

EFFECTS OF TEACHERS CLASSROOM MANAGEMENT STRATEGIES AND ITS EFFECTS ON STUDENT'S LEARNING AT HIGHER SECONDARY LEVEL

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ABSTRACT

The main aim of the study was to determine the effect of teacher's classroom management strategies on students' learning. The study was quantitative in nature. The study was limited to the district Chakwal of Punjab province of Pakistan. Simple random sampling technique was used. The study was conducted in the public higher secondary schools of the district Chakwal. 200 higher secondary school teachers were sampled for different classroom strategies. Data was collected through a questionnaire consisting of two parts. First part contains demographic information of teachers and second parts consist of 40 items on 5-point Likert scale for classroom management strategies. The questionnaire was reliable and valid. The study showed a positive correlation between the classroom management strategies and students learning. The results on the comparison of the classroom management strategies on gender and location clearly showed a significant difference. This clarifies that classroom management strategies are also affected by gender and area. Overall study concluded that with the use of effective classroom management strategies students' academic achievement and learning can be enhanced.

Keywords: *Classroom management strategies, students' learning, classroom discipline, physical resources, motivation, lesson planning, teaching and learning process*

1 Introduction

The phrase "management of the classroom" refers to a teacher effort to create and maintain an environment conducive to effective instruction. These decisions about the course's format, logistics, and assignments benefit students by managing their expectations and behaviors. Effective classroom management can lead to the growth of trust as well as healthy relationships between teachers and students, as well as peer-to-peer learning, the facilitation of an organized and structured educational atmosphere in which students can concentrate, the maintenance of attention, a sense of motivation and engagement, and the reduction of disruptions and impact in learning. The concept of "class environment" refers to the application of the physical instructional materials which are readily available as well as the upholding of discipline within the classroom for more elaborated teaching and students can study more effectively (Ahmed, Tayyub, & Ismail, 2020).

That's an amalgamation of internal as well as external components, involving the curriculum, strategies for instruction, relationships between students and teachers, the atmosphere of learning, the intellectual and social environment, and the instructional aids used in classrooms to help with the educational process. Teachers use an array of tactics and methods to keep students concentrated, structured, and involved with class activities in order to get the desired results. It involves organizing, communicating, planning, and providing guidance. It also demands that teachers be assertive, capable, devoted, passionate and dedicated to their work and willing to modify their approach to fit the sociocultural and intellectual level of their students.

Gaining knowledge for students is an orchestrated procedure that takes place in and outside of school using public or informal educational circle in order to acquire knowledge or skills (George, Sakirudeen, & Sunday, 2017).

Optimizing individual achievement and the quality of lessons in the classroom via the use of different approaches to instruction serves as essential for raising their level of education. It encompasses the interpersonal and physical surroundings that are prevalent in educational settings. The social atmosphere is defined as the communication among teachers and students as well as their active participation in the teaching and learning activities in the classroom. The architectural setting consists of the made up of the tangible amenities such as the classroom layout, ornamentation, lighting, hue, ventilation, layout of seating, and ICT-related educational gadgets. Classes and collaboration are just two of the many teaching strategies that instructors use in the educational setting for bettering student learning and performance (Kutsyuruba, Klinger, & Hussain, 2015).

The importance of classrooms is undeniable, because classrooms are the places where a student learns a lot in a conducive environment. (Dr. Khalid Mahmood Arif, Asifa Ishaque & Rizwana Bashir, 2024)

When using a debate methodology, pupils engage with a certain subject and are encouraged to voice their thoughts sincerely, that boosts overall development and gives them a greater sense of security. It encourages the creation of a better learning environment, which improves instruction for pupils. A different form of teaching is the activity-based method, which encourages pupils to actively and physically participate in class activities. With this strategy, the learning ratio raised through execution (Mishra & Koehler, 2006). Pupils actively participate in project-based learning, which fosters their interest in learning and results in voluntary learning. It has also been discovered that in public schools with overcrowding, the deductive approach of instruction works better (Umar, Sadiqi, Hussain, Qahar, & Sciences, 2023).

Students who are taught using accelerated instructional methods show remarkable progress due to their dedication to learning and proficiency in solving cognitive learning challenges, spanning from basic knowledge to assessment (Arshad, Ahmed, & Tayyab, 2019). Basic classroom resources such as seating arrangements, visual aids, and technology-enhanced materials play a significant role in engaging students and enhancing their performance in examinations (Kausar, Kiyani, & Suleman, 2017). Providing essential physical facilities like well-equipped libraries, clean water, comfortable classrooms, and functional laboratories is crucial for improving the teaching and learning environment in schools. Moreover, amenities like computer labs, educational gadgets, medical supplies, and well-maintained facilities contribute significantly to the quality of education (Wanyama & Management, 2022).

Effective teaching and improved student learning are restricted by a variety of factors, including a hostile classroom climate, unsupportive teachers, a shortcoming of pedagogical comprehension and troublesome classmates (Ahmed, Faizi, & Akbar, 2020). Teachers seem concerned about implementing these structures in the classroom and are willing to participate in related workshops. (Dr. Khalid Mahmood Arif, Muqaddas Rani & others, 2023). The main obligation to build an instructional setting which promotes good teaching and encourages students to study in a meaningful and fruitful way rests with the state government. The constitution of Pakistan requires provincial governments to give educational institutions at all levels the most effective available physical and instructional resources so they can complete their curriculum on time. The province of Punjab continues to lack the necessary facilities

for education, which has a detrimental influence on all facets of education, including the academic performance of students. As a result, the objectives for improving the collegiate instructional setting and enhancing student achievement have not been reached (Malik & Rizvi, 2018).

1.1 Problem Statement

Researcher's statement of the problem is:

Effects of teachers' classroom management strategies and its effects on student's learning at higher secondary level.

1.2 Research Objective

The following were the main objectives of the research:

1. To gain insight into the opinions of the existing classroom management strategies used by higher secondary school teachers.
2. To determine the correlation between students' academic achievement and classroom management techniques.
3. To compare the gender based classroom management techniques used by teachers in higher secondary schools.
4. Comparing the methods of managing classrooms across higher secondary schools corresponding to their regions.

1.3 Research Questions

The following research questions were answered at the 0.05% significance level.

1. What are the opinions of the existing classroom management strategies used by higher secondary school teachers?
2. What is the relationship between students' academic achievement and classroom management techniques?
3. How do gender effects classroom management techniques used by teachers in higher secondary schools?
4. What is the difference of classroom management strategies across higher secondary schools corresponding to their regions?

2 Literature Review.

In higher secondary institutes, classroom management is essential since it has a direct impact on both teachers' and students' capacity to learn. Good classroom management lowers interruptions, boosts student participation, and fosters a healthy learning environment. It describes how to handle disobedience and establishes clear standards for student behavior. Instructors should take the initiative to manage their classrooms in a proactive manner by creating a conducive atmosphere with little interruptions. Diversity and inclusion are also accommodated in classroom management, which embraces variances in cultures, nationalities, backgrounds, and skill levels (Sakai, 2024).

Establishing standards of behavior that support student learning, anticipating student behaviors in well-written lesson plans, protecting and utilizing time, and developing relationships with their students should all be top priorities for teachers. A comprehensive strategy is needed for effective classroom management, one that includes organizing the classroom and school, actively monitoring the conduct of specific student groups, and monitoring each student individually as part of a larger classroom management plan (Kriz & Gaming, 2003).

Effective classroom management is essential to enhancing learning. Educators use instructional approaches and timetables to keep students engaged. Effective classroom management relies on assistance, appropriate behavior, and an effective learning environment. Effective instruction can enhance classroom management. Teachers focus on specific aspects of classroom management, such as designing mindful, sympathetic connections with students and among them; setting up and executing procedures that quicken students' access to learning; and executing methods of classroom administration that drive learners to become engaged in their studies (Shamina, Mumthas, & Science, 2018).

The physical classroom environment impacts learning, involvement and engagement of students in class events. Effective classroom management starts with a conducive physical setting. It contains floor space, wall space, student and instructor desks, cupboards, shelves, and supplies. According to Loh and Ang (2020), a classroom's layout, work quality, and tidiness could transmit positive or negative messages to students about teacher expectations. Effective physical environment management is crucial for successful teaching and learning outcomes. Cordial relationships within a school can help members attain common goals and work towards them more effectively. Teachers use scheduled exercises to maintain control over their classes. To maintain classroom discipline, teachers must have the ability to influence pupils' attitudes. The teacher's personal attitude contributes to the atmosphere of the classroom (McCormick, 2001).

There must be established norms in the teaching environment. Incoherence wastes time when instructing. Learners often respond with discomfort or worry and participate in unsuitable actions that take their focus beyond academic tasks when they are unclear of what is expected of them. Therefore, it's critical to establish procedures. Explain each routine to the students (with examples when necessary) to aid in their learning. students to put them into practice, offer criticism, and go on with more instruction as needed (Little & Akin- Little, 2008).

Conversely, efficient classroom management can mitigate disruptive behaviors, leading to improved academic outcomes (Tanen, 2020). Classroom management is now recognized as a key component of the learning environment, with effective management fostering an engaging and collaborative learning atmosphere. Successful classroom management involves implementing creative instructional strategies that enhance students' engagement and performance (Coenders & Verhoef, 2019). Ultimately, the core aim of classroom management is to facilitate meaningful academic activities while minimizing disruptive behaviors. A well-managed classroom not only reduces misconduct but also enhances student participation and academic achievement, thus fostering a conducive and safe learning environment (Nadeem, 2023).

3 Research methodology

The present section covers nature of research, research population, sample of research, sampling technique, research instrument, validity and reliability of the instrument, data collection and data analysis.

3.1 Nature-of-Research

The analysis was descriptive by nature and was conducted utilizing a study design that was quantitative in nature. This chapter comprehensively explores and explains how teachers' administrative practices affect, how learners learn at the higher secondary level.

3.2 Research Population

670 teachers of all the public higher secondary schools of district Chakwal was population of the study. Out of 670 teachers there were 327 male teachers and 343 female teachers. Distribution of schools according region and gender is given below:

Table 3.1: Population and Respondents

District	Tehsil	Total Higher Secondary School				Total Teachers	
		Rural School	Urban School	Male School	Female School	Male	Female
Chakwal	Chakwalu	2	7	4	5	102	118
	Choa Saiden Shahh	2	1	1	2	40	35
	Kalar Kaharg	3	1	2	2	65	55
	Lawaf	2	2	2	2	55	60
	Talagangd	3	2	2	3	65	75
	Total		12	13	11	14	327

3.3 Sample of the Research

200 teachers out of which 100 male teachers and 100 female teachers were the sample of the study.

3.4 Sampling Technique

Sampling involves choosing individuals from a larger group based on specific criteria to represent the entire population. This subset reflects the overall group and is used to draw conclusions about population characteristics or to generalize findings (Mohajan & People, 2020). In this study, the simple random sampling technique was employed, ensuring that every member of the population had an equal chance of being included in the sample for research purposes (Rahman & Economics, 2023).

3.5 Data Collection

While a number of the information was obtained with assistance from peers, past coworkers, and other instructors in this particular school, the majority were gathered by the independent investigator alone.

3.6 Data Analysis

Utilizing SPSS for Social Science v18, statistical approaches like mean score and standard deviation were applied. At the end of the investigation, findings and recommendations were made based on the results that were gained through the use of statistics.

4 Results and Discussion

A five-point Likert questionnaire was the research tool utilized. With SPSS software version 18.0, data interpretation was done. The descriptive statistics are discussed in the following section along with their application in data-driven analysis and interpretation. This part of the study outlines the process of answering the research questions. In the course of the research, several questions were developed and examined, with a significance level set at $\alpha = 0.05\%$.

Table No.4.1: Effects of Teachers Classroom Management Strategies and Its Effects On Student's Learning at Higher Secondary Level

No.	Statements	N	Mean	SD
1	It is important to assign a task to every student for better classroom management.	200	3.805	1.198
2	Always make the students aware of the results of misbehavior.	200	4.165	1.031
3	Maintain proper ventilation and light in the classroom.	200	4.205	0.994
4	Skillfully use teaching aids to the content for learning of students.	200	3.765	1.360
5	Positive competitive environment in class makes students active.	200	3.890	1.060
6	Positively motivate slow learner students for effective learning.	200	4.135	1.006
7	Try to complete the course work in time.	200	4.190	0.899
8	Always give clear instructions to students to complete their task.	200	4.195	1.011
9	Try to speak audibly and clearly to the class.	200	4.110	0.981
10	Seating arrangements should always be according to planned activities.	200	3.935	0.874
11	Seating arrangement of class should be changed once in a week.	200	3.600	1.236
12	Reflection activity at the end of lesson helps the students to recall important points about the lesson.	200	4.260	0.942
13	Logical activities are helpful for students to achieve learning goals.	200	4.075	1.102
14	Prepare the lesson plan for each lesson regularly.	200	4.100	1.051
15	Clearly write student learning outcomes on board.	200	4.055	0.925

Table No 4.1 shows that Regarding classroom discipline and rules the extreme mean score and standard deviation (M=4.16, SD=1.031) was observed for statement that was always make the students aware of the results of misbehavior and minimum mean and standard deviation (M=3.805, SD=1.198) was observed for the statement, "It is important to assign a task to every student for better classroom management". This showed that it is beneficial to make students aware of the results of misbehavior. For physical resource maximum mean score and standard deviation (M=4.205, SD=0.994) was seen for statement, "Maintain proper ventilation and light in the classroom." While minimum mean and standard deviation (M=3.765, SD=1.360) was observed for, "Skillfully use teaching aids to the content for learning of students." It was concluded that maintaining proper ventilation and providing a proper light for working cast a positive effect on the student academic performance. Factor for motivation was observed with extreme mean score and standard deviation (M=4.135, SD=1.006) for, "Positively motivate slow learner students for effective learning." and minimum mean and standard deviation (M=3.890, SD=1.060) was for, "Positive competitive environment in class makes students active." It was observed that student's learning can be enhanced by motivating the slow learners in the class. For time management the extreme mean score and standard deviation

(M=4.190, SD=0.899) was associated with the statement, "Try to complete the course work in time." and minimum mean and standard deviation (M=3.855, SD=1.213) was for the statement, "Teachers should provide a timeline to students for completing assigned tasks. "It was clearly seen by the maximum mean of the statement that completing course work in time is very necessary for the enhanced learning of the students. Regarding communication strategy the extreme mean score and standard deviation (M=4.195, SD=1.011) was seen for statement, "Always give clear instructions to students to complete their task." and minimum mean and standard deviation (M=4.110, SD=0.981) was for, "Try to speak audibly and clearly to the class." Giving clear instructions to students helps them to focus more on their studies. For the factor of seating arrangement maximum mean score and standard deviation (M=3.935, SD=0.874) was associated with the statement, "Seating arrangements should always be according to planned activities." and minimum mean and standard deviation (M=3.600, SD=1.236) was associated with, "Seating arrangement of class should be changed once in a week." Maximum mean was seen to arrange the seats of students according to planned activities so that students can easily involve in the activities and perform well. Regarding teaching and learning process the extreme mean score and standard deviation (M=4.260, SD=0.942) was observed for statement, "Reflection activity at the end of lesson helps the students to recall important points about the lesson." while minimum mean and standard deviation (M=4.075, SD=1.102) was associated with statement, "Logical activities are helpful for students to achieve learning goals. Maximum mean showed that reflection activity is very important for a well-managed classroom and better student learning. Out of respondents for lesson planning the extreme mean score and standard deviation (M=4.205, SD=0.931) was associated with the statement, "Plan well to cover all aspects of a lesson for effective learning." and minimum mean and standard deviation (M=4.055, SD=0.925) was for statement, "Clearly write student learning outcomes on board." With respect to planning it was observed that student learning is related with covering all the aspects of the lesson.

Table 4.2: Average and Standard Deviation of Classroom Management Strategies

Variables	Factors	Nz	Minq	Maxt	Meano	SDb
Teaching Strategies	Classroom Discipline and Rules	200	2.000	5.000	4.038	0.564
	Physical resources	200	1.800	5.000	3.992	0.690
	Motivation	200	2.200	5.000	3.790	0.609
	Time Management	200	2.200	5.000	3.889	0.542
	Communication	200	1.200	5.000	4.103	0.686
	Seating Arrangement	200	1.000	5.000	3.736	0.643
	Teaching and learning process	200	1.000	5.000	4.088	0.778
Student Performance	Lesson Planning	200	1.200	5.000	4.018	0.683
	Academic Result	200	220	481	389.170	44.628

Table No 4.2 shows that in overall mean for Classroom Management Strategies the highest mean was found for communication (M=4.103) with a standard deviation of 0.686. The lowest mean was for seating arrangement (M=3.736) with a standard deviation of 0.643. This table showed that the highest means was for communication with respect to the views of respondents while the low means was for seating arrangement which means that seating

arrangement is of less importance in the student's learning. Furthermore, the mean score of students trained by teachers was observed with mean 389.170 and standard deviation 44.628.

5 Conclusion

In conclusion, the impact of classroom management on students' academic performance stands as a crucial element in achieving educational goals. Through the application of efficient methods in managing discipline, instructors can establish an atmosphere conducive to learning, enhancing academic outcomes and nurturing vital life competencies. As educators, acknowledging the significance of classroom discipline and employing practical tactics to uphold a nurturing and constructive learning setting is imperative. There was a highly significant positive relationship between average classroom discipline and rules and average academic achievement. Therefore, it can be concluded that more the classroom is disciplined more enhanced the student learning. Similarly, there is no significant difference between classroom discipline and rules of male and female teachers. The result also shows that the male teachers are using more classroom disciplines and rules more than female teachers. It was also observed that no difference between mean values of urban and rural schools on classroom discipline and rules strategy. The mean of both urban and rural schools shows that the mean of rural school is higher than the mean of urban school it means that rural schools are using more classroom discipline and rules strategy than urban.

The availability and quality of physical resources in the learning environment can significantly impact students' learning outcomes. Motivation holds a pivotal role in influencing students' success, driving them to actively participate, overcome challenges, and pursue excellence in their learning journey. Teachers contribute to this by nurturing a supportive atmosphere, defining clear objectives, and offering valuable feedback. Skillful time management ensures that teachers allocate adequate time to cover the curriculum comprehensively and engage students in meaningful learning activities. This optimization of instructional time enables deeper exploration of subjects, thereby enhancing students' comprehension and retention of content. Effective communication, including lively language and storytelling, sparks students' interest and involvement in the subject matter, driving active participation and further exploration. Building positive relationships through effective communication fosters an inclusive and supportive learning atmosphere.

Seating arrangements also wield significant influence, shaping student engagement, fostering collaboration, and facilitating teacher-student interaction. The teaching and learning process, guided by knowledgeable, caring educators, sets the tone for a positive learning environment. Differentiated instruction, technology integration, and data-driven approaches enhance student learning, fostering academic success and a passion for learning. Effective lesson planning ensures that teaching activities correspond with specific learning objectives and educational standards. This alignment helps students grasp what they are supposed to learn, fostering focused and purposeful learning experiences. Well-structured lessons offer a clear and organized framework for teaching and learning.

6 Recommendations

Effective classroom management involves several key strategies. Firstly, teachers should establish clear rules and consequences to guide student behavior. Positive reinforcement, such as praise and rewards, helps to motivate students. Teachers should also maintain a physical presence in the classroom to monitor behavior and intervene when necessary. Engaging instructional methods and a conducive classroom layout support learning. Clear communication, consistency in rule enforcement, and building positive relationships with students are essential.

Teachers should teach conflict resolution skills and regularly reflect on their management strategies to ensure a supportive and productive learning environment.

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