

Relationship between Learning Behavior and Academic Achievement of Elementary Students in Low Income Urban Areas of Islamabad

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Article History: Received: 13 Jan, 2020 Accepted: 01 Jan, 2021	ABSTRACT Effective classroom management involves teacher's attitude that is the key factor in the high level of contribution and participation of students in various classroom activities. Effective teachers also act as effective managers in the classrooms, who integrate classroom activities with learning and also organize various learning activities systematically by following planned rules. This paper observes the impact of classroom management on effective teaching at Secondary level. Population of this study comprised of Girls and Boys Model Secondary schools of Islamabad. In order to select representative sample from the population, random sampling technique was used. The sample consisted of 50 Secondary school teachers (25 were male teachers and 25 were female teachers) from Model secondary schools of Islamabad. Data was collected through personal visit of sample schools. In this study, two instruments were used to measure classroom management and effective teaching by using two separate questionnaires for classroom management and effective teaching. Cronbach's Alpha reliability of both questionnaires were .827 and .714 respectively. Data was analyzed by mean, standard deviation, t-test and correlation. Research findings reveal that there is significant positive relationship between classroom management and effective teaching and it also reveals that there is also gender based differences regarding classroom management and effective teaching. Key Words: classroom management, effective teaching, effective teaching
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1. Introduction

Teacher plays a key role in order to make teaching-learning more effective and valuable. Student's behavior and teacher's attitude towards teaching are the most significant factors in classroom learning and management. Teacher's expectations always remain high from their students and students always try their best to meet up these expectations. If a teacher is expecting high achievements from his students then they

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certainly would try hard to achieve the task. Efficient management of classroom is a very important factor in the process of teaching and learning. It is one of the most difficult features of teacher's roles and duties. Verstrate (2011) indicates that just teaching curriculum to the students is not essential, teacher also needs to help and encourage students to take their own decisions regarding their behavior, so that their life can be enjoyable and productive in the society.

In 2001, Emmer and Stough shared their views on the significance of classroom management and its positive impact on achieving educational aims. They stated that teacher's ability of classroom management and organization of various behavior levels of their students are key factors in achieving educational objectives. They also stated that behavior of students does not guarantee the impressive teaching but good and positive behavior of students too, help to develop an environment for effective teaching.

The significance of effective classroom management in order to achieve objectives of education cannot be ignored and overlooked. There are various different activities involved in the procedure of instruction and learning like chalk board writing, discussion and discourse, demonstration, supervision, reading and checking of assignments. Comfortable classroom environment comprised of comfy desks and seats with well-lighted and spaced room, worthy aired and well-maintained ceiling and roof play a very vital role in making a classroom effective for the process of teaching and learning. When the students and teachers get their desired relaxed environment, at that point there will be balance and equilibrium in the output shown by the learners and teachers. On the other hand, if both the parties of teaching learning process are not comfortable in the classroom, it will greatly affect their output.

Classroom environment is a complex atmosphere in which students and teachers are continuously communicating through discussing, talking, writing and even using gestures like raising and shaking hands (Martin, 2002). Physical (e.g., designing of the room) and psychological structure of the classroom have a great impact on teacher and

student behaviors and interactions within the classroom. When this interaction is supposed to be an important element for teaching and learning process, the teachers are observed to be an important factor for effective management (Savran & Çakiroğlu, 2004), act as a participant in teaching and learning and have the ability to influence several environmental qualities in the classroom such as socialization, social interaction and personalization (Martin, 2002).

Classroom setting is an intricate atmosphere where students and teachers are constantly collaborating through conversing, speaking, by text and by signs like raising and moving hands (Martin, 2002). Physical Natural creating of the part of building and emotional organization of the classroom have an extreme influence on behaviors of teacher and student and communications in the tutorial room setting. When this communication is considered to be significant component for instruction and learning procedure, the educators are perceived to be an imperative feature for active administration (Savran & Çakiroğlu, 2004), perform as a contributor in the procedure of instruction and learning. They also have an ability to effect loads of environmentally friendly potentials in the tutorial room setting such as socialization and interaction and personalization (Martin, 2002).

The experimental report by Bohn, Rochring and Pressley (2004) on the initial times in the tutorial room of two more active and four less effective instructors, advocated and observed that classroom behavior cannot be completely eradicated but can be reduced by highly effective teaching. They monitored six Primary grade teachers in both public and private schools for their research study. Based on the observations, they identified that two teachers were more efficient and effective in academic progress of students and also increasing student's involvement in learning as compared to other four teachers. There were also differences in teaching experiences of these two teachers and other four teachers. There was also a difference in the activities and overall routine of the two effective teachers and other four teachers including classroom activities, praise students' accomplishments etc. Pederson and Seelys (2011) also supported that effective classroom management rules

and routines result in independent learning and achievement of all students within the classroom in a more fruitful, systematic and enjoyable manner.

2. Literature Review

In the past, the concept of classroom management was related with discipline. The notion of classroom management was regarded just to handle misbehavior of students by the teacher but later on researchers claimed that management and organization of a classroom is much more than just controlling learners in class. Management of a Classroom involves the movements of a teacher to institute a wisdom setting which facilitate the progress of educational and societal and emotive expertise of children. It is an amalgamation of instructions, arguments and activities that a teacher relates to retain the tutorial room operating without any interruption so teachers and learners can put an effort competently for useful outcomes. Classroom management consists of the association of the natural atmosphere of the tutorial room, administration of arrangement and program design accomplishments, supervision of associations and communiqué in the tutorial room and administration of learners conduct.

Effective management of classroom helps to boost learners' participation and collaboration in tutorial room conversation and accomplishments. This process of classroom management is affected by teachers' styles and methods of teaching as a purpose of instructors' philosophies about the manners of the learners (Martin & Baldwin, 1992). This idea was sustained with the conclusions of the research work completed by Savran and Cakiroglu (2004) signifying that pre-service science educators inclined to take on co-ordination on the way to sturdy mechanism over the learners for instructional supervision. Related conclusions were witnessed in the research work of Duman, Gelişli and Cetin (2004) with instructors directing to assess teachers' methodologies to create regulation in the classroom setting. In addition to teachers' principles, societal and financial circumstances of learners and instructors' opportunities from the students, generate a modification in instructors' instructional and classroom administration conducts. There are

some other factors influencing teachers' classroom management such as teacher background and teacher attitudes. The primary purpose of classroom management is to generate an environment in classroom where significant knowledge take place.

For an effective classroom management, various rules and procedures are playing key factor. Verstrate (2011) also supported this point by stating that classroom rules and procedures are helpful in suitable momentum and alterations. These rules and procedures of classroom include permission taking before entering and leaving classroom, sit quietly in class, place bags and books in systematic order. Lorenz (2014) pointed out some tips for the teachers regarding how a teacher needs to spend first 10 mins in class. These tips are based on step-by-step process as follows:

- i. Teacher needs to greet students while entering in class.
- ii. Teacher is required to get attention of all students before starting lesson.
- iii. Teacher must already inform students about penalty of misbehavior in class.
- iv. After this, teacher needs to take roll call.

Teacher can attain high level educational aims by following procedures of classroom management. For achievement of desired outcomes, systematic order is very important in classroom management. Doyle (2011) stated that learning can be more productive and enhanced by effective classroom management. Without following set rules and procedures, it is difficult for a teacher to stimulate learning in students. Process of classroom procedure is based on set rules and procedures. Doyle (2011) enlisted some rules in order to monitor process of classroom management. These rules are as follows;

- i. Teacher should develop logical list of predictable behavior of students.
- ii. Teacher needs to develop skill in students to perform suitable behavior.
- iii. Constant checking of implementation of rules.
- iv. Creation of sound environment for execution of classroom rules and procedures.

Systematic order in classroom management gives a chance to teacher for utilizing all the resources of learning purposefully. Doyle (2011) explained three major aspects of teaching. These aspects include:

- i. Content that is related with curriculum
- ii. Conduct refers to discipline
- iii. Covenant management is related with relationship of teacher and students

The purpose and aim of classroom management is to encourage learners to develop skills of positive achievement. The idea of classroom management is directly related with students' academic achievement, teacher's efficiency and teacher-student relationship. Froyen and Iverson (2014) conducted a research study and explained that disciplinary problems regarding classroom management has a negative effect on teaching-learning effectiveness. Disciplinary issues of class create problems for teachers to execute lesson plans and classroom activities. Teacher cannot monitor student's work on regular basis. Ingersoll and Smith (2003) pointed out that there is significant impact of classroom management on effective teaching. Espin and Yell (1994) stated that mostly new teachers face problems of troublesome behaviour of students in class. This disturbing situation in learning environment results in high level of stress for students (Browsers Tomic, 2000).

The impact of classroom management on the teaching learning process is very high because effective classroom management is a very skilled and effective tool in the hand of a teacher by which she can enhance her own teaching techniques and also get greater output from the students. It also caters to the learning difficulties and problems of students faced in classroom during learning environment. So, classroom management is a multi-dimensional area that deals with variety of directives of learners and teachers.

Statement of the Problem

The problem under study was to find out impact of classroom management on effective teaching at Secondary level in Model Secondary schools of Islamabad, Pakistan.

Objectives of the study

Following are the objectives of the study.

- i. To identify the relationship of classroom management and effective teaching at Secondary level.
- ii. To know the gender-based difference in classroom management and effective teaching.

Null Hypothesis

- i. There is not any significant relationship of classroom management on effective teaching at Secondary level.
- ii. There is not any significant gender-based difference regarding classroom management and effective teaching at Secondary level.

Delimitation of the Study

Keeping in view the time and monetary limitations, the study was delimited to:

- a. The boys' and girls' Secondary schools of public sector located in Islamabad city.
- b. Sample of study was carefully chosen from Secondary school teachers of boys and girls Model Secondary Schools of Islamabad.
- c. It was further delimited to just check views of teachers regarding impact of classroom management on effective teaching.

Method and Procedure

The main purpose of the study was to explore the impact of classroom management on effective teaching at Secondary level. The study was descriptive in nature. The population of study includes all male and female secondary school teachers. The sample of the study was selected randomly from Secondary school teachers of boys' and girls' schools of Islamabad. 25 male teachers and 25 female teachers were selected randomly from Boys and Girls model secondary schools. The data was analyzed according to the objectives of the study. Two self-developed questionnaires were used in this research. These questionnaires were based on classroom management questionnaire consisted of 23 items and effective teaching questionnaire based on 24. The Cronbach Alpha Reliability of questionnaire was .714 and .827 respectively. Data were presented in tabular form and mean, standard deviation, t- distribution and correlation were used as statistical tool.

Results

Table 1
Correlation between Classroom Management and Effective Teaching

<i>No.</i>		<i>N</i>	<i>M</i>	<i>SD</i>	<i>r</i>	<i>p</i>
1.	Classroom Management	50	56.200	13.069	.835**	.000
2.	Effective Teaching	50	65.980	11.992		

Table 1 indicates that there was positive correlation among classroom management and effective teaching at Secondary level. This table also shows that according to mean score level of effective teaching is higher than the classroom management.

Table 2

Mean, Standard deviation and t- test for the Classroom Management

<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Male	25	61.7200	15.807	48	3.268	.001
Female	25	50.6800	5.949			

Table 2 indicates that male teachers are more effective in classroom management as compared to female teachers teaching at Secondary level. (M male 61.00>M female50.00) whereas p value is .001; therefore, this difference is significant.

Table 3

Mean, Standard deviation and t- test for Effective Teaching

<i>Gender</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Male	25	70.0400	14.498	48	2.521	.007
Female	25	61.9200	7.0054			

Table 3 indicates that male teachers are more effective teachers as compared to female teachers teaching at Secondary level. (M male 70.00>M female 61.00) whereas p value is .007; therefore, this difference is significant.

Discussion

The research stresses on the objectives of the study which were to observe the effect of classroom management on effective teaching at Secondary level, to find out relationship of classroom management and effective teaching at Secondary level and to

find out gender-based difference regarding classroom management and effective teaching. The hypotheses were stated to test the objectives presented above.

According to the first hypothesis, a significant positive relationship was seen between classroom management and effective teaching. It means that management of classroom plays key role in effective instruction. Oliver and Reschly (2007) also stated that the capability of instructors to unify and arrange classrooms and accomplish the conduct of their learners is acute important to attain constructive instructive results.

According to second hypothesis, the results revealed that there is significant gender-based difference regarding classroom management and effective teaching. Male educators have a tendency to be more effective in classroom management and effective teaching. It is the interpretation of the authors that effective management of classroom would likely affect the educational functioning of the learners, as a result guaranty the right student results wanted by the institute. Grey (2002) also pointed in his research study about the effectiveness of male teachers in the classroom management techniques.

Conclusion

Following conclusions were drawn:

1. There is strong relationship between classroom management and effective teaching.
2. There is significant gender-based difference regarding classroom management and effective teaching.
3. Male teachers tend to be more effective in classroom management and effective teaching.
4. Effective teaching is directly related and based on effective classroom management.

Recommendations

In the light of these findings, the researchers therefore recommended that:

1. Teachers need to be exposed to diverse expertise on classroom management and teaching through in-service trainings, conferences/seminars etc.
2. There needs to be feed-back on every feature of teachers' assessment to empower them to categorize part of strong point and flaws regarding classroom management and effective teaching.
3. There needs to be feed-back on every phase of teachers' assessment. This will facilitate them to recognize area of strong point and flaws.
4. Only trained educators need to be placed in the school setting and the feature of professionalizing teaching needs to be given the important concern.

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