

PalArch's Journal of Archaeology of Egypt / Egyptology

THE INFLUENCE OF CLASSROOM MANAGEMENT ON STUDENTS' ACADEMIC ACHIEVEMENT AT ELEMENTARY SCHOOL LEVEL IN PAKISTAN

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Hina Munir, Erum Aslam Khan, Shagufta Kanwal, Sahar Jamshaid. The Influence Of Classroom Management On Students' Academic Achievement At Elementary School Level In Pakistan-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(12), 1889-1895. ISSN 1567-214x

Keywords: Classroom Management, Students' Academic Achievement, Elementary School Level

ABSTRACT

In modern era, it has been realized that the classroom management have great contribution for the enhancement of students' academic achievement. This research is quantitative where Government elementary school teachers from District Multan were selected as population while 300 respondents were administered as sample from 100 elementary schools. For determined the sample of this research Simple random sampling technique was used. Self-administered questionnaire was used for data collection from the participants and five points Likert scale was used to collect the data through survey method. SPSS-25 was computed to analyze the data. The findings of the study show that there was positive influence of classroom management on students' academic achievement. Moreover, there was significance difference among professional experience of the teachers. Significantly, this study was beneficial for the higher authorities to adopt new techniques for the betterment of classroom management for the enhancement of students' academic achievement.

INTRODUCTION

Classroom management is considered as the activities that performed during teaching learning process. It can enhance the positive attraction of the students towards teachers for the successful completion of these activities (Brannon, 2010). The positive engagement of the teacher-students enhances the critical

thinking that is stepping stone for the enhancement of academic achievement (Harmer, 2008). Therefore, the productive learning process mostly based on the classroom discipline. In classroom management the positive behavior of teachers play an effective role for the enhancement of students' academic achievement. The teachers utilize various strategies in order to attract and motivate the students and rendered the appropriate material for the best performance of the students (Egbule, 2005).

Moreover, Turano (2005) posited that classroom management has its pivotal role to execute the whole activities for effective learning process. It helps the learner to control the uncertain environment that is the best source for the development of learning skills for students (Grover, 2017). The past studies emphasized that classroom management is a technique to handle the class in right way. It is the best icon to deliver the course towards students appropriately. Through these techniques the teachers make the teaching-learning process successful (Brannon, 2010). To use these positive techniques, the students get their temperament for focusing on the activities during class hours (Aliakbari 2013).

Similarly, Schulen stated that among all the variables the classroom management is one of the best tool for the enhancement of students' academic achievement (Brannon, 2010). In modern era, it has been realized that the class discipline is the major issue for the lack for improvement in learning process (Martin et al., 2001; Martin & Sass, 2010). Moreover, Shupe (1998) suggested that where class discipline lacks, there students' achievement also collapse. The founders of the various theories, like Skinner (1967), Rogers, Wong (1990), Glasser (1985) and Canter (1990) also endorsed this view (Brannon, 2010). Additionally, posited that there are two main aspects of classroom management; behavioral management and pedagogical management. Martin and Sass (2010) said that although these two aspects reveals in different dimension yet they encourage the classroom discipline as well.

The past studies found that the teachers-students motivation and attraction have no place without classroom discipline. Therefore, classroom management have collaborative contribution for the enhancement of students' academic achievement (McCreary, 2010). Currently, among various dynamic changes in teaching-learning process classroom management has its significant role (Marzono, 2003, 2007). Martin and Sass (2010) investigated the study on classroom management and academic achievement. The findings reveal that the teachers' behavior has major contribution to attract the students in classroom (Brannon, 2010).

Research Questions

- i. Is there significance difference between male and female teachers about classroom management and students' academic achievement?
- ii. Is there significance difference among teachers' experience about classroom management and students' academic achievement?
- iii. Is there significance influence of classroom management on students' academic achievement?

RESEARCH METHODOLOGY

This research is quantitative where Government elementary school teachers from District Multan were selected as population. 300 (Male=150, Female=150) respondents were administered as sample from 100 elementary schools. For determined the sample of this research Simple random sampling technique was used. Self-administered while five points Likert scale was used to collect the data through survey method. SPSS-25 was computed to analyze the data. To check the reliability of the instrument, the questionnaire was distributed among 25 elementary school teachers. After collecting data for pilot study reliability of instrument was checked by Cronbach's Alpha. The coefficient value was .882 that was acceptable according to the threshold value > 0.7 (Nunnally, 1978).

Data Analysis

Table 1. Descriptive Analysis

Age	f	%
25-30	60	20
30-34	96	32
34-39	54	18
39-44	39	13
44-50	51	17
Total	300	100

It shows that the 60(20%) respondents were between 25-30 years of old, 96(32%) were between 30-40, 54(18%) were between 34-39, 39(13%) were between 39-44 and 51(17%) were between 44-50 years of old.

Table 2. Independent Sample t-test

	Gender	N	M	SD	t	df	p-value
Overall	Male	150	164.94	22.98	1.06	297	.29
	Female	150	161.54	31781			

It shows that although there was no significance difference in gender yet there was a Mean difference in male score (M= 164.94) and female score (M=161.54).

Table 3. Difference in Professional Experience

	N	M	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
0-5 years	76	164.46	19.56	3.12	159.21	170.70	110	189

6-10 years	132	169.84	24.01	3.26	166.36	177.31	75	191
11-15 years	24	119.58	29.90	6.69	110.80	132.36	103	179
and more	56	157.25	17.10	3.41	149.40	160.09	115	175
missing	12	121.16	.38	.11	120.91	119.41	119	122
Total	300	159.22	28.49	2.58	156.10	163.35	75	189

Table 4. Anova

	SSq	Df	MSq	F	Sig.
Between Groups	75570.06	4	18892.52	37.06	.00*
Within Groups	150398.54	296	509.83		
Total	225968.61	298			

It found that there was a Mean difference among professional experience of the elementary teachers. Moreover, there was also significance and positive difference found among the teachers in professional experience.

Table 5. Correlate Matrix

Exogenous Variables	CM	SAA
Classroom Management	1	
Students' Academic Achievement	.468(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

The Pearson Correlation was applied in order to determine the relationship between classroom management and students' academic achievement. It found that these variables positively associated between each other with r value (.468).

CONCLUSIONS AND RECOMMENDATIONS

The findings of the study show that there was positive influence of classroom management on students' academic achievement. Moreover, there was significance difference among professional experience of the elementary teachers. Based on the findings of the study, it was recommended that it is a need to renormalize the structure of the elementary schools so that the real issue can be screened in order to enhance the academic achievement of the students. This study can be helpful for the future researchers who want to conduct research in same area or field. Moreover, This research is also prove as a stepping stone for the leadership in order to adopt the various techniques to manage the classroom appropriately. The further studies should be conducted in order to investigate the students' academic achievement with different variables.

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