

Impact of Classroom Management on Students' Achievement at University Level

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Abstract

This study was focused on impact of classroom management on students' academic achievement at university level in Punjab. The major objectives of the study were to investigate students' perceptions about classroom management at university level, to investigate impact of classroom management on students' achievement and to give suggestions for improving classroom management at university level. This study was descriptive in nature. Survey method was used to collect the related data for this study. The required information was collected from the students through a self-developed questionnaire. Apart from personal information, the questionnaire contained 35 close ended items on five-point Likert scale and 2 open ended items. The questionnaire was personally administered to 1800 students were randomly selected. For this purpose, 3 universities were selected from Punjab. The collected data were analyzed by using frequencies, mean, standard deviation, t-test of independent samples and regression analysis. It was concluded there was insignificant difference in the opinions of male and female students about classroom management. More than one half of the students were had high achievement. Students told that lack of physical facilities was major problem in classroom management. It was recommended that missing physical facilities must be there in classrooms. Latest technologies must be in classrooms to facilitate the learners. There must be transparency and strict implementation of rules regulations and time schedule.

Keywords: Classroom management, Students' achievement, Physical facilities.

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Introduction

Classroom management alludes to every one of the things that an teacher does to compose students, space, time, and materials with the goal that students learning can occur characterizes student focused learning groups as having shared administration, group building, and a harmony between the requirements of the instructors and students (Wong et al., 2012). Students of all learning capacities and social foundations are adapting together in the same classrooms with teachers being considered responsible for every individual students' achievement (Brannon, 2010). Scholastic achievement has been diversely portrayed: as level of capacity achievement in academic work or as formally obtained data in university subjects which is routinely addressed by rate of engravings gained by students in examinations.

Due to societal changes, universities have more behavioral issues that affect the way a teacher manages the classroom (Etheridge, 2010). Today, classroom disciplinary issues are worse than those in the past, which has impacted student achievement (Colavecchio & Miller, 2002; Etheridge, 2010). Classroom management issues have a devastating impact on students' achievement.

Classroom management is concerned with a course of action of teachers' behavior and activities that are basically anticipated that would develop student co-operation and consideration in classroom (Brannon, 2010). Classroom management is concerned with a course of action of teachers' behavior and activities that are basically anticipated that would develop student co-operation and consideration in classroom (Freiberg, 2013). A reasonable teacher has certain essential information and capacities. A university teacher accepts various parts. A bit of the parts are guide, counselor, disciplinarian, custodian, evaluator, curriculum engineer, lifelong, learner, extension worker, researcher/Innovator, organizer of co-curricular activities, management and so on (Harden & Crosby, 2009). The nature of training is particularly related to the nature of course in the classrooms. The teacher is seen as the most basic component in executing every single informative change at the grassroots level. The educational capacities, data of the theme, capacity and aptitudes of instructing and the commitment of the teachers have capable impact on the teaching learning process (Harmer, 2008).

University and classrooms should be a sheltered and inviting spot that gives the essential scholastic, and in addition social and passionate backings, all students need. The way

classrooms are managed affects the students' goal achievements. Classrooms structures, their management and facilities provided enhance different patterns of motivations (Waters et al., 2003). Since there are many theories about classroom management (Wong et al., 2012; Edward & Watts, 2010; Tauber, 2007), teachers are still concerned about classroom management and student achievement (Brannon, 2010).

Classroom management refers to the general daily maintenance of the classroom, which comprises on classroom rules for student input during instructional time and the types of reward systems used (Martin & Sass, 2010). Some teachers may manage classroom that have a positive impact on the students' achievement, but some methods may affect students' achievement negatively. However, little is known regarding how classroom management impact student outcomes by teacher classroom management style. Therefore, it was needed to study the impact of classroom management on students, academic achievements.

Research Objectives

The purpose of the study was:

1. To explore students' perceptions about classroom management at university level.
2. To compare male and female students' opinions about classroom management.
3. To investigate impact of classroom management on students' achievement.

Research Methodology

This study was descriptive in nature and survey method was used for research. All male and female students of M.A./M. Sc. programs and BS Programs studying in different departments of public universities in Punjab were the population of research. After reviewing the relevant literature, a questionnaire was developed. The questionnaire was delivered to students of Arts, Science, Islamic Studies and Languages, and Pharmacy.

The questionnaire consisted of 35 close ended and 2 open ended questions. Close ended items were asked on five-point Likert scale (from strongly disagree to strongly agree). After reviewing the relevant literature, a questionnaire was developed. The questionnaire consisted of 35 close ended and 2 open ended questions. Close ended items were asked on five-point Likert scale (from strongly disagree to strongly agree). Five subscales included in the questionnaire were motivation in classroom (7 items), physical aspects (7 items), teacher student interaction (9 items), rules and regulations (6 items) and feedback on students work (6 items). Personal information was also asked in the beginning of questionnaire.

Information was gathered through a questionnaire form 1800 student studying in universities of Punjab. For item analysis, the frequency, percentage, mean and standard deviation for each item was calculated. Comparison of opinions about different groups was made by applying t-test of independent samples. Regression analysis was made to see the impact of classroom management on students' academic achievement at university level. The data were analyzed by using Statistical Package for Social Sciences (SPSS).

Results and Discussion

The data analysis is as under;

Table 1

Students' opinions about asking questions

Sr.	Statements	SD	DA	UD	A	SA
1	My teachers manage class in the way which creates encouraging environment in the classroom for productive learning	0%	0.4%	2.8%	55.2%	41.6%
2	My teachers motivate students in the class for learning	0%	1.1%	16.2%	52%	30.7%
3	My teachers encourage equal participation of all students in classroom	0%	2%	7.3%	50%	40.7%
4	My teachers lead disciplined and organized class that enhances student learning positively	0.6%	5.1%	8.3%	44.2%	41.8%
5	My teachers equipped classroom well that motivate students to learn	0.1%	1.5%	6.3%	50.8%	41.3%
6	My teachers try to eliminate gender bias amongst the students that lead to a positive change in the attitude of the students towards studies	0%	18.9%	34.2%	39.7%	7.3%
7	My teachers give the amount of work to students that do not demotivate them	3%	35.9%	6.5%	48.9%	5.7%
8	My teachers try to make classroom physical environment conducive for learning	3.8%	32.4%	6%	50.3%	7.4%
9	My teachers keep classroom physical appearance effective	4%	11.7%	18.1%	62.8%	6.9%
10	My teachers make proper seating arrangement in classroom for effective learning	2.3%	33.3%	6.2%	54.7%	3.6%
11	My teachers make sure that white board is visible to all students in the classroom	0%	1.7%	4.9%	53.7%	39.7%

12	My teachers keep notice of appropriate lighting in classroom	1.5%	15%	7.8%	54.7%	21%
13	My teachers use A.V aids in class room to facilitate the students' learning	0.2%	17.2%	8.6%	54.3%	19.4%
14	My teachers change classroom seating arrangement for group work	3.9%	18.9%	6.5%	42.5%	28.2%
15	My teachers use understandable language in class which positively influences the academic achievement of the students	4%	11.3%	6.3%	36.9%	41.4%
16	My teachers have friendly and approachable behavior in classroom for students' better learning	3.4%	29.7%	5.4%	47.9%	13.6%
17	My teachers relate the topic with real life through different examples	1.8%	27%	3.8%	41.2%	26.2%
18	My teachers reward to students for good behavior in the classroom	2.8%	33.6%	5.4%	53.7%	4.5%
19	My teachers engage students in active discussion about issues related to topic	3.3%	31.4%	7.4%	48.8%	9.1%
20	My teachers use teaching approaches that encourage interaction among students	17.6%	29.9%	7.2%	32.3%	13.2%
21	My teachers give students opportunities to ask questions in the classroom	3.1%	17.2%	6.7%	42.3%	30.7%
22	My teachers closely monitor off task behavior during class	2.1%	24%	10.6%	44.2%	19.1%
23	My teachers answer students' questions for promoting positive interaction in the classroom	4.6%	22.4%	9.5%	51.5%	12%
24	My teachers define the class rules and regulations meaningfully	11.7%	16.7%	3.1%	39.8%	28.8%
25	My teachers do not tolerate indiscipline behavior from students in class	0.5%	3.45	7.2%	50.8%	38.2%
26	My teachers intervene when students talk at inappropriate times during class	3.5%	4.8%	6.2%	51.1%	43.4%
27	My teachers firmly redirect students back to the topic when they get off task	5.8%	35.1%	8%	45.6%	5.6%
28	My teachers become strict when it comes to student compliance in classroom	3.8%	19.3%	2.8%	46.1%	27.9%
29	My teachers insist that students in classroom follow the rules always	0.5%	2.8%	6.3%	53.9%	36.5%
30	My teachers check assignments of students in time in classroom	11.6%	36.6%	12.5%	36.4%	2.9%

31	My teachers appreciate with good words, when students perform well in the class	1.4%	3.1%	6.1%	49.1%	40.3%
32	My teachers give individual attention to problematic students and give them proper feedback	1.5%	39.9%	22.4%	34.6%	1.6%
33	My teachers give feedback to the students in classroom with constructive criticism	4.8%	36.8%	7.6%	45.6%	5.2%
34	My teachers conduct tests in classroom which promotes the students' academic achievements	0.4%	10.5%	1.6%	54.1%	33.4%
35	My teachers give immediate feedback to the students when they answer their questions	1.5%	3.2%	6.3%	50.7%	38.7%

Table 1 shows the findings of the research. Table presents the views of students about classroom management by teacher. It is clear from the data that 96.8% respondents agreed that their teachers manage class in the way which creates encouraging environment in the classroom for productive learning. 82.7% respondents acclaimed that their teachers motivate students in the class for learning. On encouragement of equal participation by teacher 90.7% respondents agreed that their teachers encourage equal participation of all students in classroom. Majority of students 86% agreed that their teachers lead disciplined and organized class that enhances student learning positively. Teachers equipped classroom well that motivates students 92.1% agreed about this statement. On gender biasness by the teachers 47% students agreed that their teachers try to eliminate gender bias amongst the students that lead to a positive change in the attitude of the students towards studies. The respondents' majority 54.6% agreed that their teachers give the amount of work to students that do not demotivate them. As far physical environment of classroom is concerned 57.7% respondents agreed that their teachers try to make classroom physical environment conducive for learning. On the effectiveness of physical appearance of classroom 69.7% were of the view that their teachers try to make classroom physical environment effective. Item no.10 deals with the proper seating arrangement in classroom for effective learning. Majority of the students 58.3% agreed that their teachers make proper seating arrangement in classroom for effective learning. It is clear from the data that 93.4% respondents agreed that their teachers make sure that white board is visible to all students in the classroom. On question about appropriate lightening in the classroom 75.7% respondents agreed that their teachers take notice of appropriate lighting in classroom. 73.7% respondents gave opinion that their teachers use audio visual aids to make classroom environment effective. Moreover, 70.7% respondents

acclaimed that their teachers change classroom seating arrangement for group work. The data revealed that teachers use understandable language in class which positively influences the academic achievement of the students on which majority 78.3% of respondents were agreed. And the results showed that 61.5% respondents agreed that teachers have friendly and approachable behavior in classroom for students' better learning. Question seventeen deals with the teachers relate the topic with real life through different examples. It is clear from the data that 67.4% respondents agreed that their teachers relate the topic with real life through different examples. On asking about reward 58.2% respondents agreed that their teachers reward to students for good behavior in the classroom. 57.9% respondents had opinion that teachers engage students' active discussion about issues related to topic. The data revealed that 45.5% respondents agreed that their teachers use teaching approaches that encouraged interaction among students. Majority (47.5%) were disagree with the above statement. It is evident from the data that 73% respondents agreed that their teachers give students' opportunities to ask questions in the classroom. 63.3% respondents believed their teachers closely monitor the off-task behavior during class. It is evident from the data that majority of 63.5% respondents agreed that their teachers answer students' questions for promoting positive interaction in the classroom. Defining the class rules and regulations 68.6% students agreed that teachers define class rules and regulations that improve their academic achievements. It is clear from the data that 89% respondents agreed that their teachers do not tolerate indiscipline behavior from students in class. Majority 94.5% respondents agreed that teachers intervene when students talk at inappropriate times during class. Teachers firmly redirect students back to the topic when they get off task was quite evident on this issue as majority 51.2% of respondents agreed with this issue. 74% respondents agreed with the issue that their teachers become strict when it comes to student's compliance in classroom. Item 29 deals with that whether teachers insist that students in classroom follow the rules always and 90.4% respondents agreed with the statement. The statement that teachers check students' assignments on time was agreed by the majority 48.2% respondents. It is revealed from the data that 89.4% respondents agreed that their teachers appreciate with good words, when students perform well in the class. Little feedback was given to students and it was evident from the data as majority 41.4% of respondents disagreed that their teachers give individual attention to problematic students and give them proper feedback. Students develop learning behavior among them through constructive criticism when given by teacher and this clear as 50.8% respondents agreed with the issue. Majority 87.5% respondents agreed that their teachers conduct tests in classroom which promotes the students' academic achievements. In

university, students are grown up and they seem to like teachers' immediate feedback when they answered their questions. Feedback seems to have impact on students' academic achievements as 89.4% respondents agreed with the said statement.

Table 2

Respondents' opinions about class room management

Respondents	SDA %	DA %	U %	A %	SA %	Mean	Std. Dev.
Total scale	3.117	18.013	8.444	47.223	23.203	3.700	0.974

Table 2 shows students' opinions about class room management. It is clear from the data that 70.42% respondents agreed with the statements given in the scale. However, 21.13% respondents disagreed and 8.44% respondents were undecided. The mean score (3.70) indicates that students gave positive opinions about this aspect. It means that mean range was fall in highly classroom management effectiveness.

Table 3

Comparison of male and female Students' opinions about classroom management

Demographic Variable	Category	N	Mean Score	SD	t-value	Sig.
Gender	Male	853	3.69	.162	-.739	.460
	Female	947	3.69	.162		
α = 0.05						

Table 3 shows comparison of male and female students' opinions about classroom management. It is clear that p-value (0.460) is higher than 0.05 i.e. level of significance. It means that there was insignificant difference in the opinions of male and female students about classroom management.

Table 4

Comparison of bachelor and master students' opinions about classroom managements

Demographic Variable	Category	N	Mean Score	SD	t-value	Sig.
Program	Bachelor	979	3.69	.163	.421	.674

Masters	821	3.69	.161
$\alpha = 0.05$			

Table 4 shows comparison of bachelor and master students' opinions about classroom management. It is clear that p -value (.674) is greater than 0.05 i.e. level of significance. It means that there was insignificant difference in the opinions of bachelor and master students about classroom management.

Table 5

Students' academic achievements at university level

CGPA	Frequency	Percent
2.00 to 2.50	30	1.7
2.60 to 3.00	380	21.1
3.10 to 3.50	1034	57.4
More than 3.50	236	13.1

Table 5 shows students' academic achievements at university level. It is clear from the data 57.4% students obtained 3.10 to 3.50 CGPA and 21.1% students got CGPA between 2.60 to 3.00. However, 13.1% students obtained CGPA more than 3.50 and 1.7% students got 2.00 to 2.50 CGPA.

Table 6

Regression analysis about impact of classroom management on students' academic achievement

B	Std. Error	t	Sig	F	R	R Square
.035	.098	.357	.721	.818	.009	.000

Note. Dependent Variable: Students' academic achievement Significant at 0.05 level

The value of correlation (.009) shows that there is no correlation between classroom management and students' academic achievement. The F- value ($F = .818$, $p = .721$) is not significant at .05 level of significance so the model fit is insignificant. The t-value ($t = .357$, p

= .721) is also not significant, which indicate that classroom management had no impact on students' academic achievement.

Table 7

Problems that affect classroom management in university level

S.NO.	Problems	Frequency	Percentage
1	Lack of physical facilities	411	22.8
2	Lack of time management	88	4.80
3	Electricity problem	172	9.55
4	Room size	167	9.27
5	Lack of faculty members	63	3.50
6	Low attendance of students	32	1.70
7	Personal conflict / favoritism	117	6.50
8	No orientation seminars to encourage students	59	3.27
9	Less interesting classroom	68	3.77
10	Classroom not effective	82	4.55
11	Mobile phone	51	2.83
12	Class grouping	74	4.11
13	Internet availability	137	7.61
14	Lack of latest technologies	214	11.80
15	Lack of student interest	65	3.61

Table 7 shows problems that affect classroom management in university level. It is clear from the data that 22.8% students told lack of physical facilities was major a problem in classroom management. However, 2.83% students gave opinion that use of mobile phone was a minor problem in classroom management.

Classroom management creates encouraging environment in the classroom for productive learning. Moreover, motivation students in the class for learning, immediate feedback to the students when they answer their questions and feedback to the students in classroom with

constructive criticism, promotes the students' academic achievements and impact of classroom management on students' academic achievements.

The present study was to investigate the impact of classroom management on students' academic achievements at university level. For this purpose, a questionnaire was constructed. Students were selected as respondents and this questionnaire was filled by them. Finding revealed that classroom management had no impact on students' academic achievement. The results show that two third of respondents agreed that their teachers become strict when it comes to student compliance in classroom, their teachers insist that students in classroom follow the rules at all times, teachers check assignments of students in time in classroom, their teachers appreciate with good words, when students perform well in the class and one third of respondents disagreed that their teachers give individual attention to problematic students and gives them proper feedback..

This result indicates that universities have reached an acceptable level of awareness about classroom management skills. This result is explained by the fact that both male and female university students are treated equally classroom management problems. Further, students at various academic performances may not be gradually exposed to classroom management problems. There was insignificant difference in the opinions of male and female student's classroom management and there was insignificant difference in the opinions bachelor and master students.

According to Evertson and Weinstein (2006) classroom management to the actions teachers take to create a supportive environment for the academic and social emotional learning of students. In the past teachers did not give any importance to manage the class room. Problems in classroom management are a principle source of stress and burnout for both new and experienced teachers (Edwards & Watts, 2010). Whilst inattention, calling out, disturbing others and non-compliance are the most commonly reported classroom behavior problems (Anderson & Kincaid, 2005).

Today, the classroom management is a major concern in universities. Students in classrooms with frequent disruptive behavior experience less academic engagement and lower academic outcomes (Allday & Pakurar, 2007). Lack of effective classroom management may also worsen the progression of aggressive behavior for children in classrooms with higher levels of disruption (Gregory & Ripski, 2008).

Effective approaches to managing the classroom environment are necessary to establish environments that support student behavior and the learning process as well as to reduce teacher stress and burnout (Friedman, 2006). Teachers who use effective classroom management can expect to experience improvements in student behavior and improvements that establish the context for effective instructional practices to occur. In this study the authors also found that social-studies classroom management had a significant positive influence on student learning motivation. The finding is consistent with those gained in previous investigations (Chafouleas *et al.*, 2012; Cornelius, 2007). Freiberg (2009) indicated that classroom management is directly correlated with student learning and academic achievements. Students were more responsive to the classrooms with management systems because students feel individually more responsibility for their learning and develop a sense of university connectedness (Freiberg, 2013). Similar studies on impact of classroom management in Asia also showed that classroom management increased students' learning ability and their ability to become more participatory inside the classroom (Chionh & Fraser, 2009; Nishioka, 2006). Finally, the results of this study indicated that classroom management could effectively predict student learning motivation and that learning atmosphere exerted the most influence.

Recommendations

In the light of the findings of the study, the researcher recommends the following:

1. It is recommended that classrooms are provided with necessary physical facilities.
2. Latest technologies should be in classrooms to facilitate the learners.
3. Teachers may make sure students daily attendance that will supportive for better academic achievement.
4. Teachers may use activity base teaching for productive learning.
5. There should be proper check and balance about learning performance of students.

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