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CLASSROOM MANAGEMENT AND ITS IMPACT ON THE STUDENT'S ACADEMIC ACHIEVEMENT: INSIGHTS FROM THE FACULTY

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ABSTRACT

This descriptive research aimed to identify the challenges that affect effective classroom management, the classroom management strategies used by the teachers, and the impact of classroom management on the students' academic achievement. An adopted questionnaire was administered among randomly selected faculty members in some private universities in the Kingdom of Bahrain. Results revealed that the top two challenges that affect effective classroom management are the students' needs and characteristics and the students' seating arrangement. For the common classroom strategies, teachers agree that they have to provide awareness for instructional activities and to map and decide how to deal with the student's behavior that is unsuitable. Lastly, the perceived impact of impact of classroom management on the students' academic achievement, teachers believe that classroom supervision is the process of establishing and maintaining a successful learning environment which may lead students to succeed in class and their roles in class affects student's academic success.

Key words: *classroom management, student academic achievement, learning environment, classroom challenges and strategies.*

Introduction

Society expects positive learning results from educational institutions in which learning starts and takes place in the classroom. Apparently, some have expressed concerns for the low quality of teaching and learning which contributed to the low attainment of the students' intended learning outcomes.

It has been said that quality of education of a country relies on the quality of educators. Thus, having the best teachers is important for the quality of teaching [1]. Darling Hammond who claimed that, "professionally qualified teachers usually perform better, especially during the tasks that

require higher order thinking and problem solving skills" [2].

Some teachers lack classroom management skills. In fact, classroom management is the mainly ignored vicinity in schools, and the large extent on the way classrooms are managed. Failure to effectively manage the classroom can have an overall negative influence on the entire school, most especially in terms of sound academic performance of the school. When educators talk about classroom management, one of the first thing that come to mind is maintenance of discipline, control, motivational teaching methods, leadership styles, use of instructional materials and communication.

The classroom management secret carries four characteristics:

- i) objective
- ii). Effort;
- iii). a curiosity to achieve the goal;
- iv). a helpful outlook toward a desired task.[4]

Management is a psychological device that rules the direction with the environment of action. Management is quite attached and part and parcel of the lives of the teachers and the school administrators since this also affects the academic standpoints of the students. [5].

Statement of the problem

This study aimed to identify the faculty insights on classroom management.

Specifically, this study sought answers to the following questions:

1. What are the challenges that affect effective classroom management?
2. What are the classroom management strategies used by the teachers?
3. In what extent is the impact of classroom management on the students' academic achievement?

Significance of the study

The study may give insights for the educational experts, organizers, instructors, and administrators to give full concern to classroom management which undeniably affects students' learning.

Secondly, it is a source of strength and understanding for the strategy makers to provide a sophisticated and positive learning atmosphere to the student's classroom management and make some alternate change to improve the study and learning more effective and transparent.

Literature Review

To understand more in depth knowledge about classroom supervision and educational accomplishment; It consists of the perception of classroom organization, the importance of classroom management, factors upsetting classroom management, association between classroom management and student learning outcome, plan and review classroom lacking and distraction.

- 2.1. The concept of classroom management

The study of classroom management is high in nature and has been a historic discussion more on theory of principal. (Carolyn M.Evertson & Edmund Emme; 2006) has shown that classroom organization is to make a smooth pavement for success, establishing a virtual atmosphere for the students. Further it is an ideal advising in the lives of students making their future brighter and enlightenment. The job of the teacher is to motivate learners, express the thoughts fair and square and maintain a stable personality to achieve the required objective.

Significance of classroom management

(Debra J. Pickering and Jana 2003) Researches and many scholars have observed that class organization consists of managing activities which reflects the improvement and bring changes in terms of behavior and habit formation, assessment and course planning. Many of the educationist and researchers has given a concise paradigm about class management. (Debra J. Pickering and Jana; 2003)

They are six elements that bring efficiency in classroom management

1. Personal attributes
2. Environmental support (Inside and outside focus approach on learning)
3. Engagement or involvement
4. Goals or objectives (clarity of thought)
5. Belief (Belief on one self; a true confidence building of one's own success and award.)
6. Attitudes (A positive emotion toward the scope and learning atmosphere)

Association between classroom organization and academic accomplishment

Classroom management is the backbone of education and Learning. It gives a sophisticated experience throughout life. It is concerned with organize and disorganized activities either to encourage or discourage students in learning environment. A smooth environment could be seen as a complete platform for the human psyche approach it served as a complete need and desire of human being which goes to a particular direction. The important theory which every human dream is Maslow's Hierarchy of the need. Maslow shapes fivefold hierarchy of the human needs which starts

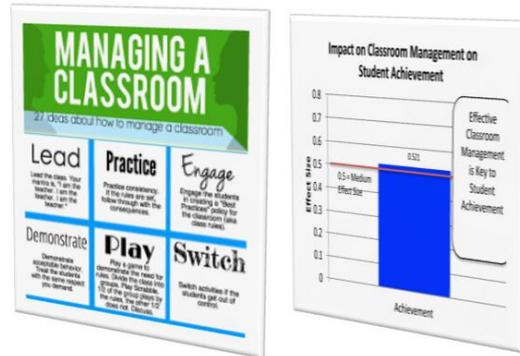
with a) self actualization (achieving one's full potential, including creative activities. b) Esteem needs (prestige and feeling of accomplishment c) Belongingness and love needs (intimate relationships, friends) d) safety needs (security, safety) e) physiological needs (Food, water, warmth, rest)

Joyce McLeod (2003) negotiated that student promotion is dependent on teachers' exercise. It has a direct relationship to their student's level of improvement. Some concerns can down the consistency of the students however the best improvement a teacher can bring is having classroom management.

Research Methodology

The survey was conducted based on the perception of faculty members from selected

private universities in the Kingdom of Bahrain. For this purpose, teachers were randomly selected as respondents. Data was collected through an adopted questionnaire constructed by the school of English studies at the University of Nottingham, UK. The addressed questions on the faculty insights on classroom management and its impact of students' academic achievement.



RESULTS AND DISCUSSION

Table 4.1 Challenges that affect effective classroom management

S/N	Questions	Response anchors					Total
		Strongly agreed	Agreed	Neutral	Disagreed	Strongly Disagreed	
1	Students needs and characteristics can affect classroom activities.	25	5	3	1	1	35
2	Students seating arrangement can control learning teaching process.	21	9	2	2	1	35
3	Teacher's skill in classroom supervision has an impact on administration the class properly.	18	7	5	2	3	35
4	Student's diverse learning style can affect effective classroom management.	5	7	10	10	3	35
5	The effect of student outlook toward classroom activity is high.	15	10	5	3	2	35
6	Student's participation in instructional activities can affect classroom management.	2	4	8	11	10	35

From Table 4.1 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 25 respondents representing 74.1% of the total respondents

strongly agreed that students needs and characteristics can affect classroom activities. 5 respondents which represent 14.3 % strongly agreed, while 3 respondents representing 8.6% were neutral. 1 respondent each disagreed and strongly

disagreed respectively. This represents 1% each of the total respondents.

From Table 4.1 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 21 respondents representing 60% of the total respondents strongly agreed that Students seating arrangement can control learning teaching process. 9 respondents which represent 25.7 % strongly agreed, while 2 respondents representing 5.7% were neutral. 3 respondents each 2 disagreed and 1 strongly disagreed respectively. This represents 5.7% and 2.9% each of the total respondents.

From Table 4.1 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 18 respondents representing 51.4% of the total respondents strongly agreed that teacher’s skill in classroom supervision has an impact on administration the class properly. 7 respondents which represent 20% strongly agreed, while 5 respondents representing 14.3% were neutral. 5 respondents each 2 disagreed and 3 strongly disagreed respectively. This represents 5.7% and 8.6% each of the total respondents.

From Table 4.1 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 5 respondents representing 14.3% of the total respondents

strongly agreed that Student’s diverse learning style can affect effective classroom management. 7 respondents which represent 20% strongly agreed, while 10 respondents representing 28.6% were neutral. 13 respondents each 10 disagreed and 3 strongly disagreed respectively. This represents 28.6% and 8.6% each of the total respondents.

From Table 4.1 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 15 respondents representing 42.9% of the total respondents strongly agreed that The effect of student outlook toward classroom activity is high. 10 respondents which represent 28.6% strongly agreed, while 5 respondents representing 14.3% were neutral. 5 respondents each 3 disagreed and 2 strongly disagreed respectively. This represents 8.6% and 5.7% each of the total respondents.

From Table 4.1 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 2 respondents representing 5.7% of the total respondents strongly agreed that Student’s participation in instructional activities can affect classroom management. 4 respondents which represent 11.4% strongly agreed, while 8 respondents representing 22.9% were neutral. 21 respondents each 11 disagreed and 10 strongly disagreed respectively. This represents 31.4% and 28.6% each of the total respondents.

Table 4.2 Teacher’s classroom management strategies

S/N	Questions	Response Anchors					
		Strongly agreed	Agreed	Neutral	Disagreed	Strongly disagreed	Total
1	Teachers need to map and decide how to deal with their student’s behavior that is unsuitable.	22	8	2	2	1	35
2	Teachers can make decisions instantly, even during critical situations.	19	8	5	1	2	35
3	Teachers can examine their classroom while teaching-learning procedure is going on.	17	8	4	4	2	35
4	Teachers use their body to reduce improper behavior.	13	10	6	3	3	35

5	Teachers were ensuring learners achievement and challenge.	14	9	8	2	2	35
6	Teachers have to provide awareness for activities.	23	6	4	1	1	35

From Table 4.2 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 22 respondents representing 62.9% of the total respondents strongly agreed that teachers need to map and decide how to deal with their student’s behavior that is unsuitable. 8 respondents which represent 22.9 % strongly agreed, while 5 respondents representing 14.9% were neutral. 3 respondents each 2 disagreed and 1 strongly disagreed respectively. This represents 5.7% and 2.9% each of the total respondents.

From Table 4.2.2 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 19 respondents representing 54.3% of the total respondents strongly agreed that teachers can make decisions instantly, even during critical situations. 8 respondents which represent 22.9 % strongly agreed, while 5 respondents representing 14.3% were neutral. 3 respondents each 1 disagreed and 2 strongly disagreed respectively. This represents 2.9% and 5.7% each of the total respondents.

From Table 4.2.3 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 17 respondents representing 48.6% of the total respondents strongly agreed that teachers can examine their classroom while teaching-learning procedure is going on. 8 respondents which represent 22.9% strongly agreed, while 4 respondents representing 11.4% were neutral. 6 respondents each 4 disagreed and 2 strongly disagreed respectively. This represents 11.4% and 5.7% each of the total respondents.

From Table 4.2 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 13 respondents representing 37.1% of the total respondents strongly agreed that Teachers use their body to reduce improper behavior. 10 respondents which represent 28.6% strongly agreed, while 6 respondents representing 17.1% were neutral. 6 respondents each 3 disagreed and 3 strongly disagreed respectively. This represents 8.6% and 8.6% each of the total respondents.

From Table 4.2 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 14 respondents representing 40% of the total respondents strongly agreed that teachers were ensuring learners achievement and challenge. 9 respondents which represent 25.7% strongly agreed, while 8 respondents representing 22.9% were neutral. 4 respondents each 2 disagreed and 2 strongly disagreed respectively. This represents 5.7% and 5.7% each of the total respondents.

From Table 4.2 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 23 respondents representing 65.7% of the total respondents strongly agreed that teachers have to provide awareness for instructional activities. 6 respondents which represent 17.1% strongly agreed, while 4 respondents representing 11.4% were neutral. 2 respondents each 1 disagreed and 1 strongly disagreed respectively. This represents 2.9% and 2.9% each of the total respondents.

Table 4.3 The impact of classroom management on student’s academic achievement

S/N	Questions	Response Anchors					Total
		S.agreed	Agreed	Neutral	Disagreed	S.disagreed	
1	Classroom supervision is the process of establishing and maintaining a successful leaning environment may lead to succeed in class.	18	9	3	3	2	35
2	Teacher’s role in class affects student’s academic success.	16	13	4	1	1	35
3	The rate of educational attainment in a well-managed classroom is high.	12	9	8	4	2	35
4	Less attention toward lesson may result in poor intellectual achievement.	15	13	5	1	1	35
5	Lack of earnings affects student’s knowledge in the class and academic achievement.	7	5	14	6	3	35
6	No interruption in the class time or repeat the lesson which could provide clarity	10	9	6	5	5	35

From Table 4.3 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 18 respondents representing 51.4% of the total respondents strongly agreed that classroom supervision is the process of establishing and maintaining a successful leaning environment may lead to succeed in class. 9 respondents which represent 25.7 % strongly agreed, while 3 respondents representing 8.6% were neutral. 5 respondents each 3 disagreed and 2 strongly disagreed respectively. This represents 8.6% and 5.7% each of the total respondents.

From Table 4.3 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 16 respondents representing 45.7% of the total respondents strongly agreed that teacher’s role in class affects student’s academic success. 13 respondents which represent 37.2 % strongly agreed, while 4 respondents representing 11.4% were neutral. 2 respondents each 1 disagreed and 1 strongly disagreed respectively. This represents 2.9% and 2.9% each of the total respondents.

From Table 4.3 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 12 respondents representing 34.3% of the total respondents strongly agreed the rate of educational attainment in a well-managed classroom is high. 9 respondents which represent 25.7% strongly agreed, while 8 respondents representing 22.9% were neutral. 6 respondents each 4 disagreed and 2 strongly disagreed respectively. This represents 11.4% and 5.7% each of the total respondents.

From Table 4.3 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 15 respondents representing 42.9% of the total respondents strongly agreed that less attention toward lesson may result in poor intellectual achievement. 13 respondents which represent 37.2% strongly agreed, while 5 respondents representing 14.3% were neutral. 2 respondents each 1 disagreed and 1 strongly disagreed respectively. This represents 2.9% and 2.9% each of the total respondents.

From Table 4.3 above, it can be observed that a total of 35 responses were gathered from the

survey. It can be deduced from the information presented in the table that a total of 7 respondents representing 20% of the total respondents strongly agreed lack of earnings affect student's knowledge in the class and academic achievement. 5 respondents which represent 14.3% strongly agreed, while 14 respondents representing 40% were neutral. 7 respondents each 6 disagreed and 1 strongly disagreed respectively. This represents 17.2% and 2.9% each of the total respondents.

From Table 4.3 above, it can be observed that a total of 35 responses were gathered from the survey. It can be deduced from the information presented in the table that a total of 10 respondents representing 28.6% of the total respondents strongly agreed that No interruption in the class time or repeat the lesson which could provide clarity. 9 respondents which represent 25.7% strongly agreed, while 6 respondents representing 17.2% were neutral. 2 respondents each 1 disagreed and 1 strongly disagreed respectively. This represents 2.9% and 2.9% each of the total respondents.

Conclusions and Recommendations

On the basis of major findings, the following are the conclusions.

1. Teachers are the major source behind classroom enhancement and instructional activities. Though the universities are equipped with modern technologies but there is an adequate need for teachers training. It is therefore concluded that teachers are the highest authority of the classroom, a great deal of exposure and professional training is needed to prepare the class output result oriented.
2. Teachers participation in training and seminars will boost and motivate their energy to work in better environment. But what is that could not provide teachers/instructors understanding about classroom management is obviously proper training that could contribute positive learning process in the institution.
3. The other finding of the study revealed that student seating arrangement can control learning teaching process, it contribute

positive effect on classroom management. The study found that university student in Bahrain lack of interest in the class leads to mismanagement and less communicative class.

4. Therefore, to create classroom management what effective steps be taken to maintain learning environment healthy. Teachers need to map and decide how to deal with student's behavior that is unsuitable. As this may result poor academic achievement. Similarly effective classroom management is ground for academic achievement.

Recommendations

The following recommendations are hereby suggested to enhance further improvement about classroom management:

1. The need to strengthen and refine the existing educational system to better meet the needs of the students, teachers must be provided a relevant training about classroom management.
2. Teachers must equip and accomplish the tasks with the help of training to overcome difficulty and stress in the class on daily basis.
3. Instructors are advised to utilize their full potential and to use resources with confidence like technology and teaching resources, reading and writing to make the classroom managed and effective.
4. To overcome management instructors are advised to encourage learners to ask questions and participate in the class this would managed and run the class in a smooth way.
5. The instructors attempt to teach the value of the classroom management to the students; through this way they would learn and create a strong connection about classroom management.
6. The instructor consider the students as active participant in the classroom rather a mere listeners this would establish a coordination among other students; additionally they must be given little responsibility (e.g reminding assessment sheets etc) to achieve the sense of coordination.

7. The instructors may encourage the learners even if there is mistake or errors this would decrease or turn aside impolite or bad mannered learners to polite and mannered learners and the efficiency of the student would go high and risen.
8. In order to avoid mischievous acts of the students the instructors are advised to keep the learners busy through extra activities this would encourage the learners to utilize the time.

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