Impact of Classroom Management on students' Academic Achievement at Secondary School Level in Peshawar

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Key Words

Classroom Management, Teaching Learning Process, Classroom Rules, Reward & Punishment, Students' Academic Achievement

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Abstract: *This research paper was to determine the impact of classroom management on student's academic achievement at the secondary school level in Peshawar. The study population comprised all secondary school teachers in Peshawar. The sample of the study was 240 Secondary School teachers, which were randomly selected. Students' achievement scores were obtained from the class IX annual examination results of BISEP. The data was analyzed through the Pearson coefficient of correlation, and regression analysis was used to test of hypothesis. The study found a positive relationship between classroom management & students' achievements. It was also found that Teaching Learning Process and students' achievements were a positive relationship. It was confirmed that Classroom Rules play a positive role in the achievement level of the students. It was also indicated that rewards & punishments contribute towards the student's achievements. The study suggested that future researchers may take up the issue of classroom management at various other levels as well.*

Introduction

Classroom management plays a pivotal role in the academic performance and overall development of a student. A well-managed classroom is directly proportional to the performance and excellence of the teacher. The primary purpose of effective classroom management is to keep the learners actively and effectively engaged in the teaching-learning process. The classroom is the place where the teacher, student interaction takes place. The classroom environment is created by the method and level to which the teacher uses power, shows love and support, and encourages teamwork and tolerance for freedom of decision and selection.

It is the teacher's choice to manage the classroom effectively or ineffectively (Sucuogly et al., 2010).

Krause K. L et al. (2003) of the view that well-disciplined classroom management is one in which students are well aware of the better use of the classroom. A few of the teaching objectives focus on predictable intellectual behaviours, proper use of materials and learning spots, and coordination with peer groups. Therefore, the management has to play such a role in making environments conducive for the learners to have a dynamic role in forming their situation, identify with their role and know how to work properly as well, where the teacher should minimize

disruption and create an environment where for students to learn effectively.

Canter (2006) stated that classroom management emphasizes positive behaviours to facilitate the teaching-learning process of their students. It refers to all those activities necessary to make and maintain an arranged learning environment, such as planning and preparation of materials, organization, beautification of the classroom and positive the establishment of routines and rules.

Oliver, Wehby, & Reschly (2011) commented that in classroom organization, learners improve an ideal classroom organization learner contribute to the teaching-learning process. Successful Classroom Management provides the students with opportunities to interact with the people themselves as part of learning. Beginning from a teacher's perspective, efficient classroom management involves preventive control and creative instruction.

Statement of the problem

In Khyber Pakhtunkhwa, many schools face problems like overcrowded classrooms, insufficient buildings and a lack of support from parents. Effective Classroom management has always been recognized as an integral part of the teaching-learning process. It entails effective classroom rules, a teaching-learning process and rewards and punishments. For the beginner teacher, it is foremost important to master the skills of classroom management for effective control. For some declaring the classroom rules on the first day brings regularity and discipline among the students. It has been observed that most teachers are ignorant about classroom management and may face a difficult situation in the classroom environment. There is a lack of information about classroom management, the teaching-learning process, and classroom rules. The study, therefore, focused on the impact of Classroom Management on the Achievement Level of Students at the Secondary Level in Peshawar.

Objectives

The study focused on the impact of Classroom Management on the Achievement Level of Students at the Secondary Level in Peshawar from the perspective of the teaching-learning process, classroom rules and rewards & punishment.

Hypotheses

H0: There is no significant relationship between the impact of classroom management and students' achievement level from the perspective of the teaching-learning process, classroom rules and rewards & punishment.

Significance of the study

The study will help the supervising management has been an integral part of the educational administration. Various measures/initiatives have been taken by the government to enhance the role of supervision for effective management. Within the school, the principal has a supervisory role in overseeing the functioning of the teaching-learning process in the classroom. Classroom management has always been a sore point in the classroom environment. The teacher in the classroom is the sole authority for the maintenance of discipline in the class. Classroom management is an important aspect of the teaching-learning process. It evolves the seating arrangement, the lesson plan, the classroom rules, rewards and punishment and the actual teaching-learning process. The study encompasses all the essential ingredients of classroom management. The study has significance for beginner teachers as well. Adherence to the classroom rule facilitates effective classroom management, which in turn leads to improved achievement levels for the students. Classroom management ensures a conducive atmosphere in the class for a better achievement level for the students. The issue has been tackled appropriately, yielding some very significant findings and conclusions which may help the policymaker, the administration and the

educational management to take concrete steps for effective classroom management.

Literature Review

Wang (1998) stated that teaching is an input given to the students, and learning is the output gained by the students as a consequence of teaching. The process is the interaction of both the input and output, which goes on and ends in purposeful achievements. It is the overall educational phenomenon which occurs in the classroom environment. The better the input, the more the output will be. Activeness on the part of the former leads to effectiveness on the part of the latter. Ultimately, the proper interaction leads to a fruitful interrelationship between the teacher and the taught. Both the teacher and the taught are vital components of classroom management.

Richardson, V. and C. Fallon (2001) pleaded that motivating learners by expressing their potential and building teaching and learning on their success. They avoid behaviour that ignores their emotional reactions and intrinsic and extrinsic motivation, including casual rewards such as oral thanks and prizes. To inspire learners with weaker presentations, an educator may arrange the tasks to suit their abilities and let them experience success. Individual progress & improvement should be recognized.

Mathews (2003) stated that educators use textbooks as a vital source for the teaching-learning process. It is not the only resource for learning. Educators use selective materials in textbooks. Rather they have to finish the whole book. When the material is not relevant to learners' abilities, and interests, educators can adapt textbooks to the different needs of the learner. Teachers search other learning resources like research articles, expertise, the internet, magazine, journal, newspaper and other related resources.

According to Jones & Jones (2012), the betterment of every lesson depends on how well it is demonstrated. The burring lesson produces effective learning outcomes if the lesson is, characterized by a stimulating beginning that brings up the interest of the learners. A lesson which starts with brainstorming will avoid the difficulties which can arise in useful activity. It is, therefore, important that the arousal of interest in the lesson is encouraged in teachers because a stimulating lesson always instils a desire to learn and participate.

Klamer-Hoogma, (2012) stated that students must face a confront to their ability. It should be at the heart of their cognitive abilities. Achievement and attainment become prominent for students because the balance between experiencing achievement and encouragement of cognitive motivation is improved. Successful learning is reinforced so as to encourage and increase the desire to leering in learners. It reduces the negative attitudes that students might develop towards the lesson. Teachers may demonstrate the success of students due to the content that will inspire their cognitive ability. Learners face more determined efforts to master and improve their performance.

According to Baumert (2007), body language is one plan that the educator can use to reduce intolerable behaviour. Educators should use planned methods as tools for sustaining her/his attitude. Teachers could use this to reduce disruptive behaviour and keep the lessons smooth. Therefore, non-verbal communication reinstructs learners who are diverted, careless and non-motivating.

We have rules in every walk of life; that is what makes our life civilized. In order to make it effective and fruitful, such rules should be communicated to the learners on the very first day of class, and the teacher should make the application possible throughout the academic year. Practising your students in maintaining overall classroom rules and conduct/procedures is visually a positive way to encourage student involvement. It is necessary to evaluate the method you opt to establish post rules, as well as

the rules themselves, for grade-level effectiveness (Marzano & Pickering, 2003).

Jennings and Greenberg (2009) narrated that classroom rules are usually needed at the commencement of the first-day class. For classroom conduct, there are different classroom rules, and they work for the elementary grades. It is recommended that these rules may be presented orally, but in lower-grade students, the rules may be in written form because their memory is a lesson then as compared to the upper-grade students. One may perform the rules in the class, and students may copy them into their notebooks. Simply considering the classroom rules may be enough for the present situation.

Fairbanks et al. (2008) commented that classroom rules are to be changed when situations change. If the student frequently ignores one rule, it will have an unfavourable cause on his skill to regulate the rules successfully. Alternatively, strictly abiding by a classroom rule that clearly is not necessary will have a uniformly unfavourable effect.

According to Barbetta (2005), classroom rules should be clear, easy and quantifiable, as well as shaped by students' contributions. Classroom rules would be reliable with school rules. Different types of classroom rules are necessary for successful classroom management; the rules may be divided into four different categories, i.e. i. Academic work .ii. Classroom conducts iii First teaching day and can be communicated later.

Simonsen (2008) pleaded that the teacher had produced a process for an organization with a few attainable issue zone. However, one should easily convey the classroom rules and apply them to classroom management. There are many classroom rules. Some are efficient rules which directly impact students' behaviour, and some classroom rules are not efficient. If the classroom rules are not properly implemented in time, the learner's result will be lost. It should be the responsibility of the person who created the classroom rules to implement them on time (Klamer-Hoogma, 2012).

Clark (1973) commented that the practice of reward and punishment to modify classroom environment is well-reputed in the literature and many experimental areas. Rewards have been reported to be fruitful in reforming attending behaviour-changing academic achievements and in modifying the classroom behaviour of children. Suspension of rewards and /or the reinforcement of punishment have also been found successful in shunning incidents of improper behaviours. Furthermore, there have been fewer reports collected in secondary schools as compared to primary schools.

Self-Brown, & Mathews (2003) commented that intrinsic motivation is important to the growth of lifelong students. A lot of educators in equally universal and vocational education have come to rely on rewards and motivation. An educator may give a schoolboy pleasure for incoming the classroom silently with expect that the reward will add to the possibility that the schoolboy next time will come into the classroom silently. The instructor may believe that the learner is promoting a creative class atmosphere, other than the learner only learning what behaviours make an indulgence.

Kim (2013) stated that rewards had exposed delays in the quality of education place. A reward of food unclear the subjects from the teaching task, and less learning resulted. The nursery school learners and educators were given pieces of chocolate for correct answers in education tasks commerce with structure blocks, and the groups were not given something for true answers. The group first winning chocolate proved to be slower ahead of the new skill and tended to make more errors than the other group. K.F. Weatley, the education task just becomes a way to get a reward, like the schoolboy incoming to the classroom silently in arrange to get a piece of chocolate rewards.

Classroom Management and Academic Achievement

Stepanek (2007) commented that one major

aspect of the classroom environment that has fallen under the control of the teacher is classroom management. The classroom environment motivates learning and affords the learners. Effective classroom management should make an interactive, collaborative and cooperative learning environment. It enhances good relations to student performance. Classroom management refers to all the intended behaviour and connections that have occurred within a classroom. The classroom atmosphere is a large part of classroom management that will impact either support learners to be successful or cause more failures. The environment of the classroom is different from classroom management. Whilst classroom management focuses on actions and routines, the classroom situation focuses on the relationships between learners and teachers, like how the learners feel about their friends in the classroom.

Asiyai (2005) stated that the use of inventive instructional strategies is an efficient classroom management method. She commented that inventive instructional strategies such as the idea of mapping and group teaching help stimulate the interest in students' performance in academic activities. Participatory techniques of teaching result in more efficient learning as learners become helpful in class.

According to Anikweze (2004), classroom management is the heart of the teaching-learning process in a school setting. Better classroom management implies not only that the educator has elicited the assistance of the learners in minimizing misbehaviour and could hinder success when misconduct occurs but also that precious academic activities are constantly occurring.

Anikweze (2004) further says that the classroom management system as a whole is planned to maximize learner engagement in those activities, not just to minimize misbehaviour. Achievement of student and social outcomes could all be impacted by a safe, positive learning atmosphere. It is deduced that there are issues that all edifies meet in their daily classroom experience. An uncontrollable classroom implies unsuccessful classroom management, which leads to negative academic achievement.

Methods and Procedure

The descriptive Research Method was used in this research paper using a quantitative approach.

Population and Sample

The target population comprised of the study comprised all the SST/SET teachers at the secondary level. Forty Government High and Higher Secondary schools were randomly selected for the selection of the sample of the study. There are a total of 658 SST/SET male teachers at the secondary level, and a total of 240 SST/SET teachers were selected from the 40 schools in Peshawar.

Data collection Instrument

The data was collected through an adopted questionnaire by Frankel and Wallen (2004). The student's average score for class 9th was obtained from BISEP annual results.

Data Analysis

Pearson Correlation-test and Regression Analysis were used to test the hypothesis.

Results

Hypothesis

H_0 1. There is no relationship between classroom management and students' achievement level.

Table 1

A linear relationship between classroom management and students' achievement level (N=240)

	Students' Academic Score	Sig.
Classroom Management	.155	.000

Sig.=.000<.05

Table 1 shows that there is a weak positive and statistically significant linear relationship between classroom management and students' academic score (r = 0.155, Sig. = .000 <.05). On the basis of the above correlation result, the null hypothesis was rejected.

H_02. There is no relationship between the teaching–learning process and student achievement level.

Table 2

A linear relationship between the teaching–learning process and student's achievement level (N=240)

	Students' Academic Score	Sig.
Teaching Learning Process	.200	.000

Sig.=.000<.05

Table 2 showed that there was a positive relationship between the teaching–learning process and students' academic scores (r = 0.200, Sig. = .000 <.05). So, therefore the null hypothesis was rejected, and it is accepted that there is a relationship between teaching–learning processing and students' academic achievement.

H_03. There is no relationship between classroom rules and students' achievement levels.

Table 3

A linear relationship between classroom rules and student's achievement level (N=240)

	Students' Academic Score	Sig.
Classroom Rules	.150	.000

Sig.=.000<.05

Table 3 showed that there was a positive relationship between classroom rules and students' academic scores (r = 0.150, Sig. = .000 <.05). Therefore, the null hypothesis was rejected, and it is accepted that there is a relationship between classroom rules and students' academic achievements.

H_04. There is no relationship between Reward Punishment and Student Achievement level.

Table 4

A linear relationship between Reward and Punishment and student's achievement level (N=240)

	Students' Academic Score	Sig.
Reward and Punishment	.224	.000

Sig.=.000<.05

Table 4 showed that there is a weak positive and statistically significant linear relationship between Reward and Punishment and students' academic scores (r = 0.224, Sig. = .000 <.05). Therefore, the null hypothesis was rejected, and it is accepted that there is a relationship between Reward and Punishment and students' academic achievements.

Applying Regression Model

Regression analysis was used for Net Classroom Management (NCM) and Student Achievement (SA) and how much it contributed to our data. NCM (Net Classroom Management) represents a predictor variable based on CM, TLP, CR, and RP.

$$SA = \underset{\substack{(5.837) \\ (7.277) \\ (.000)}}{42.477} + \underset{\substack{(1.587) \\ (2.722) \\ (.007)}}{4.319 \, NCM} \qquad \begin{array}{l} \text{(Std. Error)} \\ \text{(t- Statistic)} \\ \text{(P-Value)} \end{array}$$

The

$F= 7.409$ (p=000) $R^2 =.030$ $R^2_{Adj} = .026$ $DW = 1.189$ $N = 240$

whole estimated model is statistically significant ($F = 7.409$; $p = .000$), and the explanatory variable

Net Classroom Management (NCM) is statistically significant (t = 2.722; p < 0.01).

The Independent variable Classroom Management contributed statistically significantly in a positive way towards student achievement. Net Classroom Management (NCM) contributes 4.319. So, based on the above results, Net Management (NCM) positively contributes towards Student Achievement (SA) level.

Findings

It was found that classroom rules also have a positive association with a student's achievements. It was found that classroom management and student achievement were significant. It was also found that the teaching-learning process and students' achievement were significant. It was found that classroom rules and students' achievement were significant. It was also found that rewards & punishments and students' achievement were significant. The regression analysis showed that the overall model of classroom management had moderately and positively predicted the students' academic scores.

Conclusions

The conclusion of this research paper was concluded that classroom management does contribute towards the achievement level of the students. It was also concluded that an effective teaching-learning process leads to better student achievements. The study confirmed classroom rules not only help in the maintenance of discipline in the class but also positively contribute towards students' achievements. It was also concluded that rewards and punishments being a very effective instruments for the effective control & discipline of the class but also positively contribute towards students' achievements.

Recommendations

Since the study has confirmed that classroom management is an integral part of the teaching-learning process and helps the teacher in the maintenance of discipline in the class.

1. The school management may ensure that the classroom rules are properly framed, arranged and explained on the very first day in the class.
2. Predictably the teacher may remain in the class regarding the classroom.
3. It should be measured mandatory for all classroom teachers to display the classroom rules in the class.
4. Since corporal punishments have been abolished, disruptive behaviour may be controlled through effective classroom management.
5. The productive teaching-learning process may ensure the classroom rules discipline.

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