



Classroom management practices and students' performance: A causal perspective of secondary level students

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ABSTRACT

Classroom management practices are very crucial for students' performance. The study aimed to find causal perspectives of classroom management practices and its impact on students' performance. All secondary school teachers were the population of the study. Multistage simple random sampling technique was used to set the sample size of the study. Six districts from the whole of Punjab were randomly selected at the first stage. At the second stage, 120 high schools were selected randomly and then four teachers were selected from each selected school to make the total of 480 teachers for the sample. Two self-developed questionnaires were used to collect the information from the teachers. The reliability of the questionnaires was so encouraging as classroom management practices was 0.87, and students' performance was 0.89. The *t*-test, ANOVA and regression were applied as inferential statistics techniques. According to the study results, it was found that classroom management practices were seen as having a high impact on students' performance at the secondary school level. So, it is recommended that teachers must establish effective management practices in classrooms during teaching sessions to enhance the best performance of students.

Keywords: *Students' motivation; Classroom management; Students' performance*

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INTRODUCTION

Classroom management is a wider area than merely the view of control and discipline of students in class. It includes all the aspects teachers must practice in the classroom to increase students' academic participation and contribution to classroom activities to create a favourable teaching-learning environment at school (Elen, et. al., 2007). Classroom management accepts an elementary position in making a domain suitable for learning. It contains practices and methodology that educators apply to set up a situation suitable for teachers' instructions and learning. Students' performance in the classroom relies upon a classroom atmosphere that empowers and supports learning (Marzano, 2003).

Classroom mismanagement in school education has stood solemn problems for students' motivation and academic achievements. The existing issue has always attracted managers, teachers, parents and researchers. The educational stakeholders discuss such issues in workshops and seminars. Therefore, the matter seems very important to discuss and pour light on the importance of classroom management in public sector schools and its impact on students' performance in class (Akbaba, & Altun, 1998; Akram et al., 2021).

Classroom teachers try their best to maintain good discipline in the class. For this purpose, they use various techniques for classroom management to smoothly conduct the teaching-learning activities and to show good results (Ben-Haim, 2006). They sometimes use verbal instructions in class and occasionally have to use corporal punishment too. In case the students adopt less behavioural changes, the classroom teacher also reports to the principal and parents the most suitable classroom management technique for practice. Classroom teachers differ in personality, temperament, preparedness, teaching style and students' handling, so they apply classroom management practices differently (Young et. al., 2006; Walter et al., 2006). Some classroom teachers nominate class prefects, noise prefects, and discipline prefects to share the responsibilities of ensuring the classroom is well managed. A well-managed classroom prevails conducive environment suitable for effective teaching-learning activities (Manning & Bucher, 2013; Aslam et al., 2021).

Many research studies have pointed out the importance and crucial role of classroom management practices that play a key role in ensuring better academic performance by the teachers and the students (Stough, 2001). The major

reason for ensuring a better classroom is sure to set the stage for the conduct of teaching-learning activities smoothly. It helps teachers to capture students' attention towards the lesson for effective teaching (Maroon, 2008).

Classroom management includes restraining learner's troublesome manners such as aggressive and noise-making attitudes, close supervision, prearrangement of the classroom, helping resources and settlement of students who have weak eyesight (vision), slow learners, weak reading and writing skills, poor spelling, humiliation, tediousness, hyperactivity and poor study aptitude (Richards & Morse, 2012). Classroom management is seen in a broader and all-rounded sense, considering every aspect of the classroom setting, from teaching instruction to the classroom setting, becomes imperative (Nish et al., 2007).

Classroom management includes ensuring well organized and arranged classroom, preparing students' outlooks, inducing their behaviour in learning responsibilities and meeting the routine responsibilities and classroom decorum (Nish et al., 2007). Classroom management also includes confirmations of increased students' engagement, decreased inappropriate and troublesome behaviors, and the elevation of student accountability for academic work and better-quality performance of students (Beck et al., 2012). Classroom management contains teachers' working style, the class working style, the teacher and students' coordination and the manners of teaching-learning process (Bousquet et al., 2008; Parveen et al., 2022).

Some classroom teachers are naturally gifted and bestowed with better classroom management abilities, while some teachers get guidance from their colleagues and seniors to ensure effective classroom management if the said teacher needs it (Mishra et al., 2006). Classroom management is a professional ability that can be acquired with guidance and practice like any other skill. The more proficiency comes as the more practice is done in this regard. However, it requires specific planning, organization and aptitude to overcome. Moreover, this skill also demands a high deal of commitment, creativities, teachers' inclination to adjust, motivation and actions (Wise et al., 2011).

Poor classroom management is usually categorized by disorderly behaviors such as sleeping in the class, late arrival, making noise, note deficiency, eating, calling other students with their nicknames, and verbally or physically disturbing fellow students or the class teacher (Good & Brophy, 2003). These troublemaking behaviors of students disturb learning processes and hinder the academic performance of the whole class. Classroom management deals with these disruptive behaviors of the students in the classroom and helps the classroom teacher to ensure better teaching in the classroom so that effective learning may take place (Evertson & Weinstein, 2013; Parveen, et al., 2022).

The major purpose of classroom management practices is to produce favourable teaching-learning environment where students can contribute to the class activities easily and perform academically in better ways (Baxter et al., 2010). Furthermore, Johnson et al., (2005) underpin Kounin's contention about proactive classroom management by expressing that being proactive in conducting the executives from the beginning is a lot simpler and increasingly beneficial than reacting when mischievous activities after an event. They characterize classroom the board as "a wide exhibit of proactive, settled, and predictable methods and practices educators utilize to make an environment helpful for learning".

Research Objective

The study's objective is to determine the influence of classroom management practices on students' academic performance.

Research Question

The investigation answered the research question, i.e., is there any impact of classroom management on students' motivation?

RESEARCH METHODOLOGY

The following process and procedures have been used to conduct this study.

Population

The target population was the secondary school teachers of six districts of the Punjab province that are Dera Ghazi Khan, Bahawalpur, Faisalabad, Hafizabad, Sargodha, and Jhelum.

Table 1: Summary of the target population of secondary school teachers in six districts of the Punjab province

Districts	Boys Secondary Schools	Girls Secondary Schools	Male Teachers	Female Teachers	Total Teachers
6	245	235	2450	2350	4800

Sample

A multistage random sampling technique was applied to collect the information from the selected sample. At the first stage, six districts from the whole Punjab were randomly selected. At the second stage, 120 high schools were selected randomly and then four teachers were selected from each selected school to make the total of 480 teachers for the sample.

Table 2: Summary of selected secondary school teachers from six districts for the sample

Selected Districts	Selected Boys Secondary Schools	Selected Girls Secondary Schools	Male Selected Teachers	Female Selected Teachers	Total Selected Teachers
6	60	60	240	240	480

RESULTS OF THE STUDY

Table 3: Teachers use innovative teaching methods

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	0.00	12	108	30	150	Mean
Percentage	0.00	8	72	20	100	3.12

The results of the question asked by teachers is whether the teacher used modern teaching methods using the internet. The teachers' response shows that no one respondent strongly agreed, while 8% of respondents agreed, 72% disagreed, and 20% strongly disagreed with this statement.

Table 4: Teachers mostly add social observation during lecture

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	12	108	30	0	150	Mean
Percentage	8	72	20	0	100	2.12

The results of the question asked by teachers, "teacher mostly adds social observation during the lecture," showed that 8% of respondents strongly agreed, while 72% agreed, 20% disagreed, and 0% strongly disagreed with this statement.

Table 5: Teachers prefer to involve the classmates during class activities

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	37	75	34	4	150	Mean
Percentage	24	50	23	3	100	2.0

The results of the question asked by teachers, "teacher prefer to involve the classmates during class activities," showed that 24% of respondents strongly agreed, while 50% agreed, 23% disagreed, and 3% of them strongly disagreed with this statement.

Table 6: Teachers always inspire that maximum involvement of students invokes the learning

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	75	70	5	0	150	Mean
Percentage	50	47	3	0	100	1.5

The results of the question asked by teachers, "teacher always forces that maximum involvement of students invokes the learning," showed that 50% of respondents strongly agreed, while 47% agreed, 3% disagreed with this statement. No one respondent strongly disagreed.

Table 7: Teachers always appreciate the students on questioning

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	63	46	38	3	150	Mean
Percentage	42	31	25	2	100	1.8

The results of the question asked by teachers, "teacher always appreciates the students on questioning," showed that 42% of respondents strongly agreed, while 31% agreed, 25% disagreed, and 2% strongly disagreed with this statement.

Table 8: Teachers promote book reading habits among students

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	40	30	49	31	150	Mean
Percentage	27	20	33	21	100	2.4

The results of the question asked by teachers, "teacher advice that for logical studied maximum book reading is good," showed that 27% of respondents strongly agreed, while 20% agreed, 33% disagreed, and 21% strongly disagreed with this statement.

Table 9: Modern means of teaching must be welcomed

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	40	78	22	10	150	Mean
Percentage	27	52	15	7	100	2.01

The results of the question asked by teachers, "modern means of teaching must be welcomed," showed that 27% of respondents strongly agreed, while 52% agreed, 15% disagreed, and 7% strongly disagreed with this statement.

Table 10: Teachers appreciate teaching at students' level

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	60	78	7	5	150	Mean
Percentage	40	52	5	3	100	1.71

The results of the question asked by teachers, "teacher always appreciates the teaching of student's level," showed that 40% of respondents strongly agreed, while 52% agreed, 5% disagreed, and 3% strongly disagreed with this statement.

Table 11: Teachers appreciate the students who follow classroom norms

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	82	58	12	0	150	Mean
Percentage	55	39	8	0	100	1.53

The results of the question asked by teachers, "teachers appreciate the students who follow classroom norms," showed that 55% of respondents strongly agreed, while 39% agreed, 8% disagreed, and 0% strongly disagreed with this statement.

Table 12: Teachers have keen observation during teaching-learning activities

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	27	69	38	16	150	Mean
Percentage	18	46	25	11	100	2.28

The results of the question asked by teachers, "teachers have keen observation during teaching-learning activities," showed that 18% of respondents strongly agreed, while 46% agreed, 25% disagreed, and 11% strongly disagreed with this statement.

Table 13: Teachers instruct as indicated by the psychological dimension of understudies

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	8	37	85	20	150	Mean
Percentage	5	25	57	13	100	2.78

The results of the question asked by teachers, "teachers instruct as indicated by the psychological dimension of understudies," showed that 5% of respondents strongly agreed, while 25% agreed, 57% disagreed, and 13% strongly disagreed with the statement.

Table 14: Teachers apply new teaching procedures in classroom circumstances

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	16	44	48	42	150	Mean
Percentage	11	29	32	28	100	2.77

The results of the question asked by teachers, "teachers apply new teaching procedures in classroom circumstances," showed that 11% of respondents strongly agreed, while 29% agreed, 32% disagreed, and 28% strongly disagreed with this statement.

Table 15: Impacts of instructor's classroom management adequacy on understudies learning

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	45	58	21	26	150	Mean
Percentage	30	39	14	17	100	2.18

The results of the question asked by teachers, "impacts of instructor's classroom management adequacy on understudies learning showed that 30% of respondents strongly agreed, while 39% agreed, 14% disagreed, and 17% strongly disagreed with this statement.

Table 16: Classroom management procedures thought about successful amid exercise

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	10	22	70	48	150	Mean
Percentage	7	15	47	32	100	3.04

The results of the question asked by teachers, "classroom management procedures thought about successful amid exercise," showed that 7% of respondents strongly agreed, while 15% agreed, 47% disagreed, and 32% strongly disagreed with this statement.

Table 17: Classroom management influences educating and learning

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	35	89	14	12	150	Mean
Percentage	23	59	9	9	100	2.02

The results of the question asked by teachers, "classroom management influences educating and learning," showed that 23% of respondents strongly agreed, while 59% agreed, 9% disagreed, and 9% strongly disagreed with this statement.

Table 18: Teachers use modern methodologies to manage a troublesome classroom

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	24	48	57	21	150	Mean
Percentage	16	32	38	14	100	2.50

The results of the question asked by teachers, "teacher use modern methodologies to manage a troublesome classroom," showed that 16% of respondents strongly agreed, while 32% agreed, 38% disagreed, and 14% strongly disagreed with this statement.

Table 19: Teacher tends to the behavioral issues rapidly

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	49	71	20	10	150	Mean
Percentage	33	47	13	7	100	1.94

The results of the question asked by teachers, "teacher tends to the behavioral issues rapidly," showed that 33% of respondents strongly agreed, while 47% agreed, 13% disagreed, and 7% strongly disagreed with this statement.

Table 20: The principles and rules are utilized by the instructor to help the students

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	33	45	59	13	150	Mean
Percentage	22	30	39	9	100	2.34

The result of the question asked by teachers, "the principles and rules are utilized by the instructor to help the students," showed that 22% of respondents strongly agreed, while 30% agreed, 39% disagreed, and 9% strongly disagreed with this statement.

Table 21: Teachers classroom manners upgrade the students' abilities

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	77	68	5	0	150	Mean
Percentage	51	45	3	0	100	1.52

The results of the question asked by teachers, "teacher's classroom manners upgrade the students' abilities," showed that 51% of respondents strongly agreed, while 45% agreed, 3% disagreed, and 0% strongly disagreed with this statement.

Table 22: Teacher reports understudy's parents, and how they behave in class?

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	0	21	75	54	150	Mean
Percentage	0	14	50	36	100	3.22

The results of the question asked by teachers, "teacher reports understudy's parents, how they behave in class?" showed that no one respondent strongly agreed, while 14% of respondents agreed, 50% disagreed, and 36% strongly disagreed this statement.

Table 23: Teacher trusts that development of students' premise on learning results rely on classroom discipline

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	32	67	31	20	150	Mean
Percentage	21	45	21	13	100	2.26

The results of the question asked by teachers, "teacher trusts that development of students' premise on learning results rely on classroom discipline," showed that 21% of respondents strongly agreed, while 45% agreed, 21% disagreed, and 13% of them were strongly disagreed with this statement.

Table 24: Teachers comprehend to make dependable and legitimate classroom conditions

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	21	62	48	19	150	Mean
Percentage	14	41	32	13	100	2.43

The results of the question asked by teachers, "teachers comprehend to make dependable and legitimate classroom conditions," showed that 14% of respondents strongly agreed, while 41% agreed, 32% disagreed, and 13% strongly disagreed with this statement.

Table 25: Teacher comprehends to improve understudies' learning through classroom management

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	19	38	69	24	150	Mean
Percentage	13	25	46	16	100	2.65

The results of the question asked by teachers, "teachers comprehend to improve understudies' learning through classroom management," showed that 13% of respondents strongly agreed, while 25% agreed, 46% disagreed, and 16% strongly disagreed with this statement.

Table 26: Teacher knows different techniques for classroom management

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	76	74	0	0	150	Mean
Percentage	51	49	0	0	100	1.49

The results of the question asked by teachers, "teacher knows different techniques for classroom management," showed that 51% of respondents strongly agreed, while 49% agreed, 0% disagreed, and 0% strongly disagreed with this statement.

Table 27: Instructor wants to include the new classroom management competencies colleagues day-by-day

Respondents	SA	A	DA	SDA	Total	Significance
Teachers	25	74	25	26	150	Mean
Percentage	17	49	17	17	100	2.34

The results of the question asked by teachers, "instructor wants to include the new classroom management competencies colleagues' day-by-day," showed that 17% of respondents strongly agreed, while 49% agreed, 17% disagreed, and 17% strongly disagreed with this statement.

CONCLUSION

Based on the findings of this study, it was concluded that effective classroom management practices have a greater influence on students' motivation and performance of Secondary School students. Classroom management can be viewed as every one of the activities that an educator performs inside a school to empower learning. It helps how an instructor uses classroom management competencies to deal with students. These competencies are the choices that an educator makes. Classroom management was needed crucial in making a domain helpful for learning. It comprises practices and methodology that educators apply to set up a situation helpful for the teaching-learning process. Research positions classroom management close to the highest point of issues that sway powerful guidance. Indiscipline is an issue typically looked at by instructors, which makes an obstacle in the education process. Furthermore, the classroom management competencies should explicitly make elementary school state that Classroom management has additionally been characterized as it moves educators to make a strong domain for scholarly and socially passionate teaching.

RECOMMENDATIONS

Based on the findings of the study following recommendations were made.

1. Classroom teachers and school organizers should develop rules and regulations to maintain discipline in the class.
2. Teachers should go through continuous professional development courses to perform positively in class.
3. The schools should organize scouts training for most of the students for students' socio-emotional development.
4. Teachers should adopt psychological techniques to develop teacher students' coordination better.
5. Class teachers should assign tasks to disruptive students to make them fully contribute to the learning process.
6. Principals should observe that teachers focus on effective teaching techniques and focus on classroom management for a conducive learning environment.
7. Appreciation and acknowledgments should be ensured for the best class, the best teacher and the best students.

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