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## Relationship Between Different Classroom Management Skills And Students' Success

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**Abstract:** The study was conducted to examine relationship between different classroom management skills of teachers on students' academic achievement in the subject of Physics at secondary school level. A null hypothesis developed stating no relationship existed between management skills and students' success. It was a survey research conducted in district Abbottabad focusing on 48 randomly selected Teachers who were teaching physic at secondary classes in public schools. A questionnaire having statements about different classroom management skills was developed and data were collected. Reliability was ensured before collecting data and annual results of Board of Intermediate and Secondary Education district Abbottabad were consulted to calculate the co-relation coefficient. Time and motivational management skills shown better results of student as compared to human relations, environment, subject-matter and discipline management skills. It was recommended that teachers of public schools must have refresher courses for updating their management skills.

**Keywords:** Classroom management skills, human relationship management, time management, motivational management, environment management, subject matter management, and discipline management.

### 1. Introduction

A class is a group of students placed together to achieve aim of shared instruction (Afridi, 2000). A classroom is a room in which instructional tasks takes place (Emmer, Evertson, and Worsham, 2000). The main purpose of classroom is to offer a safe environment for continuous instruction. The word manage implies that a single individual is in-charge, who directs, administers and be successful in completing a task. Teachers perform the role of classroom manager in the classroom. Effective instruction cannot take place in a weakly managed classroom (Marzano, Marzano and Pickering, 2003) and is directing, administering and successfully accomplished a job consistent with recognized educational and psychological principals. Management, according to Bukhari, (2008) is a social process planned to guarantee collaboration, involvement, and participation of others in the effective accomplishment of predetermined goals. Management, according to Savage and Savage (2010) denotes to the role

as an instructor in constructing an atmosphere where attainment is viable. It denotes to how order is enhanced and continued in the classroom.

Good classroom management needs careful planning, which can then be easily implemented by the teacher in the classroom. According Afridi (2000) classroom management means “the skill how to organize a classroom.” Classroom management is the sum of curricular and co-curricular activities which are taking place in a room. The teachers use this term in a sense to deliver the subject matter smoothly instead of students’ disruptive behavior. Senter, and Charles (2002) and Emmer, Evertson, and Worsham, (2000) have viewed that effective classroom management increases the learning opportunities of students in a classroom.

The old concept of classroom management emphasizes on applying strict rules to modify students’ behavior whereas the modern concept is quite against this notion. According to Kennedy, Jolivette, Kennedy, Jolivette, Thompson, and Thompson (2001), the modern concept put emphasis on the requirements of the pupils to improve relationships and increase chances for self-guidance. Further, the modern concept of classroom management highly gives importance on directing students towards self-discipline and less depend on external agent (Santröck, 2004). Similarly, Senter, and Charles (2002)] have analyzed that classroom management where strict rules are preferred; adversely affect the learners’ higher-order-thinking, social building of knowledge and engrossing knowledge. Classroom management, according to Savage and Savage (2010) includes the creation and continuation of the classroom environment to achieve the goals of education. Students’ attention cannot be focused towards disruptive behavior, if they remain busy in the academic work (Sutherland, Alder and Gunter, 2003). A good teacher should be aware of the important classroom management skills essential for getting good academic achievements of the students. These essential skills include command on the subject matter, discipline, motivation, human relationship, time management, classroom environment, authority, patience, and consistency etc. Out of these skills, the following skills are more important: subject matter, human relationship, time management, discipline, motivation, and classroom environment.

Classroom management according to Larrivee (2005), is the mixture of the three (3 elements comprising a meaningful subject-matter, classroom administration and effective teaching-learning methods which is important for an effective teaching and learning. But the teachers utilize different techniques and skills to keep pupils organized, motivated, focused, on task, and scholastically productive in the class to promote learning (Hidden curriculum, 2014). According to Nicholas (2007) classroom management comprises developing an organized classroom, creating opportunities for students to involve them in learning activities and dealing with the procedural demands of the classroom. Further, classroom management according to Suleman and I. Hussain (2014) is the arranging and establishing of a favorable atmosphere for the successful teaching learning process (Khan, 2011). A good teaching and learning environment appear in the classrooms where rules and order are of dominating character (Marzano, 2003).

A plethora of researches have been conducted on classroom management across the globe. In this context, the study of Oliver and Reschly (2007) has shown that the capability of instructor to manage classrooms and organize learners’ behavior is grave to positive educational outcomes. Likewise, according to Taylor (2009) the quality classroom instruction impacts student achievement more than anything else, but it is only possible through quality classroom instruction or quality classroom management skills. A study was conducted by

Kayıkçı (2009), to evaluate the effect of teachers' classroom management skills on the discipline management of learners. A meaningful relationship was noticed between classroom management skills and discipline management of the learners. Another study revealed that the entire teacher efficacy had straight effect on classroom management [Sridhar and Javan, 2011]. Positive and strong influence of useful classroom-management skills on students' achievement were also observed in another study Adeyemo (2012); Domenech (2012) and Oyuga, Raburu and Aloka (2016), it also improves personality development and social skills (Chamundeswari, 2013); it improves recalling, learning and construct instructor-learner connections (Iacob and Muşuroi, 2013).

Few researches have been conducted in Pakistan also in which it was found that Physical environment of the classroom played significant role in academic achievement of students and it is the teacher who stands responsible for creating such a conducive learning environment (Suleman and Hussain, 2014). Another study conducted by Hasan, (2015) proved that classroom management skills contributed a lot in learners' success. In an ill managed classroom, the performance of students badly affected. In Pakistan, teachers use different strategies to keep the classroom environment under control e.g., they warn the students, they fine, they give punishment, sometime engage students by asking creative questions, they also teach about civics etc. Similarly, a study conducted by Latif (2019) also brought into light the fact that teachers need psychological knowledge and its application in classroom management in Pakistan. There was not much research found on classroom management in Pakistan and those which were conducted covered only the investigation of general classroom management skills of teachers on students' academic achievement. In the present research study, classroom management has been taken broadly and different approaches which can be used effectively like human relation based management, environment based management, time management, subject matter based management, discipline based management and motivation based management skills. This study is unique and it will fill the gap in existing literature at national level in Pakistan as well as the recommendations may prove fruitful for other countries having same level of socio-economic level as that of Pakistan. Teaching at secondary school level is not same as lecturing at higher level of education. Majority of the instructors feel that mere providing daily lesson notes to the student may be the only solution to academic success of the students. They forget that useful classroom management together with good quality lessons will make the learners to attain maximally. It has been noticed that instructors are not appropriately manage their classroom which is the reason of learners' poor achievement in the examinations. It has also been noticed that in spite of learners' weak achievement in the school examinations in Physics in secondary schools, little is done to find out the relationship between effective classroom management skills such as teachers; human relationship management, time management, motivational management, environment management, subject matter management, and discipline management. Based on the afore-mentioned facts, the aim of this research is to examine the relationship between teacher's classroom management skills and students' academic achievement in Physics at high schools' level. In this context, the main purpose of this study was to find the impact of teachers' classroom management skills on students' academic achievement at secondary school level in district Abbottabad Khyber Pakhtunkhwa. The purpose of this study was to find out the impact of teachers' classroom management skills on students' academic achievements in Physics at secondary school level in district Abbottabad. For the achievement of the purpose a null hypothesis was developed to check

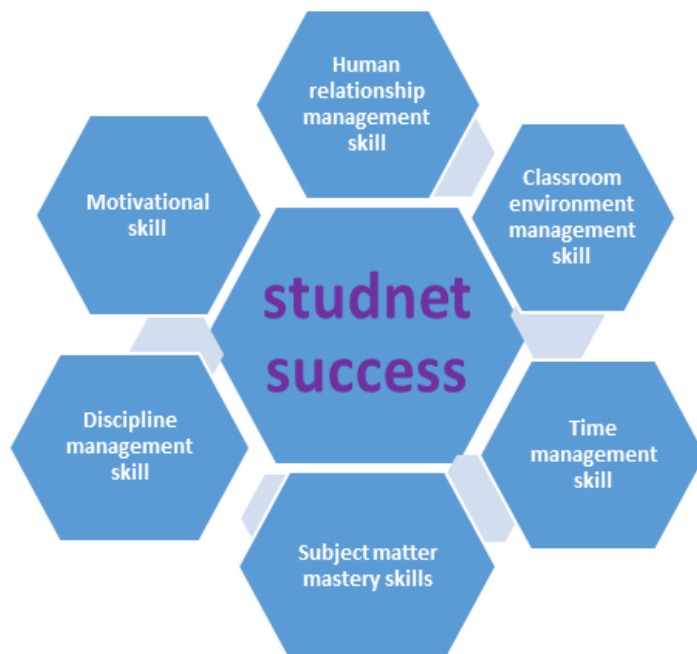
and it was stated as there is no significant impact of teachers' classroom management skills on students' academic achievements in Physics at secondary school level.

This study might be significant as it will yield data that can help a number of individuals and educational stakeholders such as the heads of the educational institutions, researchers, teachers, policy makers, and curriculum planners to ascertain the extent to which classroom management strategies/skills affects students' academic in high schools. Likewise, educational authorities at national, provincial, and local levels may use the results of this study to guide them in imbibing classroom management skills including: human relationship management, discipline management, classroom environment management, subject matter management, and time management in teachers so as to develop students' academic achievement. The study is equally significant to science teachers in that they will understand how various classroom management skills can affects students' academic achievement and may strengthens the overall school management and performance.

## 2. Literature Review

### 2.1 Classroom Management Skills

It is fact that classroom management skills depend upon the student's academic achievement, a good teacher is that who is well known about the various classroom management skills and properly implement them in the classroom for effective teaching learning process. Few of the most significant classroom management skills include command on the subject matter or content, time management, motivation, discipline, human relationship, and classroom environment.



### 2.2 Human Relationship Management

The phrase "human relationship" is a relationship among individuals which might be varies from fleeting to enduring. This connection is mainly founded upon few social obligations, friendship, unity, and exchange of business. Human relationships are formed in the context of social, cultural and other influences. In the view of (Froyen and Iverson, 1999). "A good teacher

is that who put emphases on classroom group as a social system and can manage interpersonal relationships in the classroom.” The solution to successful classroom management is the establishment of a quality relationship between the instructor and the learners inside the classroom. In more than 100 studies on classroom management, it is stated that the instructors who had good associations with their learners faced 31% fewer discipline related problems than those instructors who did not. This important statistic validates more examination into establishing relations (Marzano, Marzano and Pickering, 2003). Further, to improve education emphasis must be put on classroom instructor [Ingwalson and Thompson, 2007] and the learners. This shows the importance interpersonal relationship between the instructor and learners.

### **2.3 Classroom Environment Management**

The notion of classroom environment refers to the ambience, atmosphere, tone, or climate that infuses a specific situation. Classroom environment is one of the main elements affecting pupils learning. But, according to (Dorman, Aldridge and Fraser, 2006) the pupils learning is improved in a permissive and supportive learning environment. In this context, a positive and permissive environment is that where learners feel right, trust others, stimulated to accept responsibilities, take risks, and ask questions (Stronge, 2002). Such an environment provides relevant content, clear learning goals and feedback, opportunities to build social skills, and strategies to help students succeed (Weimer, 2009) and (Sheffler, 2009). Based on social learning theory, the social environment of the schoolroom may meaningfully influence the progress of learner behavior besides how instructors correlate with learners. The classroom environment, according to Mainhard, Brekelmans, Den Brok, and Wubbels (2011), is the gathering of elements containing social relations amongst learners and instructors, behavioral and academic views, besides the classroom physical environment. According to Sheffler (2009) all the instructors have the aim to create a classroom environment conducive for students learning and enhance cooperation (Shim, Kiefer and Wang, 2013). Such kind of classroom environment can lead to increased academic achievement and a sense of superiority and belonging in the school.

### **2.4 Time Management**

Time management, according to Cook (2002) is one of the important techniques to create and prioritize a “to-do list”. Constructing of the list is very essential because there are a few do and don’ts to recall. Initially, enlist all the activities that require to be completed, and then rank them in the order of priorities. Lengthy list is discouraging and awesome. Certain activities may need to be taken the succeeding day’s list provided they were uncompleted. Time management according to Le Blanc (2008) denotes to a variety of skills, methods and tools utilized to manage time while completing a specific activity, assignments and aims. It includes the range of tasks like scheduling, setting-goals, time-allocation, and spent-time analysis, observing, arranging, and prioritizing of time. The major time management strategies are: work plan, school calendar and tasks, a to-do list, task list organization, task list prioritization, delegation assignments and task, time on task, transition time utilization, and procrastination [Khan, Khan and Majoka, 2011).

### **2.5 Subject Matter Management**

Subject matter is more essential than the classroom instructional. The instructors are necessary to have significant subject matter knowledge, so that they may recognize occasions for cross-curriculum links. Teacher well-equipped with the subject matter knowledge is in a better position to understand and clearly explain the students. According to Froyen and Iverson (1999) the management of subject matter occurs when a teacher can manage space, materials, equipments and lessons which are the essential part of curriculum or program studies. Important subject matter knowledge skills are subject matter management skills, management of instructional activities, pedagogical skills, token economy system, and general areas of teacher competence, control over subject matter knowledge, and expertise on practical skills to support learning.

## **2.6 Discipline Management**

Discipline management skill is another very important component of classroom management. Teachers discipline management is the skill of a teacher to assist his learners to present themselves willingly to disciplinary influences in the classroom (Charles, 2002)] and (Charles, 2010). Discipline is an organized technique of educating learners to accept responsibility for their behavioral choices. Further, good classroom management is imperative as it can thwart many disturbance or discipline related problems (Infantino and Little, 2005) and (Charles, 2010). Classroom management is an action that aims to decline discipline related glitches (Iverson, 2003). Disturbance contains the off-task behavior of learners. The off-task behavior is the state, wherein a student is totally free in learning environment and attach with unlike behavior (Baker, 2007). Moreover, it contains talk during lecturing without proper permission, learners raise-hand unsuccessfully, failure to do nothing and not motivated, unsuccessful in following the directions orally, paying less attention, test anxiety, late and incomplete assignments, absence, dishonesty (Froyen and Iverson, 1999). Good classroom discipline, Chiu and Chow (2011) approves learning and obligation by supporting quality teaching and assisting learners to adopt good discipline. Furthermore, sharing discipline strategies magnificently responsible towards learners' behaviors (Ma, and Willms, 2004) and (Kyle and Rogien, 2004). In addition, the principal actors for creating and preserving classroom discipline comprise the supporting staff, administrators, parents, every individual working with the learners, and even the learners themselves (Walters, and Frei, 2007). However, instructors are considered responsible for the maintaining discipline in the classroom.

## **2.7 Motivational Management**

Motivation, according to Slavin (2001) is an internal procedure that stimulates guides and keeps behavior over time. It is an internal state or condition that activates behavior and gives it direction. Motivation gives direction to the efforts and it brings more success as compared to unmotivated learner (Hamalik, 2002) and (Dimyati, 2006)]. Likewise, motivation is the stimulus or impulse provided to an individual to have the willingness to perform (Hikmat, 2009). Generally, motivation can be considered a driving force in learners that advance them towards learning tasks (Sardiman, Interaksi and Motivasi, 2012). According to Martin (2006) the motivation role is of vital importance for developing learners' interest and gratification in school. Motivation is indispensable in raising learners' achievement (Brown, 2000) and (Martin, and Marsh, 2003). Motivational skills are praise and reproof, teacher's personality, learning environment, setting of appropriate goals, rewards and punishment, students' interests, competitions, teaching strategies, novelty, audio-visual aids and feedback. All these

classroom management skills have direct relationships with the students' academic achievement.

### 3. Methodology

A correlational research design was used, and data was collected from the Physics teachers through a survey questionnaire about their classroom management skills. All the science teachers and science students at secondary schools of district Abbottabad were constituted the population of the study. Forty-eight (48) science teachers and 1316 science students (appeared in BISE Abbottabad for the year 2012-13) were chosen as a sample of the study. Further, only Physics achievement scores of grades 9th students were considered. The sample was selected from 48 secondary schools via stratified random sampling techniques. Data was collected through a self-developed questionnaire from Physics teachers about their classroom management skills. It consisted of 36 items planned on five points Likert scale including: always=5, up to great extent=4, up to some extent=3, rarely=2 and Never=1 respectively. The tool contained six categories of classroom management skills including: human relationship, classroom environment, time management, subject matter, discipline, and motivational management. The tool was made valid through judgmental validation. The tool was piloted on 24 teachers other than the sample of the study. The reliability coefficient (Cronbach's  $\alpha$ ) of the test was calculated as 0.91. Further, annual results of BISE Abbottabad for the academic year-2012-13 were used to measure achievement scores in Physics of grade 9<sup>th</sup> students at secondary school level.

### 4. Results

The researcher personally visited the selected schools. Data was only collected from the concerned school Physics teachers about their classroom management skills and grade 9<sup>th</sup> Physics students about their achievements scores from the annual results for the year-2013. To investigate the relationship between teachers' classroom management skills and academic achievements of the students, the researcher analyzed the data using correlational analysis through SPSS package. The detail is explained in below tables:

**Table 1: Human relationship management skill and academic achievement of students**

Variable	Correlation (r)	P
Human relationship management skills	0.199	0.174

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

The result in table presents Pearson product moment correlations between teacher human relationships management skill and students' academic achievement is 0.199, which is not significant at 0.05 levels. This means that there is weak association between teacher human relationship management skill and students' academic achievement. The null hypothesis is therefore, accepted.

**Table 2 Classroom environment management skill and academic achievement of students**

Variable	Correlation (r)	P
Teacher classroom environment management skill	0.269	0.065

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

The result in table 2 presents Pearson product moment correlations between teacher classroom environment management skill and students' academic achievement is 0.269 that is not substantial at 0.05 levels, which denotes that teacher environment management skills have weak impact on students' academic achievement. The null hypothesis is therefore accepted.

**Table 3: Time management skill and academic achievement of students**

Variable	Correlation (r)	P
Teacher time management skill	0.303*	0.036

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

The result in table 3 presents Pearson product moment correlations between teacher time management skills and students' academic achievement is 0.303\* that is important at 0.05 levels. This implies that the teacher time management skill has significant impact on students' academic achievement. The null hypothesis is therefore, rejected.

**Table 4: Subject matter mastery skills and academic achievement of students**

Variable	Correlation (r)	p
Teacher subject matter mastery	0.191	0.194

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

The result in table 4 presents Pearson product moment correlations between teacher subject matter mastery and students' academic achievement is 0.191 that is not substantial at 0.05 levels. This implies that the teacher subject-matter mastery skill has weak impact on students' academic achievement. The null hypothesis is therefore accepted.

**Table 5: Discipline management skill and academic achievement of students**

Variable	Correlation (r)	P
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Teacher discipline management skill	<b>0.185</b>	<b>0.207</b>
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\*. Correlation is significant at the 0.05 level (2-tailed).

The result in table 5 presents Pearson product moment correlations between teacher discipline management skills and students' academic achievement is 0.185 that is not significant at 0.05 levels. This denotes that the teacher discipline management skill has weak impact on students' academic achievement. The null hypothesis is therefore accepted.

**Table 6: Motivational skill and academic achievement of students**

Variable	Correlation (r)	P
Teacher motivational skill	<b>0.287*</b>	<b>0.048</b>

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

The result in table 6 presents Pearson product moment correlations between teacher motivational management skills and students' academic achievement is 0.287\* that is momentous at 0.05 levels. This implies that the teacher motivational skill has strong association with students' academic achievement. The null hypothesis is therefore, rejected.

## 5. Discussions

The result from table 3 presents Pearson product moment correlations (r) between teacher time management skills and students' academic achievement is 0.303\* which is significant at 0.05 levels. Further, the result in table 6 presents Pearson product moment correlations (r) between teacher motivational management skills and students' academic achievement is 0.287\* which is significant at 0.05 levels. These show that there is strong association of time management and motivational skills with the students' academic achievement. The hypothesis  $H_0$  that "there exists no relationship between teachers' classroom management skills and students' academic achievements at secondary school level" is therefore, completely rejected. These results corroborate with the studies (Oliver and Reschly, 2007); (Taylor, 2009); (Kayıkçı, 2009); (Adeyemo, 2012); (Domenech, 2012); (Chamundeswari, 2013); (Iacob and Muşuroi, 2013); (Suleman and Hussain, 2014); (Hasan, 2015) and (Oyuga, Raburu and Aloka, 2016). However, the Pearson product moment correlations between teacher human relationship management skills and students' academic achievement is 0.199 that is not significant at 0.05 levels, which means that there is weak association between teacher human resource management skills and students' academic achievement (table 1). Further, the result in table 2 presents Pearson product moment correlations (r) between teacher classroom environment management skills and students' academic achievement is 0.269 which is not significant at 0.05 levels, which means that there is weak association between teacher classroom environment management skills and students' academic achievement. Furthermore, the result in table 4 presents Pearson product moment correlations (r) between teacher subject matter mastery and students' academic achievement is 0.191 that is not significant at

0.05 levels, which means that there is weak association between teacher subject matter mastery skills and students' academic achievement.

Again, from table 5 the Pearson product moment correlations ( $r$ ) between teacher discipline management skills and students' academic achievement is 0.185 that is not significant at 0.05 levels, which means that there is weak association between teacher discipline management skills and students' academic achievement. For all these cases, the hypothesis No.1 is therefore, partially accepted. Overall, a weak association was found between teachers' classroom management skills (human resource management, classroom environment management, subject matter mastery, and discipline management) and students' academic achievement. These findings do not corroborate with the results of the studies of the researchers supporting results of this study in first paragraph of discussion.

## **6. Conclusions & Recommendations**

It was concluded that teachers' classroom management skills including teacher human relationship management, teacher classroom environment management, teacher subject matter mastery, and teacher discipline management have no impact on students' academic achievement. However, teachers' classroom management skills including time management, teacher motivational have great impact on students' academic achievement. Recommendations were made based on the study conclusion. The upcoming investigators are recommended to take a comparatively large sample size and utilize novel guidelines and tools for understanding the role of teachers' classroom management skills and its relationships with the student's academic achievements in other science subjects at secondary school level. Schools may be supplied with various learning materials and resources besides textbooks. This would incline learners to reading and learning culture. At the same time the multiple materials would engage students and therefore eliminate disruptive behaviors. Moreover, teachers may utilize students' progress report to give remedial classes to students with weaker grades and not just to rank and monitor their students' performance.

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