Methodology	550	1.00	5.00	3.04	.563
Communication Practices	550	1.00	5.00	3.22	.991
Physical Resources	550	1.00	5.00	3.23	.723
Managing Student' Behavior	550	1.00	5.00	3.04	.854
Time Management	550	1.00	5.00	3.10	.623

The above table shows that secondary school teachers have good classroom management skills. Mean score for managing physical resources was found to be 3.23, which showed high level amongst 6 class management practices. On the other hand, mean score for teaching methodology and managing students' behavior is calculated as 3.04, which show lower level of observance among six classroom management practices.

Table 3

Relationship between Teachers' Perceived Classroom Management Practices and Students' Academic Achievement

S. No	Variables	N	M	SD	r	Sig.
1	Classroom management practices	550	3.12	.732	0.37	0.031
2	Students' Academic achievement	3060	43.22	11.061		

$r = \pm 0.01$ to ± 0.35 Weak relationship

$r = \pm 0.36$ to ± 0.65 Moderate relationship

$r = \pm 0.66$ to ± 0.99 Strong relationship

The above table shows the relationship between teachers' perceived classroom management practices and academic achievement scores of secondary school students. The value of coefficient of correlation was found (0.37) and level of significance was (0.031) which was greater than 0.05, therefore, there is significant moderate positive relationship between teachers' perceived classroom management and students' academic achievement scores.

Discussion

It is evident from the results that secondary school teachers require in master in classroom management practices to increase students' learning. The major findings revealed that government secondary school teachers have moderate to high level of classroom management practices in district Kohat. The study also identified about relationship between teachers' class managerial practices and its effect on the academic achievement of students'.

Findings of the study indicated a positive significant correlation between secondary school teachers' perceived classroom management practices and students' academic achievement. This shows that those teachers who have good classroom management practices, their students' academic achievement. Teachers, who prepare quality lesson plan, organize students' behavior, use effective teaching methods, communicate message in simple way and manage time efficiently and effectively will provide conducive environment for learning. Wilson et al., (2003) and Wilson and Lipsey (2007) found that teachers can reduce aggressive, violent and severely aggressive behavior through classroom management practices. Jennings and DiPrete (2011) said that students' social as well as emotional skills had positive effects on the academic achievement of primary school students. It was found that teachers' classroom management practices have direct relationship with students' academic achievement (Gage et al., 2018). Teachers' classroom management is clearly associated with students' outcomes. It was found that effective classroom management significantly increases academic achievement of students and decreases behavioral problems of the students (Korpershoek et al., 2016). It was also identified that the students and teacher's direct relationship in academic matters not only encourage the learners in academic examinations but it also improves their general learning capabilities and skills.

Conclusions

Following conclusions were drawn on the basis of findings.

1. Government secondary school teachers have moderate to high level of classroom management practices including lesson planning, teaching methodology, effective communication, organizing physical resources, managing students' behavior, and time management. The existing schools are more prone to the social sectors because the societies are expecting from these school very high academic and moral as well as social achievements from the students. It was also concluded that the teachers should act according to the mental level of the learners for their mental development and active life.
2. There is positive significant moderate relationship between teachers' perceived classroom management practices and students' academic achievement. The current day teachers should be more vigilant to exercise according to the current day needs for the learners of the globe in the 21st century. It is the teachers who are to work hard to make a learner ready for practical life and to make them positive about further learning in practical life.

Recommendations

Following recommendations were offered to the stakeholders and policy makers.

1. Secondary school teachers should develop caring, supportive, encouraging attitude in the classroom, so that they can maximize students' learning, develop students' social skills and maintain a good disciplinary environment in the classroom. This may be possible by adopting constructivist approach in the classroom.
2. Training, refresher courses and workshops may be worthwhile strategies for developing classroom management skills of secondary school teachers by Government on regular basis.
3. Secondary school teachers may develop classroom management rules to maintain discipline in the classroom. These rules should be hanged in a visible place in the classroom and should also be communicated to their parents.
4. The planers should keep in mind while planning for secondary school learners to give more emphasis on the class related activities because there should be a complete plan for teachers too, so that they teach according to the modern day need and demand.
5. Teachers should involvement students in classroom activities, they should motivate and encourage them to be active and participative in all academic and nonacademic school activities to get success in their studies and in general life.

References

- Brophy, J. (2006). *History of Research on Classroom Management*. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management. Research, practice, and contemporary issues* (pp.17-43). Mahwah, NJ: Lawrence Erlbaum Associates.
- Conroy, M. A., Alter, P. J., & Sutherland, K. S. (2014). *Classroom based research in the field of EBD: Future research directions*. In P. Garner (Ed.), *The SAGE handbook of emotional and behavioral difficulties* (pp. 465–477). London, England: SAGE.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. *Child Development, 82*, 405-432.
- Elias, M. J., & Schwab, Y. (2006). *From compliance to responsibility: Social and Emotional Learning and classroom management*. New York / London: Lawrence Erlbaum Associates.
- Evertson, C. M. & Weinstein, C. S. (Eds.) (2006). *Handbook of classroom management. Research, practice, and contemporary issues*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Gage, N. A., Scott, T., Hirn, R. & MacSuga-Gage, A. S. (2018). The Relationship Between Teachers' Implementation of Classroom Management Practices and Student Behavior in Elementary School. *Behavioral Disorders, 43*(2), 302-315.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London; New York: Routledge.
- Jennings, J. L., & DiPrete, T. A. (2010). Teacher effects on social and behavioral skills in early elementary school. *Sociology of Education, 83*, 135-159.
- Jones, V.F. & Jones, L. S. (2012). *Comprehensive classroom management, creating communities of support and solving problems* (10th ed). Upper Saddle River, NJ: Pearson.

- Kaliska, P. (2002). A comprehensive study identifying the most effective classroom management techniques and practices. Master thesis, The Graduate School University, Wisconsin-Stout.
- Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes. *Review of Educational Research, 86*, 643–680.
- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). Classroom management that works. Research-based strategies for every teacher. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Nasey, C. (2012). Teachers' use of classroom-based management strategies: A survey of New Zealand teachers. Master Degree thesis, Massey University, Albanay, New Zealand.
- Oliver, R. M., Wehby, J. H., & Reschly, D. J. (2011). Teacher classroom management practices: effects on disruptive or aggressive student behavior. *Campbell Systematic Reviews, 4*, 1-55.
- Wilson, K. S. (2006). Teacher perceptions of classroom management in public elementary schools. Ph D Thesis, Faculty of the Rossier School of Education, University of Southern California, USA.
- Wilson, S. J., & Lipsey, M. W. (2007). School-based interventions for aggressive and disruptive behavior: Update of a meta-analysis. *American Journal of Preventive Medicine, 33*, 130-143.
- Van de Grift, W., Van der Wal, M., & Torenbeek, M. (2011). Ontwikkeling in de pedagogisch didactische vaardigheid van leraren in het basisonderwijs (Development in teaching skills). *Pedagogische Studiën, 88*, 416-432.

Citation of this Article:

Nisar, M., Khan, I.A., & Khan, F. (2019). Relationship between classroom management and students' academic achievement. *Pakistan Journal of Distance and Online Learning, 5*(1), 209-220.