



**RESEARCH PAPER**

**Effect of Classroom Management Techniques on Secondary Students' Performance in District Narowal**

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**ABSTRACT**

The study's objective was to determine how classroom management techniques affected secondary students' performance. The concept "classroom management" is typically used to refer to discipline and classroom control. The most contemporary term used by all teachers in place of "discipline and control" is "classroom management." It may come across as powerful. There are so many different classroom management techniques are found which are named as dealing with discipline inside and outside the classroom, teaching and learning dimension, interaction during the lesson, teacher-student personal communication, psychological and social classroom environment. The study was quantitative and descriptive design was used. All of the district Narowal's public secondary schools made up the population. Multistage sampling technique was used in this research. The instrument of the study were questionnaires. The findings shows that there was highly significant effect of classroom management techniques on students' academic performance.

**Keywords:** Classroom Management Techniques, District Narowal Secondary Level, Students' Performance,

**Introduction**

Teachers refer to the act of ensuring that classroom educations operate well in spite of disruptive student behaviour as "classroom management." It encompasses all activities necessary to create and preserve a structured learning environment, such as organizing the classroom, planning and preparing lesson materials, and establishing and enforcing practices and rules. In a well-organized classroom, students know how to utilize the available resources and space effectively. Classroom management, according to Umoren (2010), should encompass all a teacher needs in the area in order to foster students' intellectual interest, cooperation, and enjoyment of class activities. Observing students carefully, organizing the educational materials used in the classroom, responding to students who display poor perception (vision), poor reciting, poor writing, poor spelling, sad reflection, awfulness, impulsivity, and poor study habits are all components of effective classroom management, according to Morse (2012) (Oakes, Cantwell, Lane, Royer, & Common, 2020).

To improve students' education or inspiration by fostering a positive learning environment, teachers design learning and teaching activities based on classroom management techniques. Planning, selecting the right choices, organizing, and finally directing an organization's motivational and informational resources are essential steps in achieving its stated objectives successfully and efficiently. All of the techniques that teachers utilize and put into practice in the classroom fall under the broad category of "classroom management." Effective education is supported by each and every one of the teachers' efforts to make and sustain a positive learning environment (Joy, 2022).

To ensure that the teaching and learning process runs smoothly without interruptions or disruptive behaviour from students, many teachers adopted classroom management terminology. The academic performance of students is improved when their classroom behaviour is valued (Omenka and Otor, 2015). The discipline techniques, such as monitoring, classroom rules, encouraging good behaviour, routines, and behavioural prevention, have all been adopted by teachers and are better understood by them (Pas, Cash, O'Brennan, Debnam, & Bradshaw, 2015). In order to improve student engagement and direct involvement in classroom activities and also to establish and maintain a comfortable and enthusiastic organizational climate, teachers must schedule students' time, lesson plans, a secure learning environment, and supplies (Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2016).

Ejionueme in Ogbonnaya (2010) states that the following techniques can be used by teachers to achieve outstanding classroom management and prevent unneeded interruptions. These include things like examining the teacher's demeanor, his instructional techniques, his familiarity with the students, his appraisal of the teaching methodology, and so forth. According to Evertion, Emmer, and Worsham (2003), the following tactics ought to be used: disregarding disobedience, getting closer to difficult students, keeping the class activities moving, and criticizing student behaviour via nonverbal cues like eye contact with rowdy students, the teacher looking at the disruptive students while shaking his head, etc (Chukwuemeka, 2021).

Restrictions in the classroom for students' participation during class, as well as the types of rewards employed, are all part of the basic daily maintenance of the classroom that is covered by classroom management approaches. While some teachers may set up their classrooms to help students advance, others may have the opposite impact. Little is known about how the teacher's classroom management style and classroom management tactics affect student performance. It became vital to do research into how classroom management techniques affect students' academic progress as a result (Saifi, Hussain, Salamat, & Bakht, 2018).

The management of classroom techniques is the core of learning and teaching in an academic setting. A well-run teaching room may produce an enjoyable and self-motivating understanding for every person attending. Consequently, this procedure is usually hampered by student behaviour. The system as a whole must be designed to maximize student participation in some of those responsibilities, not merely to decrease misconduct, for effective classroom management to take place often. Additionally, it is necessary that the teacher has promoted student cooperation in reducing misconduct and that the teacher can be contacted when misconduct happens. As a result, creating effective classroom management techniques and maintaining a healthy classroom environment are frequently equally important (Adeyemo, 2012).

According to Fakunle (2010), Exam results are used to define a student's academic performance. It is regularly evaluated and focuses on the knowledge or abilities that students have attained. Descriptive assessment data is routinely converted through grading systems like because it gives information on the students' academic progress over time (GPA). Improving academic performance as shown by test scores is one of a school's main goals. Saghir et al. (2017) looked for a correlation between classroom management techniques and academic performance among college students. According to Adesina's (2007) argument, renowned institutions exist to spread knowledge and services to their students with the ultimate goal of enhancing academic performance (Chika, & Ezemba, 2019).

In conversations regarding higher education, the term "academic performance" is commonly used. Academic performance is a nuanced concept that considers a learner's capacity for interaction with other students as well as their attitudes and behaviours. It is a

commendable level of performance as students' progress through and finish their academic career (Belch, Gebel, & Maas, 2001). Most students who leave school do so because of inadequate academic results, according to research, which underscores the repercussions of this technique (Hijazi & Naqvi, 2006).

The classroom management techniques are arguably the most important factors in a student's academic success and learning. The purpose of classroom management techniques is to foster an environment where students may learn more effectively and obtain higher overall marks. Any of these methods can be used in the classroom while keeping the attention on the current issue. The researcher got to the judgment that it was crucial to assess the effect of classroom management techniques on students in secondary school's educational outcomes based on the data shown above.

Comprehensive research has shown that the most crucial factor in creating a productive learning environment is classroom management techniques. Numerous studies have been conducted, including ones on the effects of classroom management techniques and programmes on students' academic performance, as well as on the use of such techniques and programmes in educational settings. According to Pattera, T. (2021), elements of effective classroom management include It is important to organize class activities, set ground rules, and create systems for enforcing those norms. The rules must be followed in order for them to be effective, which is a crucial component of classroom management.

Similar to this, Ahmad, (2010) asserts that effective classroom management practices are essential for teachers to be able to provide students with a safe and productive learning environment. Less effective classroom management techniques are employed by Pakistani teachers (Ahmad et al., 2012). A few studies were done in Pakistan to determine how classroom management methods affected elementary school students' performance (Arshad et al., 2018; Muni et al., 2020). However, the researcher was unable to locate any research on how classroom management techniques affect students' performance at the secondary level in a Pakistani context. The goal of the study is to close the gap and gather evidence from the Pakistani environment.

### **Important Elements of Techniques for Classroom Management**

Experts are becoming more in pact with the forms of learning environments and classroom environments needed to promote positive behaviour in a diverse group of young students. According to recent study, effective classroom management consists of five elements:

- Understanding students' psychological and personal requirements
- Establishing strong peer and teacher relationships as well as constructive interactions with students' parents in order to foster a supportive learning environment and a sense of community.
- Using instructional techniques that make it easier for students to understand complex concepts by connecting to their speculative learning needs and the classroom community; engaging students in the creation and adherence to behavioural guidelines that promote a calm, encouraging learning environment by promoting on-task behaviour.
- Using polite responses to unproductive student behaviour and helping students create aids that may be used successfully in the classroom and at school (Igbino, & Marvelous, 2015).

### **Socioeconomic / Rational /Practical and Scientific Applications**

The following categories of persons are likely to gain from the study's findings: teachers, students, school administrators, the general public, decision-makers in the field of education, and principals. As a result of this research, teachers learned vital information concerning the primary cause of students' behavioural issues in the classroom. The teacher might also be very knowledgeable on how to structure classes to improve classroom management. Additionally, it was made sure that there was good communication between teachers and students, demonstrating that school is a democratic and friendly place. The study was most beneficial to the students because they learned that having a decent and accommodating classroom is for their personal benefit and that participating with the teachers' efforts to ensure that their academic work is successful. It would help students learn the tools, knowledge, and fundamentals they need while also inspiring them to improve their academic performance. Teachers and administrators were able to teach or understand how to exploit the humanoid creatures and physical resources of the institution by educating their teachers on how to manage their classrooms for instructional practices and education.

#### **Null hypotheses**

- H<sub>01</sub>: There is no significant effect of discipline outside the classroom on students' performance at secondary level.
- H<sub>02</sub>: There is no significant effect of discipline inside the classroom on students' performance at secondary level.
- H<sub>03</sub>: There is no significant effect of teaching and learning on students' performance at secondary level.
- H<sub>04</sub>: There is no significant effect of interaction with students on students' performance at secondary level.
- H<sub>05</sub>: There is no significant effect of Teacher student personal communication on students' performance at secondary level.
- H<sub>06</sub>: There is no significant effect of Psychological and social classroom environment on students' performance at secondary level.

#### **Material and Methods**

The study employed a descriptive design and was quantitative. The dependent variable was student performance, while the independent variable was classroom management techniques. The main data source used in the current study. All male and female public secondary school students in district Narowal made up the population. There were 183 primary schools in the district of Narowal, with a total of 988 teachers and 34,736 students enrolled in them (Sis, 2022). A sizable sample of teachers and students should be included in the study. The sample was acquired using a multi-stage sampling technique. The total population was then divided into three clusters using the cluster sampling technique (Tehsils).

**Table 1**  
**Detail of population of public secondary schools, teachers and students of District Narowal**

<b>District Narowal</b>	<b>Schools</b>	<b>Teachers</b>	<b>Students</b>
Narowal	78	390	13975
Shakargarh	62	378	12993

Zafarwal	43	220	7768
<b>Total</b>	<b>183</b>	<b>988</b>	<b>34736</b>

(School Information System Punjab, 2022)

Through a simple random sample procedure, 18 public secondary schools were chosen from each cluster. Through a simple random sampling procedure, seven teachers and nine students from each school and six teachers and eight students from each rural school were chosen. The data was gathered from 54 schools. As a result, 480 students and 372 teachers (or 37% of the population) made up the sample. Students of the teachers who had their academic performance sampled were evaluated.

### Research Instrument

Questionnaires served as the study's primary research tool. Classroom management techniques for teachers The Diaz, et al., (2018) questionnaire was utilized to collect data. With assistance from (George, 2017) and (Chukwuemeka, 2021), the researcher modified a five-point Likert scale questionnaire to assess the students' performance (strongly agree to strongly disagree).

### Methods of Data analysis

Through the use of SPSS, version 27, several analytical techniques were employed to verify the hypotheses in order to finally accomplish the study objectives. Regression analysis were used to testing the all hypotheses.

### Results and Discussion

**Table 2**  
**Sample description on the basis of mean and standard deviation**

Variables	N	Mean	Std. Deviation
Classroom management Techniques	372	3.7013	.46474
Academic performance	486	3.7383	.47140

The aforementioned table shows that the mean and standard deviation of classroom management techniques are 3.70 and 0.464, respectively. The standard deviation of academic performance is 0.471 while the mean is 3.73. Overall, the responses from both students and teachers indicated a high degree of agreement.

**Table 3**  
**Description of sub-factors on the basis of mean and standard deviation**

Items	Mean	Std. Deviation
Discipline outside the classroom	3.8390	.49902
Discipline inside the classroom	3.6379	.63128
Teaching and learning	3.6202	.60572
Interaction with students	3.6355	.63384
Teacher student personal communication	3.6816	.67891
Psychological and social classroom environment	3.7365	.50416

Outside of the classroom, discipline has a  $M=3.83$  and  $S.D=0.499$ . The average level of classroom discipline is 3.63, with a  $S.D=0.631$ . The standard deviation is 0.605, and the teaching and learning mean is 3.62. The average student interaction was 3.63, with a  $S.D=0.633$ . The average student-teacher relationship is 3.68, with a standard deviation of 0.678. The standard deviation for psychology and the social environment is 0.504, and the mean is 3.73. The overall level of agreement among teachers' perceptions of classroom management techniques was higher.

**Table 4**  
**Effect of classroom management techniques on students' performance**

Classroom management techniques	R Square	F	Beta	(df=370) t	Sig.
	.057	22.286	.238	4.721	.000

The table shows how classroom management techniques affect secondary school students' academic performance. Regarding how classroom management techniques affected students' academic performance, the groups varied greatly. The average classroom management technique has a standard deviation of 0.464 and a mean of 3.701. The standard deviation of academic performance is 0.471 while the mean is 3.73. The beta was 0.238, the R square was 0.057, and the t-value was 4.721. Because classroom management techniques have a strongly substantial impact on students' academic performance, the null hypothesis is rejected.

**Table 5**  
**Effect of discipline outside the classroom technique on students' performance**

Discipline outside the classroom	R Square	F	Beta	(df=370) t	Sig.
	.016	5.878	.125	2.425	.016

The table shows how classroom management techniques affect secondary school students' academic performance. Regarding how classroom management techniques affected students' academic performance, the groups varied greatly. The average classroom management technique has a S.D=0.464 and a mean of 3.701. The standard deviation of academic performance is 0.471 while the mean is 3.73. The beta is .125, the R square is 0.016, and the t-value is 2.425. Rejecting the null hypothesis because there is a strongly substantial impact of punishment outside of the classroom on students' academic performance.

**Table 6**  
**Effect of discipline inside the classroom technique on students' performance**

Discipline inside the classroom	R Square	F	Beta	(df=370) t	Sig.
	.014	5.233	.118	2.288	.023

The table shows how classroom management techniques affect secondary school students' academic performance. Regarding how classroom management techniques affected students' academic performance, the groups varied greatly. The average classroom management technique has a S.D=0.464 and a mean of 3.701. The standard deviation of academic performance is 0.471 while the mean is 3.73. Beta value is 0.118, R square is 0.014, and t is 2.288. The null hypothesis is rejected as the relationship between classroom behaviour and students' academic success is highly significant.

**Table 7**  
**Effect of teaching and learning technique on students' performance**

Teaching and learning	R Square	F	Beta	(df=370) t	Sig.
	.009	3.200	.093	2.789	.000

The table shows how classroom management techniques affect secondary school students' academic performance. Regarding how classroom management techniques affected students' academic performance, the groups varied greatly. The average classroom management technique has a standard deviation of 0.464 and a mean of 3.701. The standard deviation of academic performance is 0.471 while the mean is 3.73. The R square was 0.009, the t-value was 2.789, and the beta was .093. Because there is a significantly substantial correlation between teaching and learning and students' academic performance, the null hypothesis is rejected.

**Table 8****Effect of teacher interaction during the lesson technique on students' performance**

Interaction during the lesson	R Square	F	Beta	(df=370) t	Sig.
	.017	6.468	.131	2.543	.011

The table shows how classroom management techniques affect secondary school students' academic performance. Regarding how classroom management techniques affected students' academic performance, the groups varied greatly. The average classroom management technique has a standard deviation of 0.464 and a mean of 3.701. The standard deviation of academic performance is 0.471 while the mean is 3.73. Beta value is 0.131, R square is 0.017, and t is 2.543. The null hypothesis is disproved because there is a strongly significant impact of student involvement during lessons on their academic performance.

**Table 9****Effect of teacher-student personal communication technique on students' performance**

Teacher-student personal communication	R Square	F	Beta	(df=370) t	Sig.
	.008	3.107	.091	2.763	.049

The table shows how classroom management techniques affect secondary school students' academic performance. Regarding how classroom management techniques affected students' academic performance, the groups varied greatly. The average classroom management technique has a standard deviation of 0.464 and a mean of 3.701. The standard deviation of academic performance is 0.471 while the mean is 3.73.  $t=2.763$ ,  $\beta=0.091$ , and  $R^2=0.008$  are all positive values. The null hypothesis is rejected because there is a strongly significant impact of teacher-student relationships on students' academic performance.

**Table 10****Effect of Psychological and social classroom environment technique on students' performance**

Psychology and social classroom environment	R Square	F	Beta	(df=370) t	Sig.
	.359	207.592	.600	14.408	.000

The table shows how classroom management techniques affect secondary school students' academic performance. Regarding how classroom management techniques affected students' academic performance, the groups varied greatly. The average classroom management technique has a standard deviation of 0.464 and a mean of 3.701. The standard deviation of academic performance is 0.471 while the mean is 3.73. The beta is .600, the R square is 0.359, and the t-value is 14.408. Rejecting the null hypothesis because psychology and the social classroom environment have a highly substantial impact on students' academic performance.

**Conclusion**

Discipline outside of the classroom has a huge impact on students' academic progress. If the class is disciplined and the students are positively informed about their misconduct, the problems with mismanagement in the classroom won't worsen. The entire repercussions of their behaviour and what would happen if they violate any classroom rules or regulations should be explained to students. Extreme caution must be used while responding to obstructionist behaviour and noncompliance (Ukpabi, 2019). The impact of classroom discipline on students' academic performance is very important. The topic of classroom discipline is obviously complex and cannot be reduced to a technology or organizational problem. There are complex interactions between the teacher, students, school, and society in the classroom. In actuality, the problem becomes more ethical and

pedagogically significant because Based on the distribution of power in a particular community setting, classroom discipline (Pane, Rocco, Miller, & Salmon, 2014). As a result, the precise link between educational objectives and student compliance is open to political and ideological interpretation. These competing viewpoints are fairly expressed by the traditional distinction between a teacher-centered classroom management (or school) and a classroom where influence is shared with the students (Ding, Li, Li, & Kulm, 2010).

There is a sizable effect of teaching and learning on students' academic performance. Good classroom management is essential for effective teaching because it inspires students to engage in creative activities and helps them comprehend the material rather than just memories it for exams. A successful lesson in the classroom entails engaging the students through discussions, Q&A sessions, and other activities. When the teacher answers questions from the class, moves around the room while giving the lecture, and employs both verbal and nonverbal clues, the students are more likely to pay attention to what they are studying. It increases learning effectiveness and student self-confidence (Flynn, 2016). The impact of classroom engagement on students' academic performance is very significant. It is simpler for the teacher to maintain control of the classroom when she is prepared before class. When the teacher walks into the classroom unprepared, the students have the opportunity to cause a ruckus, which makes it challenging for the teacher to establish a daily programme. To prevent such stressful situations, the teacher should always have lesson plans on hand that they can consult in an emergency. This is the most important tool for managing the classroom (Clement, 2010). Because it has a big impact on students' behaviour, organizational skills, attitudes, discipline, and academic success, effective classroom management is essential. When a teacher had great administrative skills and could effectively engage with students, children's intellectual growth was higher. A well-organized classroom provides a stimulating environment for the intellectual growth of the students.

The relationship between teachers and students has a highly important impact on students' academic success. Many who concur with him believe that good classroom management helps to prepare students for life. Instead of monitoring their behaviour in the present, they focus on creating children for the world they lived in. Teachers and managers that from this angle, describe good classroom management as the practice of fostering a friendly, collaborative, and demonstrative atmosphere in the classroom (Landrum & Kauffman, 2013). The social classroom atmosphere and psychology have a very substantial impact on students' academic success. Understanding classroom discipline is not simple. The term is even more vague because it is accessible to several and specific interpretations (Lopes, Silva, Oliveira, Sass, & Martin, 2017). While it seems easier to explain classroom indiscipline, the term is rarely used in international fiction. It is useful to consider correction and disorderliness in the context of the general goal of classroom instruction, regardless of the topic at hand. The first is concerned with the teacher's activities that support students' cognitive changes (i.e., acquisition), whereas the second is interested in the organizational rules that enable learning.

The effectiveness of students' academic performance is significantly impacted by classroom management techniques. This aspect of classroom management is possessed by effective teachers but not by ineffective ones. Effective classroom management includes appropriate procedures and routines. When the students are in control and well-behaved, the teacher may spend a lot more time teaching rather than addressing their behaviour (Hepburn, Beamish, & Alston-Knox, 2021). Procedure refers to anything the teacher wants to do as opposed to routine, which the students carry out automatically. The students will adhere to this procedure and complete the assignment if, for illustration, every teacher begins class by following the same routine of posting an assignment on the board. This is because they will be aware of what the teacher expects from them. Students attend the



classroom quietly and attentive as a result. Procedure and routine are the means by which the classroom functions; they are not rules that, if broken, have repercussions.

It was determined that teachers must choose a technique that works for both them and their students. Each method has advantages and disadvantages. The aim is to create a friendly environment where students can fully benefit from their studies. As a method of classroom management, corporal punishment should be avoided by school administrators and teachers. Teachers should set a positive example for students by acting, speaking, and dressing appropriately, especially in the classroom. Additionally, teachers need to make sure that a supportive learning atmosphere is created. Students were establishing a favorable attitude about school and remained attention in class throughout teaching if the physical learning environment was conducive.

### **Recommendations**

- 1- Teacher's ought to be forgiving in the classroom. It fosters an environment conducive to learning.
- 2- The teacher should foster a welcoming environment for all students and show confidence in their interactions.
- 3- The teacher should consider student input when deciding on class regulations.

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