

SECONDARY SCHOOL TEACHER'S TECHNIQUES OF CLASSROOM MANAGEMENT AND THEIR RELATIONSHIP WITH ACADEMIC PERFORMANCE OF STUDENTSArifa Rani¹, Dr. Asif Jamil²**Original Article**

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ABSTRACT

The present research study aimed to point out the techniques used by SSTs in managing the classroom and their possible relationship with the academic performance of students of secondary school. Due to unique nature of the data the researcher used quantitative method for data collection and analysis. The quantitative method of Data collection required using a structural questionnaire and check list. The researcher used structured questionnaire to collect evidence related to the views of SSTs about techniques of classroom management. Checklist was used by the researcher to collect information related to performance of students in SSC part II session (2020-22) conducted by Board of Intermediate and Secondary Education, D. I. Khan. The researcher found a total of 249 secondary schools in D.I.Khan schools, two schools from each district. FR DIKhan had only one secondary school so the researcher sampled out 19 schools. Each school was considered to be a cluster in which all the SSTs and SSC part II students were taken as data producing sample. Descriptive and inferential analysis was used by the researcher to collect the required information. Descriptive analysis was done by using mean and percentage while inferential analysis was done using correlation t test and ANOVA. The researcher found strong positive correlation between student's performance in the academic and the application of the techniques for classroom management by the SSTs. One of the important findings of this research study was that newly inducted teachers were found to use the management techniques in a better and effective way. The SSC result of those schools where these newly inducted teachers were working showed important excellent academic results. Female SSTs as compared to males were more involved in the management activities in the classroom. Females favored the involvement of parents in solution of behavioral problems. Status wise, it was found that science teachers practiced management techniques better in an effective manner as compared to arts teachers.

Keywords: Classroom management Techniques, Relationship, Academic performance, Students

INTRODUCTION

During the instructional process the specific space occupied by the group of students who came to engage in the teaching learning process is referred as classroom. The process of formal learning requires specific area where the teachers indulge in the process of transmission of knowledge to the students. This specific area is known as classroom. The teaching learning process desires systematic and predetermined activities for the students to ensure maximum learning and ultimate utilization of time and resources. The systematic arrangement of activities as well as planning the

use of teaching resources, in a systematic and disciplined manner is called classroom management.

Management according to Wright 2014 refers to the skills and abilities of a person to effectively deal with people and utilization of resources to the maximum all leading towards the achievement of desired objectives and goals. Classroom management although a little bit different from management of an organization known the less refers to the ability and skills of a teacher to coordinate a group of diverse students into synchronized whole leading towards optimal learning (Rooh-ul-Ain, 2011).

The teacher who is often referred to as the manager of classroom has to ensure minimization of hinderances in the way of effective classroom management (Wright, 2014). Like behavior problems arising within the classroom leading to development of tolerance towards diverse social economic backgrounds of the students keeping in view their difference in interest and aptitudes in order to ensure maximization of learning (Poplin, 2011).

In short, we can say that the management responsibilities of a teacher revolve around minimizing diversification maximizing aptitude and talents and sharing optimal utilization of learning material while maintaining discipline.

RESEARCH OBJECTIVES:

1. To find out techniques used for managing the classroom by the secondary school teachers.
2. To know whether there lies any difference in the techniques used for managing the classroom by secondary school teachers on the basis of their demographic differences.
3. To ascertain whether there exists any relationship between the techniques used for managing the classroom by the SSTs and the academic performance of the students.

SIGNIFICANCE OF THE STUDY

Numerous researches have been done throughout the last three decades on management techniques used by teachers during the learning process and whether there lies any possible connection with the students' achievements. The settings of these researches were mainly in Europe and North America.

The researcher took guidance from the methodologies used in these researches but the results of the previous researches don't apply to the conditions prevailing in a far-flung region of Pakistan.

Huge differences in the infrastructure of educational institutions teachers training there professionalism and their ability to apply the knowledge about management techniques within the classroom is not the same as rest of the world.

As mentioned earlier the foundation of this research study was based upon the researches done in and around the world however the researcher made sure to specifically target the professionalism and the abilities of the teachers in Pakistan in general and in Southern district of KP, Dera Ismail Khan in particular.

This study was conducted in Dera Ismail Khan, one of the southern Divisions of Khyber Pakhtunkhwa Province in Pakistan. The Division consists of five administrative Districts. One unique characteristic of this division is the merger of tribal districts within the division in near past i.e. FR DIK, FR Tank and South Waziristan, tribal district.

This research study provides a deep insight into the reason for low standard of education and the ever-declining results of the students in academic results in S.S.C examinations. The techniques used for managing the classroom used by the teachers in secondary schools of Dera Ismail Khan were especially targeted by the researcher and consequential findings related to whether or not they effect the academic performance of the students were recorded. This research study provided a clear picture about the on-ground realities about the techniques used for managing the classroom by SSTs and their relationship with academic performance of the students and recommendations to improve the existing situation.

RESEARCH HYPOTHESES:

The present research study intended to test following null hypotheses.

1. No worth mentioning variance exists in the techniques used for managing the classroom of the between the Secondary School Teachers on the basis of the area from which they belong.
2. No worth mentioning variance exists in the techniques used for managing the classroom of the between the Secondary School Teachers on the basis of their teaching experience.
3. No worth mentioning variance exists in the techniques used for managing classes of Secondary School between Teachers on the basis of their status.
4. There is no significant association between classroom management techniques used by SSTs and Student's performance in academics.
5. There is no significant relationship among techniques used by the Teachers for managing classes and performance of the students in academic

LITERATURE REVIEW

According to Stronge (2004) a classroom that is managed properly and effectively is the one that has shown to present affective learning. Academic performance: While judging the academic performance of the students the teacher sets certain criteria upon which the performance of the students is checked and decision taken about the goodness or otherwise of the performance of students. Similarly, the researches done on this topic show that if the academic performance of the students does not come up to the desired criteria, then it poses serious questions about the effectiveness of classroom management. According to a research done by Jordan (2009), a teacher needs to understand five basics related to effective classroom management. Understanding the cognitive intellectual and emotional needs of the students of a specific class.

Development of a strong and healthy relationship with the students and encouraging them to develop the same with their class fellows. Understanding the need for use of effective and related teaching techniques in the classroom which meets the demands and requirements of the subject being taught in the classroom (Zimmerman, 2014). Being able to ask for help when the situation demands specialist that can tackle the problem more effectively. To be able to point out individual differences within the students and to teach them according to those differences. To convert the group of students in a classroom into synchronized whole that works together towards the achievement of academic goals and sociological objectives.

Alderman (2011) has divided classroom management procedure into three broad areas. The rules and routines being practiced within the classroom. It means that the teacher along with the students develops a list of rules and routine processes within the classroom. The students are aware of the rules and are expected to follow them in letter and spirit (Rischer, 2008). The rules

and routines are displayed in the classroom in bold and eligible writing. Of not following the rules is subject to disciplinary action by the teacher. The use of proper teaching methods and gorgeous by the teacher is the second category of classroom management (Piwowar, 2013). At the teacher is expected to apply and use only those techniques of teaching that fit into the process of teaching a certain subject. In this regard the teacher is free to use any related audio-visual aids and helping material that can result in maximum learning of the lesson (Prieto et.al, 2011). The assurance of physical and mental safety of the students during classroom teaching learning process is the third part of classroom management techniques.

According to a research done by (Akinsolu, 2010) it was found that effective classroom management procedures not only help in improving the academic performance of the students but are also effective in developing social skills of the students. Techniques used for managing the classroom used by the teacher help the students to work in the form of groups does resulting in developing traits like cooperation tolerance group work discipline in the students. This also results in developing positive relationships not only with the teachers but also among the students as well as with the parents of the students (Owen, 2019).

The classroom management process from the criteria of strict discipline and enforcements of rules through iron rod and punishments has long been considered obsolete. The teachers are now expected to develop positive relationship with the students. Two-way communication process helps them to get into the process of knowing the reason behind any disciplinary problem that may arise among the students.

The present research focused on getting authentic information about the possible relationship between the techniques used for managing the classroom by the secondary school teachers and the results of SSC examinations, part II of the students in Dera Ismail Khan Division.

POPULATION

There are 249 secondary level schools in all the five districts of Dera Ismail Khan division. All these schools were taken as the population of the study. Each secondary school was marked as a cluster for the collection of the data. All the teachers in the mentioned secondary schools and entire students enrolled in class 10th (session 2020-22) were part of the cluster and thus taken as population of the research study. Academic performance of the students was confined to mere Part II results of the matriculation examination in the session 2020-22 conducted by BISE, DI Khan.

SAMPLE AND SAMPLING PROCEDURE

The researcher used a multistage sampling strategy. Every secondary school used the cluster sampling technique was regarded as a cluster. Four cluster schools, two male and two female, were chosen at random from each district; however, in FR DI Khan, there was only one female secondary school. 19 schools in total were chosen as a result. In this study, the entire SST population of the sampled-out schools as well as the entire SSC Part II student body (session 2020–2022) served as the data-producing samples. In 19 schools, the researcher discovered 164 secondary school instructors, 93 of them were male and 71 of whom were female. The demographic details of the teacher included, their gender, work experience, subjects of specialization and the area from which they belong, thus aiming to judge their techniques used for managing the classroom from these angles.

In the second stage, all the secondary school students of Class 10th session 2020-22 from the sampled out clusters were considered as data producing sample and their performance in SSC examination was recorded.

The researcher used quantitative method of research. Descriptive and inferential analysis was used by the researcher.

DATA COLLECTION INSTRUMENTS

The data collected for present research study was from two sets of respondents; SSTs and students of SSC part II session 2020-22.

- A self-developed structured questionnaire was used to collect quantitative data from the teachers. Reliability and validity of the research instrument was ensured through pilot testing. Based on five point likert scale, it comprised the test variables developed while keeping in mind the research parameters.
- Academic result concerning performance of students were collected utilizing inventories whereas the matriculation results for the part II of session 2020-22 were gathered from relevant result gazette.

Along with ANOVA and independent sampled t-test, the Pearson product moment was applied for determining the correlation among variables for inferential analyses.

DATA ANALYSIS AND RESULTS

Hypothesis # 1

Ho: No significant variance exists in the techniques used for managing the classroom of the between the Secondary School Teachers on the basis of the area from which they belong.

		Table 1	T-test			
Gender of Teachers	N	Mean	SD	T-calculated	T-tabulated	
Male	93	3.2467	.57529	4.62	1.96	
Female	71	3.2214	.61659			

The mean of 93 male and 71 female SSTs was found to be 3.24 and 3.22. the SD was .575 and .616. Keeping in mind the calculated T value to be 4.62, being more than calculated value 1.96, The classroom management strategies used by Secondary School teachers varied significantly depending on the instructors' gender.

Hypothesis # 2

Ho: No worth mentioning variance exists in the techniques used for managing the classroom of the between the Secondary School Teachers on the basis of their teaching experience.

		Table 2	T-test			
Area	N	Mean	SD	T-calculated	T-tabulated	
Rural	59	3.1523	.66311	3.418	1.96	
Urban	105	3.1885	.56811			

The mean of 59 rural and 105 urban SSTs was found to be 3.15 and 3.18. the SD was .663 and .568 . Keeping in mind the calculated T value to be 3.418, being more than calculated value 1.96, Depending on the region they were from, the secondary school teachers' approaches to classroom control varied.

Hypothesis # 3

Ho: No significant variance exists in the techniques used for managing the classroom of the between the Secondary School Teachers on the basis of their status.

Table 3

ANOVA- test showing difference in the techniques used for managing the classroom of the Secondary School teachers on the basis of their teaching experience.

	N	Mean	SD	DF	F	Tabulated value
Less than 5years	101	3.1804	.49687	2	6.806	1.96
5-10 years	22	3.9467	.36809	240		
More than 5 years	41	3.0837	.53072			
Total	164	3.6543	.50571			

The mean of SSTs was found to be 3.15 and 3.18. the SD was .663 and .568 . Keeping in mind the calculated T value to be 3.418, being more than calculated value 1.96, the test was not accepted.

Hypothesis # 4

Ho: No significant correlation exists between techniques used by SSTs for classroom management and performance of the students in the academics.

Table 4

	N	Mean	SD	DF	F	Tabulated value
SST G	101	4.2483	.79780	2	11.90	1.96
SST M/P	22	4.0115	.48577	240		
SST B/C	41	4.8577	.46284			
Total	164	4.3320	.71099			

The above table shows that the teachers were divided into 3 categories on the basis of their status; SST (G), SSTM/P and SST B/C. their total number being 101,22and 41. Mean was found to be 4.25,4.012 and 4.86 the calculated value was found to be 11.90 which was more than 1.96 tabulated value, rejecting the hypothesis.

Hypothesis # 5

Ho: There is no significant relationship among techniques used by the Teachers for managing classes and performance of the students in academic.

Correlations

	Result of School	Performance of Teachers
Result of School	1	.911
Performance of Teachers	.866	1
N	19	19

The above table shows significant correlation among application of management techniques in the classroom and performance of the students in academics.

DISCUSSION

The effect of techniques used for managing the classroom by teachers and the role they play in improving or otherwise of the academic performance of the students has been a topic of discussion since long. Countless researches have been done on this topic and the results of majority of them favored the use of proper management techniques. The researcher aimed to collect information about the positive or otherwise effects of management techniques used by the secondary school teachers.

According to Lang (2002), if the teachers ensure a systematic and proper procedure for classroom management, it has positive repercussions on the overall learning and knowledge retention of the students. Management of time by the teacher is not enough, the teacher should make sure he teaches the students how to manage time properly in order to attain maximum benefits (Glazer, 2003).

The researcher could not find any research material relating to techniques used for managing the classroom by the teachers especially in the three newly constructed districts of Dera Ismail Khan division. Similarly, the three newly constructed divisions of Dera Ismail Khan namely South Waziristan tribal division, frontier region DI Khan, and frontier region Tank had alarmingly low number of females secondary schools.

The research under discussion found strong positive correlation between classroom management techniques adopted by the SSTs and the academic results of the pupils.

One interesting thing about the newly inducted teachers irrespective of the districts from where they belonged, it was found that they excelled in all the management techniques used to apply in the classroom. The newly inducted teachers had been put in the category of having experience of less than 5 years. These teachers were found to be more active and willingly able to ensure

classroom management techniques. The young teachers have more energy and persistence in their temperament to manage the classrooms in a proper and systematic way (Miller, 2006).

Further investigation into the reason for professionally developed and better managers the researcher found that decision of the government in past futures of inducting non-professionally train teachers resulted in starting of professional development training for these newly inducted teachers. These teachers have been subjected to continuous professional development programs since the time of their induction.

The CPD or continuous professional development program has been specifically designed to train newly inducted teachers about all the newly introduced teaching pedagogy's as well as techniques used for managing the classroom that's leading to better management of classrooms by these teachers.

Techniques used for managing the classroom adopted by the teachers were judged from seven angles, based upon a research study by Mozarano (2009). Formulating rules and routines, ensuring behavior management, use of new teaching pedagogies, developing cordial relationships, ensuring parental involvement, guaranteeing physical and emotional safety in the classroom, continuous child centered learning.

The present research found that all the seven aspects of the classroom management were being practiced to the best of extent by the newly inducted teachers, irrespective of the area where they were posted. Parental involvement and parent teacher collaboration was found to play key role in the learning process. Behavior management and rectifying misconduct of the students through proper interventions and asking for help of specialists was another main aspect which was given weightage by the teachers. Parental involvement in this regard was also given utmost importance.

A strong link and rapport was seen between the freshly appointed teachers and the students. The researcher found difference in the skills concerning classroom management among male and female teachers. The female SSTs were found to be more serious and committed in managing the classrooms as compared to male teachers. The teachers from urban areas were found to be more particular in ensuring parental involvement, student centered classrooms and developing cordial relations with all the stakeholders.

One thing that stood out from all the other results was that the schools whose students had high pass percentage of students in SSC exams were taught by newly inducted teachers. In the present research study, Continuous Professional Development (CPD) programs were credited for this improved and changed mindset of the teachers.

Parent -teacher collaboration during the teaching-learning process plays a decisive role in creating exemplary and suitable learning environment in the classroom (Simonsen,2008). According to a research study done by Browsers and Tomic (2000), the main concern of the majority of the teachers was that they lack cooperation from the school administration and parents about dealing with behavioral problems of the students. Hinderances in managing the behavioral problems, thus, negatively effects the smooth conduction of learning activities. Involving the parents in solving student- related problems

was found to put positive effects on the learning process. Those schools where the teachers involved the parents in classroom activities, especially behavior management showed better academic performance of the students. According to a research study by Swinson (2007),

there may exist difference of opinion among the parents and the teachers. However, both may collaborate to work together in creating a conducive learning environment for the students. Difference of opinion may arise but both of the stakeholders need to arrive at a common point to resolve the issue that a student may be facing (Swinson, 2007). The present research study found that females SSTs to be more willing to seek parental help in solving student related problems. The male teachers, however, preferred to solve the problems themselves and were less willing in involving the parents.

Another important factor was the status wise difference in the management skills of the SSTs. The science teachers were found to be more involved in classroom management as compared to the arts teachers.

CONCLUSION

It is, thus, concluded that techniques used for managing the classroom play decisive role in improving the teaching-learning process. Strong positive correlation exists between the academic performance of the students and a properly managed classroom. There lies strong positive correlation between use of techniques used for managing the classroom and the academic performance of the students.

One of the most interesting points of this research were the performance of newly inducted teachers in managing the classroom and its positive effects on the performance of the students.

The researcher found that the newly enacted teachers who had attended the continuous professional development program were more aware of various classroom management techniques.

Similarly, they were also aware of the importance of managing a classroom in a proper way and how much this helps in paving the way for better and long-term learning of the students.

This research study also found significant gender wise difference in the knowledge and proper use of techniques used for managing the classroom by the secondary school teachers.

Female were found to be more active in maintaining discipline in the classroom and managing any behavior problems of the students by asking the help of specialist and experts.

This research found that major professional degrees do not enable at teacher to be aware of the management techniques but the practical application and proper workshops arranged for this purpose play major role in this regard. Even if the teachers do not have proper professional qualifications and degrees to their credit if they are given trainings and the authorities make it mandatory for them to attend professional development programs it helps them a lot. The researcher recommends continuous professional development programs not only for the newly inducted teachers but also for all the secondary school teachers.

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