Relationship of Classroom Management Strategies with Academic Performance of Students at College Level

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Abstract

Classroom management procedures assume an indispensable part in upgrading learners' learning. Classroom administration involves the exercises to arrange and guide classes to accomplish particular objectives. To keep up a positive learning condition in the classroom is instructor obligation. A very much oversaw classroom offers a helpful domain for compelling instructing and learning. The principle point of the review was to investigate the relationship between classroom administration methodologies with scholarly execution of understudies. This study was quantitative in nature. Survey method was utilized to gather information from respondents. A sample of 370 teachers was selected from all male and female public colleges of Lahore. A five point Likert type scale was used to collect data. Different test Mean, t-test and Pearson-r were applied to analyze the data. The major finding of the study indicate that there was a positive relationship between teachers' classroom management strategies and the performance or achievement of the students. A finding of the study also revealed that there was a positive relationship between teaching methods being used and achievement of learners.

Keywords: Classroom management strategies, students' academic achievement, performance, college level

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Introduction

Classroom administration systems assume a fundamental part in upgrading students' learning. Classroom administration involves the exercises to compose and guide classes to accomplish particular objectives. It is teachers' responsibility to maintain a positive learning environment in the classroom. Classroom offers a favorable situation for viable instructing and learning. The five qualities of an effective classroom are security, open correspondence, common enjoying, shared objectives and connectedness (Zhang & Zhao, 2010).

Administration can be viewed as the way toward outlining and keeping up any setting in which individuals work in gatherings with the end goal of fulfilling specific objectives. The Oxford word reference (eighth version) characterizes administration as the demonstration of running or controlling or aptitude of managing individuals or circumstances in any capacity. Classroom administration is a setup in which the educators build up and keep up conditions to empower learners to accomplish instructional destinations productively. Chestnut took at classroom administration as a procedure including the association of certain scholastic undertakings which are fundamental for successful instructing and learning in a particular set up. Classroom administration first turned into a well-known subject in instruction amid the1970's and 1980's (Shawer, 2010).

Stoughton (2007) characterized classroom administration as one of the things that an instructor does to compose understudies, space, time and materials so that direction in substance and understudy learning can occur. Meanings of classroom administration change however they have the accompanying in like manner: Classroom administration goes for giving a positive and compelling learning condition (Emmer, Stough, & Slavin, 2003).

Literature Review

Classroom administration is the heart of educating and learning in school setting. Amanaged classroom can give an energizing and element encounter for everybody included. Sadly, understudy conduct can frequently with this procedure. Great classroom administration suggests not just that the educator has evoked the participation of the understudies in limiting unfortunate behavior and can mediate viably when wrongdoing happens, additionally that beneficial scholarly exercises are happening pretty much constantly and that the exercises, not simply to limit offense. Ordinarily, by empowering conduct that is more positive and elevating in one classroom, the conduct will bear on into different classrooms, taking the sheltered

condition more distant than one classroom. Understudy accomplishment, and also enthusiastic and social results, can all be decidedly influenced by a protected, positive learning condition (Ormrod, 2003). Choices in regards to classroom administration are made both ahead of time of and amidst a lesson keeping in mind the end goal to 'set up request, connect with understudies or inspire their participation' (Emmer & Stough, 2001).

Classroom administration includes an instructor's capacities to viably execute an administration approach, a classroom setting, principles, systems and schedules, instructional practices, educational modules and teach intercessions. Despite the fact that classroom administration is not so much characterized as teach techniques, overseeing understudies is a key part of keeping up a more gainful learning condition for understudies. Better classroom train is related with instructors' limitation and reflection on their practice. The skilful execution of classroom management aptitudes is a standout amongst the most important determinants of showing achievement in that it is a basic part of educational learning (Emmer & Stough, 2001).

Froyen and Iverson (1999) expressed that classroom administration concentrates on three noteworthy segments: Content Management, Conduct Management and Covenant Management. Content administration happens when instructors oversee space, materials, hardware, the development of individuals and lessons that are a piece of an educational modules or program of studies. A case of substance administration is when understudies are working in accomplices on a task and the educator screens the gathering by circling around the room.

There are numerous objectives of good classroom administration or management. Expanded time-on-undertaking, overseeing understudy issues, and keeping up positive understudy conduct are among the most imperative. On undertaking conduct is applicable to keeping up classroom arrange in that it is frequently a critical indicator of understudy accomplishment. Short and Short (1988) found that optional understudies exhibited a more elevated amount of on-errand conduct when they trusted that there were clear standards for conduct and exercises inside the classroom. Compelling classroom administration is effective in managing understudy issues and prompts to the counteractive action of bad conduct inside the classroom (Charles, 2008). Learners at times require exceptionally organized projects to help them change certain practices. A few understudies may even need an educator's steady support in showing satisfactory conduct (Jones & Jones, 1995).

Martin and Sass (2010) proposed an understudy instructive achievement unforeseen vigorously on economic wellbeing of student's folks/watchmen in the general public. Considine and Zappala (2002) saw a similar that parent's wage or economic wellbeing emphatically influences the children test score in examination. As indicated by Minnesota (2007) the advanced education execution is relying on the scholarly execution of graduates. Bratti and Staffolani (2002) observed that the estimation of students past instructive results are the most essential pointers of learners future accomplishment, this alludes as the higher past appearance, better the understudy's scholastic execution in future attempts. Classroom administration involves the exercises to compose and guide classes to accomplish particular objectives. Pushed and created by Canter and Canter (1976) emphatic train is a way to deal with classroom administration which is to help educators to have a sorted out, instructor in-control classroom condition which avoids teach issues.

Stoughton (2007) attests that to stay away from training issues, instructors need to procure and utilize classroom administration systems. Broomfield (2006) considers that learning and utilizing classroom management techniques are of awesome significance for instructors. Martin and Sass (2010) considered classroom administration an umbrella term for instructors' activities to oversee class, understudies' conduct and their learning.

Ormrod (2003) trust that powerful classroom administration contributes altogether to understudy learning and advancement. Adding a positive component to this definition, Burden (2003) states that student–teacher relationship is additionally essential in the classroom administration discourse. He imagines that classroom administration needs to empower positive social association and dynamic engagement in instruct(Charles & Senter, 2008).

The creator additionally presumed that powerful classroom administration aptitudes or strategies have solid and positive impact on students' accomplishment in material science. Nunan (1995) feels that deciding the way the learners' consider their instructors' classroom administration is of awesome significance, since there will be a negative effect on learning, if there's confuse between what educators and understudies hope to occur in the classroom. However, as specified beforehand, little consideration has been paid to this zone in training. Roused by these perspectives and recognizing, the present review was spurred to inspect the connection between an arrangement of classroom administration systems that educators apply in their classes and understudies' scholastic execution.

Objectives of the Study

The study was conducted to achieve the following objectives to;

1. identify the various classroom management strategies used by college teachers.
2. explore the relationship between classroom management strategies of college teachers and their students' academic achievements in English.
3. look at the difference in classroom management strategies and students' academic achievement son the basis of different demographic variable.

Research Methodology

This study was quantitative in nature. This was correlation study; Survey was designed to investigate the relationship of classroom management strategies of teachers and academic performance of college students. The population of the study was male and female college teachers of city Lahore. Three hundred and seventy students (185 male and 185 female) were randomly selected as a sample from public sector colleges of Lahore. Questionnaire was developed to collect the desired data from sample of the study. Questionnaire was consisted of questions regarding influence of classroom management strategies on students' academic performance. The researchers visited the colleges personally and distributed the questionnaire among the subjects to gather the desired information.

Data Analysis and Interpretation

This part contains the data analysis and interpretation. The collected data was entered into SPSS. Descriptive and inferential statistics were applied for analysis.

Table 1
Reliability among maneuvers/factors which followed to manage the classroom for academic performance

Variables	No. of items	Cronbach's alpha
Organizational strategies	8	0.853
Teaching management strategies	11	0.860
Teacher-student relationship strategy	10	0.853
Teacher reward and punishment strategy	8	0.819
Overall reliability	37	0.958

Table shows that Cronbach's alpha of teaching management is high than all the other variables that is 0.860 it means this strategy play important role for students' performance. Cronbach's alpha of organizational strategy is 0.853, teacher-student relationship strategy is 0.853 and 0.819 is of teacher reward and punishment strategy which is relatively lower than all the other variables. Overall reliability is 0.958 which is good.

Table 2

*Descriptive Analysis, Mean and Standard Deviation regarding Classroom Management Strategies*for Academic Performance.

Classroom management Strategies and Academic Performance	N	Mean	Std. Deviation
Organizational	370	2.45	.819
Teaching management	370	2.49	.713
Teacher-student relationship	370	2.52	.751
Teacher punishment and reward	370	2.50	.736
Students' academic performance (achievement)	370	2.91	1.13

This table shows the mean, standard deviation, respectively of all the variables as the *M*=2.45, *SD*=0.81 is of organizational strategy, *M*=2.52, *SD*=0.71 is of teaching management strategy, *M*=2.52, *SD*=0.75 is of teacher-student relationship strategy, *M*=2.50, *SD*=0.73 is of teacher punishment and reward strategy and *M*=2.91, *SD*=1.138 is students' performance. All these values showed the good results as mean and standard deviation showed the good responses of the respondents that most of them showed agreeableness.

Table 3

Correlation among tactics which followed to manage the classroom

Variable	M	SD	r-value	Sig.
Organizational strategy	2.45	.819	.121	.000
Teaching management	2.49	.713	.798	.000
Teacher-student relationship	2.52	.751	.983	.000
Teacher punishment and reward	2.50	.736	.808	.000

Table 3 concentrates on Pearson correlation among variables in order to check the correlation. Firstly, researcher checked correlation among Independent variables. Value of *r*=.798 of organizational strategy with teaching management which shows a high positive correlation between them. Value of *r*= 0.983 of organizational strategy with teacher-student relationship strategy structural bonding

which shows that there is high correlation. Value of r=0.808 of organizational strategy with teacher punishment and reward strategy which shows high correlation between them. Social bonding is highly significant with teacher-student relationship strategy. It is concluded that there is less dispersion in data and significant positive correlation among variables.

The correlation test applied to confirm mutual association among the items of each construct. Results revealed that the values of correlation coefficients for all the items of each construct are positively significantly correlated with each other. Here is showing correlation matrix between variables, correlation shows how much variables are closely related to each other. If the Pearson correlation value is near to 1 then it shows high level of correlation among the variable. Mean and standard deviation also showing in matrix purpose of this means and SD is to showing how much our data is dispersed if value of SD is less then data is less dispersed if value of SD goes on then there is dispersion in data. If value of SD is less then data is near to mean. Means of all variable lies in the ranges of 2 to 3 and values of SD is less than 1which shows that data of all variables is near to mean line and data of variables is less dispersed and reliability of data is high due to less dispersion.

Table 4
Correlation between students' English scores classroom management strategies

Variable	N	r-value	Sig.
Classroom management strategies	370	.121	.000

Table shows that the consequences of the connection uncovered that there is a low positive relationship (r =.121*) between learners' English scores and the degree to which their instructors' apply classroom administration methodologies in EFL classrooms. These results are not in accordance with (Adeyemo, 2012) comes about who discovered solid positive connection between classroom administration abilities and students' accomplishments in material science. Such finding uncovers that although receiving the administration procedures, instructors need to consider other powerful components, for example, learners' and learning systems, and instructing techniques to accomplish fruitful results.

Table 5

Independent sample t-test applied to compare the difference regarding gender related different strategies

Strategies	Gender	*N*	Mean	*SD*	*t*-value	*df*	Sig.
Organization strategy	Male	185	2.3345	.72785	.408	368	.041
	Female	185	2.5811	.88677			
Teacher management strategy	Male	185	2.3818	.69537	-1.804	368	.000
	Female	185	2.6015	.71663			
Teacher student relationship strategy	Male	185	2.4027	.68576	-2.450	368	.571
	Female	185	2.6568	.79405			
Teacher punishment and reward strategy	Male	185	2.4115	.73109	-1.280	368	.084
	Female	185	2.5885	.73353			

Table 5 shows that an independent sample t-test was applied to compare the difference regarding gender related different strategies of classroom management. There was significant difference related organization strategy in opinions of males (M = 2.3345, SD = .72785) and females, M = 2.5811, SD= .88677; t (.408) = 368, p= .041.

Table 5 depicts there was significant difference in scores of males (*M* = 2.3818, *SD* = .69537) and females, *M* = 2.6015, *SD*= .71663; *t*(-1.804) = 368, *p*= .000, regarding teacher management strategy.

Table 5 shows that an independent sample t-test was applied to compare the difference regarding gender related teacher student relationship strategy of classroom management. There was significant difference related organization strategy in opinions of males (*M* = 2.4027, *SD* = .68576) and females, *M* = 2.6568, *SD*= .79405; *t* (-2.450) = 368, *p*= .571.

Table 5 shows that an independent sample t-test was applied to compare the difference regarding gender related teacher punishment and reward strategy of classroom management. There was significant difference related organization strategy in opinions of males (M = 2.4115, SD = .73109) and females, M = 2.5885, SD= .73353; t (-1.280) = 368, p= .084.

It is concluded that there is significance difference between male and female related to organization strategy and teacher management strategy but male and female have no significance difference in their perceptions related teacher student relationship strategy and teacher punishment and reward strategy.

Conclusion

In view of the results of the analysis, the data of the instructors regarded educating and teacher–student relationship procedures more than association and punishment reward systems. In this manner, it is presumed that there is a feeble positive connection between applying self-assured administration systems and the students' accomplishment at the level r = .121*. While the consequences of the present research shed all the more light on the significance of educators' overseeing aptitudes and the connection between instructors' viability and learners' accomplishment, discoveries require instructors' anxiety and accentuation on other powerful figures classroom too and create innovative way to deal with modify such techniques with classroom conditions. The discoveries have suggestions for Pakistani instructive directors, particularly given the in-administration preparing programs for EFL instructors to effectively improve classroom administration methodologies. Because management of the classroom has a significant importance to improve the performance of students in academic context and also to solve the real life problems. It is also useful for the educational institutions to maintain their recognition.

Recommendations

There are some recommendations for further studies;

1. Future studies can be conducted to different cultures to analyze the generalizability of results.
2. By using experimental and longitudinal designs this study may be extended.
3. The new researcher may research on different other management strategies which are used in learning environment with students' academic achievements.
4. This study may be conducted on school or university students.
5. Moreover, for applicability of our study can be ensure by explore research across nationwide exploration of our study can be made possible if dimensions of this study suitable to others regions and culture as it is very important over the world.

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