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Relationship between Teachers' Classroom Management Skills and Students' Academic Achievements at Secondary level in Southern Districts' of Khyber Pakhtunkhwa, Pakistan

Abstract *The major purpose of this study was to investigate "Relationship between Teachers' Classroom Management Skills and Students' Academic Achievements at Secondary level districts of Khyber Pakhtunkhwa," All government secondary schools of southern district were constituting the population of the study and all teachers and students of the secondary schools were also included in the population of the study. From each district, eight schools were selected as a sample from which four schools were male and four schools were female. From each school, five teachers and 20 students were selected as a sample or respondents in this way 280 teachers and 1120 students were selected as a sample of the study. The sample of the study was finalized by using the John Curry formula. The collected data was entered into SPSS version 23 for treatment. According to the nature of the objectives of the study T. Test, Pearson's correlation was used.*

Key Words: Management Skills, School, Classroom, Academic Achievement

Introduction

The purpose of this study was to find the relationship between independent variable teachers' classroom management skills and dependent variable students' academic achievement. Teachers' classroom management skills include time management and effective communication, seating arrangement and organizing instructional materials, maintaining student learning and inspiring their motivation, administration of student assignments and their academic works, using consequences and expectations of students' behaviors, creating a learning environment and improving group decision making.

Education is generally meant for the total development of humans, but Classroom activities is very important and they play an important role in the overall learning achievement of the students. Our classroom teaching and his academic achievement need to manage with the help of teacher's classroom management skills. Hence the researcher felt the need to assess whether teacher classroom management skills and academic achievement are related to each other. This study was designed to analyze the teachers' classroom management skills and its relationship with students' academic achievements at the secondary level. This study could be useful not only for future research but also as a method for providing feedback to teachers who use teachers, classroom management skills, their supervisors and school preparation programs. Additionally, this study is useful in future research studies to establish an association between classroom management skills and students' academic achievement. Therefore, keeping in view the mentioned conceptual framework, the problem of association among teachers' management skills and students' academic achievement at the secondary level in southern districts of Khyber Pakhtunkhwa was investigated in this study.

The present study investigates the problem which is teachers' classroom management skills and their relation to the students' academic achievement. Classroom management skills are those management skills of teachers that help organize and arrange their classroom. These classroom

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management skills help the teachers make the teaching and learning process attractive and effective. These classroom management skills play a very essential role in the development and improvement of class learning. Teachers' classroom management skills are those basic skills that improve the classroom setting. Teachers utilize these skills for the improvement of teaching and learning. Therefore, management skills are discussed in detail. Teachers' associates to schools to teaching and obtained good educational outcomes of schools. It is rational to apply a consistent learner assessment outcome basis used for judging the presence of teachers (as Dee cited in [McMillan, J. H., & Schumacher, S. \(2010\)](#)).

The idea of time has been discussed in the past, and it has been articulated in dissimilar ways that time is of vital importance for all beings in the universe. Although, time is the same for everybody, actually, time cannot be borrowed or lent; time cannot be saved or changed and it can only be used. Having this along with similar other features, time is vital for individuals and organizations. Given the literature, it is clear that the concept of time has been defined as an abstract and important value in which events flow spontaneously, and which all beings in the universe own equally ([Karakose, 2015](#); [Kidman, 2012](#)). Additionally, effective time management provides an individual with the opportunity to devote more time to his/her family and relatives, and enjoy life (Silber, 2010; [Karakose, 2015](#)).

According to [De Jong et al. \(2013\)](#), communication is the process of creating or sharing meaning. It involves a two-way mutual understanding, in which participants exchange information, create meaning, and share the meaning of words and ideas (Kaya, A. (2017). Defining communication is a complex process that includes all methods of conveying any kind of thought or feeling between individuals ([Wood, 2010](#)).

A seating arrangement is also playing a very important role in students' academic achievement. A study done by Armstrong and Chang (2017) found no evidence that seat location affects student achievement even when the students sit a considerable distance from the instructor. Their results indicated that the relationship between seat location and student performance was very weak and could account for less than 7% of the variation seen in student scores. This was consistent with the view that any relationship observed between seat location and test scores was primarily due to the motivation and capabilities inherent to the students and not the location of the seats ([Armstrong & Chang, 2017](#)). This study also found that in classroom settings where students are required or elect to bring several items to class, for example, a backpack, jacket, and handbag, in addition to their notebooks and textbooks, defining ones' own territory may become increasingly important as a means of comfortably engaging in active learning ([Kaya & Burgess, 2016](#)). These studies were done in a college-level classrooms, and maybe contradictory if the same studies were done at the elementary and secondary levels.

The motivation behind this examination was to discover the connection between instructors' sentiments and their classroom administration abilities at the secondary level. Educators' classroom administration aptitudes comprise the time administration and their correspondence, the desires of understudies conduct and their outcomes, learning condition and cooperative choice creation, spaces plan also arranging instructional matter, organization of understudies' task with scholarly work, keep up understudies' learning and rousing their inspiration and joined variable measure positively affect at the auxiliary level.

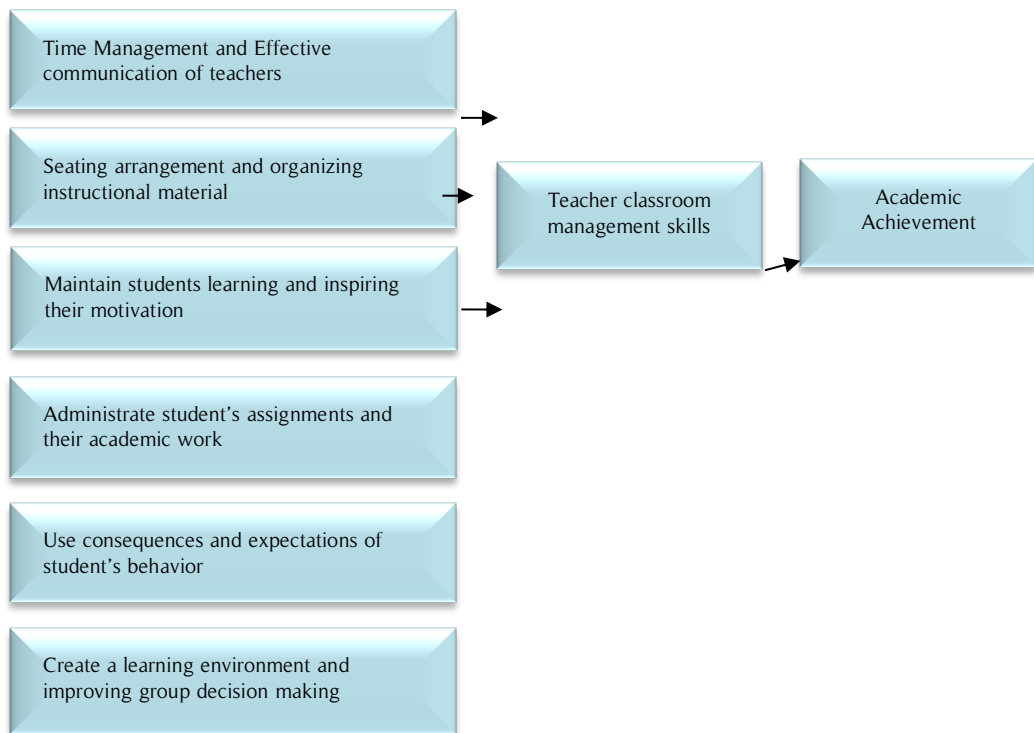
Successful classroom administration incorporates consideration regarding every one of the accompanying regions: the improvement and passing on of clear desires inside the classroom, standards and results, continuous and positive in structures' correspondence, the capacity to comprehend and persuade understudies and compose the physical course of action of the classroom compellingly. As far as every one of these parts, the review level assumes a vital part. Brophy (2014) portrayed classroom management as a be obvious in the middle of the majority vital ranges of abilities to instructors be supposed to get and one that is thusly the majority hard to achieve.

Conceptual Framework

The conceptual frame discusses the dimensions of the present research study which explore the teachers' classroom management skills such as Time Management and effective communication of teacher, Seating arrangement and organizing instructional materials, maintain students' learning, and inspiring their motivation, administration of students' assignments and their academic work, using consequences, and expectation of students' behavior, creating a learning environment and improving group decision making.

This conceptual framework provides the base for understanding teachers' class room management skills and their relation to students' academic achievement at the secondary school level. Therefore, the researcher focuses on conceptual framework to highlight the teachers' classroom management skills and their role in the teaching-learning process. Based on the conceptual framework, this study also provides to identify to what extent teachers' classroom management skills play a role in students' academic achievement.

Figure-1 Showing Theoretical Framework of Present Research Study



Literature Review

For understanding the problem of the study, it is essential to appraisal relevant literature. Keeping in view the significance of the review of literature, an effort has been made in this chapter to study the related documents on various aspects of the problem and documentation explanation. For the sake of convenience, the resources so thrashed out, are presented in various sections. Classroom organization usually maintains the most compound feature of schooling. While recommended by numerous researchers, classroom organization is one of the principal factors influence education and is important for facilitating the education procedure. Classroom organizations are necessary to creating well-

organized educational environments for the students. [Marzano \(2013\)](#) also declared classroom organizations are an explanation to maintain students' academic accomplishment. In his study, they originate from teachers' proceedings their classrooms contain twofold force on learner accomplishment do school policies concerning programs of study, appraisal, staff collegiality, and social contribution. Successful classroom management provides efficient training, so organization is an essential part of education development.

The time management has been found highly significant and positively related to students' academic achievement, and the study result supports the claim of [Talib and Sansgiry \(2012\)](#) study conducted in the Asian context. Earlier, a similar result was also reported by the study of [Sansgiry et al. \(2014\)](#) where researchers argued that time management is a critical factor for higher academic achievement and students should be provided with various skills and techniques of time management.

The ability to use individual skills of time management has counted an important factor educational and non-educational success [Al Khatib \(2014\)](#). Al Khatib (2014) asserted that past, researchers have found time management as one of the predictors of students' academic achievement. Also, [Snyder et al \(2014\)](#) associated students' poor time management with academic underachievement. Time management is a capability that can be developed at any age if the person needs to advance to the results of his actions. There was a low and positive relation between time consumers and academic achievement, there was a meaningful and moderate relation between time management and academic achievement [Kaushar et al \(2013\)](#). Their study found a positive correlation between time management and academic achievement [Dalli \(2014\)](#).

Effective communication in the classroom in the school situation is the key to maintaining good relationships between the teacher-learner and learner-learner in the education context Siavashi, V., et al (2016). Moreover, [Abdallah Ahmed \(2015\)](#) explain that communication and communication skills are highly intercultural, and are prominent in the oral use of language and the interpersonal styles individuals use. Classroom communication is the communication interaction between skilled teachers and learners that actively participate.

A study done by [Armstrong and Chang \(2017\)](#) found no evidence that seat location affects student achievement even when the students sit a considerable distance from the instructor. Their results indicated that the relationship between seat location and student performance was very weak and could account for less than 7% of the variation seen in student scores. This was consistent with the view that any relationship observed between seat location and test were was primarily due to the motivation and capabilities inherent to the students and not the location of the seats (Armstrong & Chang, 2017).

Motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of goal-oriented behavior, ([Good & Brophy, 2015](#)). There are many theories and views surrounding motivation, and no single method is going to be effective one hundred percent of the time. The better a teacher can do is to have a balanced knowledge of these views, and be able to adapt to different groups and individual students as best as possible. Many of the theories of motivation encompass similar concepts. Generally, there are two types of motivation, one that is driven by personal satisfaction of mastering the material and the other by the reward or benefit those results [Lepper and Hodell \(2016\)](#) cited two kinds of motivation: extrinsic and intrinsic.

Assignment or Homework, defined as tasks assigned to students by school teachers that are meant to be performed during non-school hours is a persistent teaching strategy. The National Assessment of Educational Progress found that two-thirds of students in 4th, 8th, and Utah grades reported doing homework and the percentage was increasing over time ([Mokdad et al., 2015](#)).

Objectives of the Study

Main objectives of the study were

1. To compare students' perceptions by locality and gender regarding their teacher classroom management skills at the secondary level.
2. To find out the relationship between teachers, classroom management skills and students' academic achievement at the secondary level.

Research Hypotheses of the study

1. H01. There is no significant difference between students' perceptions by gender regarding their teachers' classroom management skills.
2. H02. There is no significant difference between students' perceptions by locality regarding their teachers' classroom management skills.
3. H03. There is no significant relationship between teachers' classroom management skills as perceived by students and their academic achievement.

Research Methodology

Population of the Study

The sample of the study was comprised of all the students and teachers (4000 teachers, 15000 students) of Government secondary schools in southern districts (D.I. Khan, Tank, Bannu, Lakki, Kohat, Hangu and Karak) of Khyber Pakhtunkhwa.

Sample of the Study

The sample of the learning contains 280 teachers and 840 learners. The whole potency of the illustration was 1120 respondents. The Southern districts consists of Kohat, Hangu, Tank, Karark, Bannu, Lakki and D.I. Khan. After that, the investigator arbitrarily elected 8 schools from each district.

Table Description of Sample

Sample Districts	Schools		Teachers		Students	
	Male	Female	Male	Female	Male	Female
Bannu	04	04	05	05	20	20
Lakki	04	04	05	05	20	20
D.I.Khan	04	04	05	05	20	20
Karak	04	04	05	05	20	20
Kohat	04	04	05	05	20	20
Tank	04	04	05	05	20	20
Hangu	04	04	05	05	20	20
Total	28	28	140	140	560	560
	56		280		1120	

Curry, R. A., et al (2013) explain sample range Rule of Thumb as under

Population range	Sample Size
101-1,000	10%
1,001-5,000	5%
5,001-10,000	3%
10,000+	1%

Francis et al. (2004) declared to “here is not specific respond used for precise sample variety; it depends upon the reason of the learning and the nature of the inhabitants beneath inspection”.

Data Analysis Techniques

The composed information was entered in "SPSS- 23" applied for treatment. Similarly, the scenery of the objectives of the learning descriptive statistical technique used. To evaluate perceptions by sexual category and region concerning teachers' classroom organization skills t. test of independent was used. To locate the "relationship between teachers' classroom organization ability with learners' educational accomplishments" Pearson's product movement correlation was used.

Results and Discussion

Comparisons Among the Opinions of Learners by Gender Regarding Teachers Classroom Management Skills

S.N	Respondents	N	Mean	Std	t	df	p-value
1	Male	420	1.94	10.85	0.453	723.821	.754
2	Female	420	1.90	10.52			

Note: A result is important if the p-value is equivalent to or fewer than 0.05 levels.

Table reflects no noteworthy variation among the view of male and female learners concerning their teachers' classroom organization skills. The P-value = 0.754 > α = 0.05, reflects no significant dissimilarity among the opinions of male and female learners about their teachers classroom management skills. Mutually male and female learners grasp equal views about their teachers' classroom organization skills. This irrelevance dissimilarity amid the opinions of male and female learners indicates that mutually male and female teachers correctly administer their classroom management skills.

Comparisons among the Opinions of Pupils by Locality Regarding their Teachers Classroom Organization Skills

S.N	Respondents	p-value	N	Mean	Std	T	df
1	Urban	0.654	420	1.93	13.79	837.161	.654
2	Rural		420	1.90	14.30		

The table reflects no noteworthy dissimilarity between the opinions of urban and rural learners about their teachers' classroom management skills. The P-value = 0.654 > α = 0.05, reflects no noteworthy dissimilarity among the views of urban as well as rural teachers' classroom organization skills. Both urban and rural learners grasp equal opinions concerning their teachers' classroom organization skills. This irrelevant dissimilarity among the opinions of urban and rural learners reflects that teachers accurately administer teachers' classroom organization skills.

Correlation between Teachers, Classroom Organization Skills and Learner Educational Accomplishment

Variables	N	p. Correlation	Sig(2-tailed)
Teachers' classroom management skills	840	.915	.001
Academic achievement	840		

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

The table reflects correlations among teachers, classroom organization skills and learners' educational success. The correlation among teachers, classroom organization ability as well as

learner's educational accomplishment was ($r = .915$) important at 0.01 levels. The r values .915 reflects a positive association between teachers' classroom organization skills and learners academic achievement therefore there is high association amid teachers' classroom organization skills and learners' academic achievement. It shows that their classroom organization skills are openly associated with learner's academic achievement.

Major Findings of the Study

No noteworthy dissimilarity was originated among the views of male and female learners concerning instructors' classroom organization skills. The P -value = $0.754 > \alpha = 0.05$, describe no significant variation among the opinions of the male as well as female teachers' classroom organization skills. This insignificance dissimilarity connecting the opinions of male and female learners indicates that educators appropriately administer teachers' classroom organization skills. No noteworthy dissimilarity was originated between the opinions of urban and rural learners' concerning teachers' classroom management skills. The P -value = $0.654 > \alpha = 0.05$, describe no momentous dissimilarity among views of urban with rural learners about teachers' classroom organization skills. This insignificance dissimilarity among the views of urban as well as rural students' shows that teachers' classroom organization ability is up-to-the-mark. The correlation among teachers' classroom organization ability with learners received script was ($r = .915$) noteworthy at 0.01 level. They are values .915 describes a significant correlation between teachers' classroom management skills with learners received script so there is a high relation connecting teachers' classroom organization skills and students obtained marks.

Recommendations

Following recommendations were made based on the conclusions:

1. Present learning recommended to the male and female students and teachers have the same opinion about teacher classroom organization skills. Therefore, teacher classroom management skills have a positive role and have proper use in the classroom teaching-learning process, so the students will achieve the maximum level of education at the secondary stage.
2. Urban and rural students and teachers have the same opinion about teacher classroom management skills. Teacher classroom organization skills play a progressive role in classroom teaching. The present study recommended up-to-mark use of teacher' classroom organization skills for student's educational accomplishment in the secondary school.
3. There is a high correlation connecting teacher classroom organization skills and learner's educational accomplishment. Therefore, the current study recommends that teacher classroom organization skills are developed and implemented at the secondary level. It produces such learners in the society that compete the future challenges in the field of education.
4. Current learning concludes that educator's classroom organization ability, plays a basic role in the enhancement of learners' educational attainment at a secondary stage. Therefore, the present study recommends that educational planer and curriculum developer give much emphasis on the efficient use of teacher's classroom administration abilities in the training education procedure in all stages for the overall development of the child.
5. The present study recommends that the government take steps for the proper training and use of teacher's classroom management skills in all stages of teaching learning process. Therefore, the teachers ensured all possible methods and techniques for the functionally developed of the learner. There are needs and demands of modern society and the nation in the progressive world.

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