IMPACT OF CLASSROOM MANAGEMENT STRATEGIES ON ACADEMIC ACHIEVEMENTS OF STUDENTS AT THE ELEMENTARY LEVEL

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ABSTRACT

Classroom management strategies develop the self-control and academic achievement of students. This research study was intended to explore the impact of classroom management strategies on students' academic achievement at the elementary level. Likert scale Questionnaire was used to collect the data from the teachers, group engagement, monitoring, withitness, communication, and academic achievement. The researcher administered the questionnaire personally, and the response rate was one hundred percent. The researcher met the class teachers and got the examination scores of English subjects. By using the lottery method of a sample, thirty-three girls' schools were chosen by taking 100 teachers working under the Federal Directorate of Education Islamabad. Moreover, this research study analyzed the frequency, mean, and standard deviation. The researcher developed an observation checklist to test these strategies in a natural setting. The observation sheet has two main options, yes/no, which were designed to validate the strategies. It was further analyzed with the help of ANOVA. The findings of the study on the ANOVA test revealed that the teachers who use classroom management strategies Praise and Reward, Encouraging Group engagement, withitness, and communication have a greater impact on students' high achievement. Teachers who use these strategies but not more frequently, like physical arrangement, Rules, time management, and monitoring, have a lesser impact on the scores of students. It was recommended that teachers should learn more about classroom strategies. It is recommended that teachers should create an enthusiastic learning environment to manage the classroom despite threats and shouts.

INTRODUCTION

Teachers use classroom management strategies to decrease failures in the classroom (Shawer, 2010). Classroom management strategies develop self-control and academic achievement of students (Omoteso & Semudara, 2011). Sieberer-Nagler (2016) stated that effective classroom management is an important part of instruction. Teachers from all over the world are using several strategies to deal with normal classroom management problems. Researchers and teachers try to find out its effectiveness and impotence (Demirdag, 2015). McLeod et al. (2003) stated that classroom management increases student learning in the classroom, for example, student, time, space, and the lesson. Classroom management takes account of students and their environment. It means to increase student success through the process of routines, assessment, and evaluation.

Classroom Management is called routines and techniques teachers use to solve disruptions during teaching in the classroom. Teachers practice routines, methods, and processes in which students actively participate

in the teaching-learning process. Mostly, teachers use classroom management not only to control students but also to influence and discipline them creatively to establish a teaching phase. Moreover, classroom management refers to methods, teaching activities, and teachers' practice to manage the activities of students. Ineffective classroom management, the teacher integrates the following to teach students, manage the classroom and resources to be used, choose rules and processes, manage students, motivate students for a good start, plan and show instructions, uphold correct student behavior and communication skills for teaching, managing behavior issues as it happens and managing special groups (Emmer & Gerwels, 2005). In the 21st century, classroom management has changed greatly along with our society. In the past, physical punishment along with shouting were classroom management. Teachers must be professionally trained and careful about effective classes today. For this purpose, training and experience is very important for teachers. The plans and practices of the classroom need to be organized and should contain student responses. Teachers must have the indulgence of participation at hand.   For this, there is a great need for positive teacher-student relationships (Marzano et al., 2003).

Classroom management is a word teachers use to define the process to ensure that teaching-learning will be completed in a conducive learning environment. It helps to minimize students' disruptions during instruction. The provision and procedures are necessary to establish and maintain an environment where instruction and learning can occur (Emmer & Stough, 2001). Classroom management is considered an important part that affects students' academic achievement, according to different research studies (Marzano & Heflebower, 2011). Classroom management provides a platform for instruction. It is an important part of classroom management, providing an instruction platform that draws students' attention for better learning (Marzano & Heflebower, 2011).

If we take the example of an unruly and disordered class because of ineffective classroom management, it will result in low academic achievement and ineffective teaching-learning. Walter et al. (2006) pinpoints a teacher's personality as an effective element for managing the class. The teachers are different from one another because of their style of classroom management. The different styles of classroom management affect school learning. Nicholas (2007) found that the classroom environment plays an important role in better teaching and learning.

An effective teacher has definite knowledge and abilities. A university teacher plays many roles: a leader, therapist, authoritarian, guardian, assessor, lifetime learner, growth worker, researcher/Visionary, manager of co-curricular activities, manager, and many more (Harden, 2000). The nature of training is mainly linked to the nature of sequence in the classrooms. The teacher is considered the basic factor for educational change at the grassroots level. The educational skills, knowledge of the subject, aptitude for teaching, and the potential of the teachers affect the teaching process (Harmer, 2008).

Classroom management is daily routines that include classroom rules for student effort in teaching time and the type of motivation used (Martin & Sass, 2010). Some teachers can manage classrooms that have a constructive effect on the student's achievement, but some methods may impact students' achievement negatively. However, little is known concerning how classroom management affects student inferences by teacher classroom management style. Therefore, it was necessary to study the effect of classroom management on students and academic achievement.

The students need confidence to help in academic achievement (Lane et al., 2010) found that a strong classroom instruction scheme gives students the desired expectations. Instructions are best helpful if there are positive and short rules that are clearly stated after establishing rules taught and experienced. The students will get more strength, consistency, and a greater rate of engagement in constructive and suitable conduct and behavior in the future (Sugai & Horner, 2002). The teacher must set goals for students in the classroom from the first day of school and practice punishments if a student breaks these rules. It is clear that students are motivated inside, so they have choices in their conduct (Glasser, 1998). According to Canter and Canter (2001), the teachers mostly make rules of the classroom and discuss them with students.

The selection of rules provides a self-control plan for students. According to Canter and Canter (2001), teachers mostly make classroom rules and discuss them with students. The selection of rules provides a self-control plan for students. The main objective of classroom rules is to deal with constructive relationships among students (Hardman & Smith, 1999). Teachers may follow the activities that help to keep the classroom organized. It includes both active and reactive activities that can be joined to offer compassionate methods to classroom management (Little & Little-Akin, 2008).

The guidelines of teachers to students include verbal and nonverbal communication. If the students are busy doing the work assigned before, the teacher can warn them to wind up the first assignment to start the next assignment by providing five minutes of relaxation (Valentine, 2007). The strategy enables learners to know the remaining time for the task completion. For small kids in class who are unaware of time, it is more effective to give nonverbal signals (Konrad et al., 2011). More changes are effective in helping teachers manage their time during teaching and learning. If less time is spent on managing class, teaching time will be increased (Krasch & Carter, 2009).

The study's objective is to examine the teacher's classroom management strategies used at elementary schools and to investigate the impact of classroom management strategies on students' academic achievement.

Methodology

This study was descriptive in design and quantitative in nature.

Population and Sample of Study

The population of the study was Federal Government elementary schools of Islamabad. The population details are as follows.

i.   All 423 Federal Government Girls schools of Islamabad.

ii. All 4000 teachers working under the Federal Directorate of Education (FDE, 2020).

Out of all Federal Government girls' schools, thirty-three elementary schools were selected as sample of this study by using the lottery method of sampling technique. From each school, English teachers of class 8 have been selected. Thus, 100 elementary teachers were the sample of this study.

Questionnaire

In order to collect data for the current study, the researcher developed a questionnaire. Questionnaires were on a five-point rating Scale. Five levels were Strongly Agree =5, Agree = 4, Do not know=3, Disagree =2, and Strongly Disagree=1. The researcher has studied the literature and developed 46 items for the questionnaire. It has been validated by seeking expert opinion. Following was the strategy-wise distribution of items, as shown in Table 1.

Exam Records

The researcher approached the exam records of the school and collected the results of English subjects of 8th graders.

Validity and Reliability

The tools were validated by experts in the faculty of education at AIOU Islamabad. Their feedback regarding face validity, content, and construct validity was incorporated to validate the tool. Minor changes were made according to expert feedback regarding face validity. The instruments were pilot-tested on a similar group of respondents. The value of Cronbach alpha for the questionnaire was 0.84. Hence, the tool was found valid and reliable.

Data Collection Process

The researcher visited sample schools, divided questionnaires among English teachers, and collected data. After the data collection, it was organized and entered into SPSS to carry out the analysis in light of the objectives and research questions of the study. Descriptive statistics was used for the analysis of data.

Table 1. Strategy-wise distribution of items.

No.	Strategy	Items
A.	Physical arrangement	3
B.	Instructional Strategies	6
C.	Reward and Praise	5
D.	Rules	4
E.	Lesson Planning	4
F.	Time Management	4
G.	Group Engagement	3
H.	Monitoring	5
I.	Withitness	4
J.	Communication	5
K.	Academic Achievement	3
	Total	46

RESULTS AND DISCUSSION

Physical Arrangement Strategy.

Table 2 shows out of 100 teachers of different schools in Islamabad, 54% of teachers frequently used the strategy of "Physical arrangement of class," while the remaining (46%) teachers did not frequently use the strategy.

Table 3 revealed the average marks of students by using this strategy. The mean score when this is used frequently is 65, and the Standard Deviation is 8, while for the teachers who do not frequently use this strategy, the mean is 67, and the Standard Deviation is 8. This shows that the use of a physical arrangement strategy has a lesser impact on students' marks.

Table 2. Use of physical arrangement strategy.

Use of Physical Arrangement Strategy	Frequency	Percentage
Not frequently used	46	46
Frequently used	54	54
Total	100	100

Table 3. Physical environment strategy means and standard deviation of marks of class.

Physical Environment Strategy	Mean	Standard Deviation
Frequently not used	67	8
Frequently used	65	8

Instructional Strategy

Table 4 shows out of 100 teachers of different schools in Islamabad, 63% of teachers frequently used the "Instructional Strategy" strategy, while the remaining (37%) teachers did not use this strategy.

Table 5 reveals the average marks of students who frequently use this strategy. Mean is (66), and Standard Deviation is 8, while the teachers who use this strategy Not Frequently Mean is (65) and Standard Deviation is (8). This table shows that the teachers who use the Instructional Strategy in the classroom have better scores of students as compared to those who do not use this strategy.

Table 4. Use of instructional strategy.

Use of Instructional Strategy	Frequency	Percentage
Not frequently used	37	37
Frequently used	63	63
Total	100	100

Table 5. Use of instructional strategy in the classroom mean and standard deviation of marks of class.

Use of Instructional Strategy in Classroom	Mean	Standard Deviation
Frequently not used	65.9	8.189
Frequently used	66.03	8.0261

Praise and Reward

Table 6 shows out of 100 teachers of different schools in Islamabad, 84% of teachers frequently used the strategy of "Praise and Reward," while the remaining (16%) teachers did not frequently use this strategy.

Table 7 reveals the average marks of students who use this strategy. The mean mark of the frequently used strategy is 66, and the Standard Deviation is 8, while for the teachers who do not frequently use this strategy, the mean is 63, and the Standard Deviation is 6. This table shows that the teachers who use the praise and reward strategy in the classroom have better scores of students as compared to those who do not use this strategy.

Table 6. Use of praise and reward.

Use of Praise and Reward	Frequency	Percentage
Frequently not used	16	16
Frequently used	84	84
Total	100	100

Table 7. Use of praise and reward mean and standard deviation of marks of class.

Use of Praise and Reward	Mean	Standard Deviation
Frequently not used	63.50	6.83
Frequently used	66.48	8.21

Rules Strategy

Table 8 shows out of 100 teachers of different schools in Islamabad, 35% of teachers frequently used the strategy of "Rules Strategy," while the remaining (65%) teachers did not frequently use this strategy.

Table 9 reveals the average scores of students by using this strategy. The mean of marks frequently used is 64, and the Standard Deviation is 6, while for the teachers who have not frequently used this strategy, the mean is 68, and the Standard Deviation is 7. This table shows that the teachers who use the rules strategy in the classroom have better scores of students as compared to those who do not use this strategy.

Table 8. Use of rules strategy.

Use of Rules Strategy	Frequency	Percentage
Frequently not used	65	65
Frequently used	35	35
Total	100	100

Table 9. Use of rules strategy in the classroom mean and standard deviation of marks of class.

Use of Rules Strategy in Classroom	Mean	Standard Deviation
Frequently not used	68.84	7.49
Frequently used	64.17	6.68

Lesson Plan strategy

Table 10 shows out of 100 teachers of different schools in Islamabad, 57% of teachers frequently used the "lesson plan" strategy, while the remaining (43%) teachers did not use this strategy.

Table 11 reveals the average marks of students who use this strategy. The mean of marks frequently used is 65, and the Standard Deviation is seven, while for the teachers who do not frequently use this strategy, the mean is 66, and the Standard Deviation is 8. This table shows that the teachers who use the Lesson Plan strategy in the classroom have better scores of students as compared to those who do not use this strategy.

Table 10. Use of lesson plan.

Use of Lesson Plan	Frequency	Percentage
Frequently not used	43	43
Frequently used	57	57
Total	100	100

Table 11. Use of lesson plan in classroom mean and standard deviation of marks of class.

Use of Lesson Plan in Classroom	Mean	Standard Deviation
Frequently not used	65	7
Frequently used	66.50	8

Time Management Strategy

Table 12 shows out of 100 teachers of different schools in Islamabad, 17% of teachers frequently used the strategy of "Time management," while the remaining (83%) teachers did not use the time management strategy.

Table 13 revealed the average marks of students by using this strategy. The mean average of marks frequently used is 64, and the Standard Deviation is 7, while for the teachers who do not frequently use this strategy, the mean is 65, and the Standard Deviation is 7. This table shows that the teachers who use the "Time management" strategy in the classroom have a lesser impact on the scores of students as compared to those who do not use this strategy frequently.

Table 12. Use of time management strategy.

Use of Time Management Strategy	Frequency	Percentage
Frequently not used	83	83
Frequently used	17	17
Total	100	100

Table 13. Use of time management in the classroom mean and standard deviation of marks of class.

Use of Time Management in Classroom	Mean	Standard Deviation
Frequently not used	65	7
Frequently used	64	7

Group Engagement Strategy

Table 14 shows out of 100 teachers of different schools in Islamabad, 54% of teachers frequently used the "Group Engagement strategy," while the remaining (46%) teachers did not frequently use this strategy.

Table 15 reveals the average marks of students by using a group engagement strategy. The mean of marks frequently used is 66, and the Standard Deviation is 9, while for the teachers who do not frequently use this strategy, the mean is 65, and the Standard Deviation is 8. This table shows that the teachers who use the "group engagement strategy" in the classroom have better scores of students as compared to those who do not use this strategy.

Table 14. Use of group engagement strategy.

Use of Group Engagement Strategy	Frequency	Percentage
Frequently not used	46	46.0
Frequently used	54	54.0
Total	100	100

Table 15. Use of group engagement in the classroom mean and standard deviation of marks of class.

Use of Group Engagement in Classroom	Mean	Standard Deviation
Frequently not used	65.12	8.34
Frequently used	66.75	9.782

Monitoring Strategy

Table 16 shows out of 100 teachers of different schools in Islamabad, 68% of teachers frequently used the "monitoring strategy," while the remaining (32%) teachers did not frequently use this strategy.

Table 17 reveals the average marks of students by using a monitoring strategy. The Mean score for frequently used is 66, and the Standard Deviation is 8, while for the teachers who do not frequently use this strategy, the mean is 64, and the Standard Deviation is 7. This table shows that the teachers who use "monitoring" in the classroom have better scores of students as compared to those who did not use this strategy.

Table 16.   Use of monitoring strategy.

Use of Monitoring Strategy	Frequency	Percentage
Frequently not used	32	32
Frequently used	68	68
Total	100	100

Table 17. Use of monitoring strategy in classroom mean and standard deviation of marks of class.

Use of Monitoring Strategy in Classroom	Mean	Standard Deviation
Frequently not used	64.76	7.965
Frequently used	66.59	8.57

Withitness Strategy

Table 18 shows out of 100 teachers of different schools in Islamabad, 61% of teachers frequently used the "withitness strategy," while the remaining (39%) teachers did not frequently use the withitness strategy.

Table 19 revealed the average scores of students by using the withitness strategy. The mean of marks of frequently used is 66 and Standard Deviation is 9, while for the teachers who do not frequently use this strategy, the mean is 65, and Standard Deviation is 7. This table shows that the teachers who use "withitness" in the classroom has better scores of students as compared to those who did not use this strategy.

Table 18. Use of withitness strategy.

Use of Withitness Strategy	Frequency	Percentage
Frequently not used	39	39
Frequently used	61	61
Total	100	100

Table 19. Use of withitness strategy in the classroom mean and standard deviation of marks of class.

Use of Withitness Strategy in Classroom	Mean	Standard Deviation
Frequently not used	65	7
Frequently used	66	9

Communication Strategy

Table 20 shows out of 100 teachers of different schools in Islamabad, 71% of teachers frequently used the strategy of "communication strategy," while the remaining (29%) teachers did not frequently use this strategy.

Table 21 shows the average marks of students by using a communication strategy. The mean of marks of frequently used is 67, and the Standard Deviation is 9, while for the teachers who do not frequently use this strategy, the mean is 65, and the standard deviation is 8. This table shows that the teachers who use "communication" in the classroom have better scores of students as compared to those who do not use this strategy.

Table 20. Use of communication strategy.

Use of Communication Strategy	Frequency	Percentage
Frequently not used	29	29
Frequently used	71	71
Total	100	100

Table 21. Use of communication strategy in the classroom mean and standard deviation of marks of class.

Use of Communication Strategy in Classroom	Mean	Standard deviation
Frequently not used	65	8
Frequently used	67	9

Academic Achievement Strategy

Table 22 shows out of 100 teachers of different schools in Islamabad, 27% of teachers frequently used the strategy of "academic achievement," while the remaining (73%) teachers do not frequently use this strategy.

Table 23 shows the average marks of students using this strategy. The mean of marks frequently used is 63, and the Standard Deviation is 7, while for the teachers who do not frequently use this strategy, the mean is 67, and the Standard Deviation is 9. This table shows that the teachers who use the Academic Achievement strategy in the classroom have lower scores of students as compared to those who do not use this strategy.

Table 24 interpreted whether all classroom management strategies have an equal impact on achievements or not. For this, ANOVA was carried out. In Table 24, F=2.19882 (P-value 0.01<0.05) shows that strategies have significantly different impact on academic achievements.

Table 22. Use of academic achievement strategy.

Use of Academic Achievement Strategy	Frequency	Percentage
Frequently not used	73	73
Frequently used	27	27
Total	100	100

Table 23. Use of academic achievement strategy mean and standard deviation of marks of class.

Use of Academic Achievement Strategy	Mean	Standard Deviation
Frequently not used	67	9
Frequently used	63	7

Table 24. Variation between strategies and within strategies (ANOVA).

Source of Variation	SS	Df	MS	F	P-vallue
Between strategies	13.51296	10	1.351296	2.19882	0.017456*
Within Strategies	216.3233	352	0.614555		
Total	229.8362	362			

The results revealed that classroom management strategies such as Praise and Reward, Encouraging Group engagement, Withitness, Communication, and Monitoring were the best recommended for high achievements. Whereas the strategy of physical arrangement, Academic Achievement, Rules, and Time Management were not fruitful for most of the teachers.
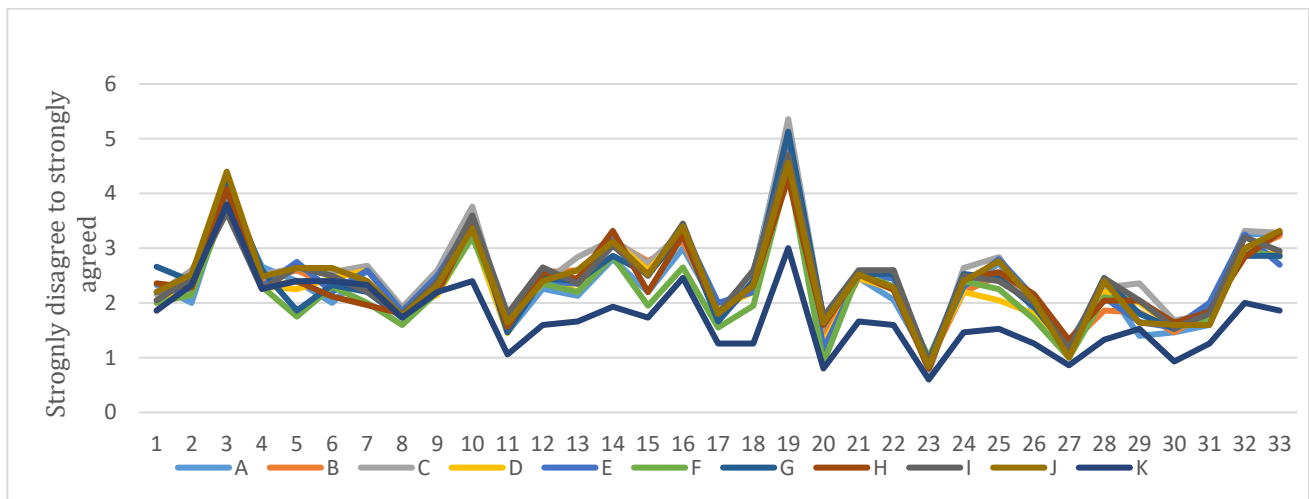

Figure 1. Classroom management strategy and academic achievement.

Figure1 shows; A= Physical Arrangement of Classroom, B= Instructional strategies, C= Praise and Reward, D= Establishing Rules, E= Lesson Planning, F= Time Management, G= Encouraging Group engagement, H= Monitoring, I= Withitness, J= Communication, and K= Academic Achievement.

The line Graph shows the best-recommended classroom management strategy for high achievements. In view of the mean plot responses in the line graph, the classroom management strategies Praise and Reward, Encouraging Group engagement, Withitness, Communication, and Monitoring were the best recommended for high achievements. Whereas Physical arrangement of class, rules, and time management were not fruitful for most teachers.

Discussion

According to Bicard et al. (2012), during their observation of the arrangement of seats in class five, they noted that the learners had fewer disruptive behaviors throughout lessons when the teacher had chosen the seating arrangement by himself after students had chosen their seats of class fifth students. Part one of the questionnaire includes three items: physical arrangement of the classroom, organizing visual aids, and

seating arrangement. The findings revealed that teachers arrange the seats of students and physical environments like fans and proper ventilation; however, audio-visual aids are not used by teachers (Demir, 2009). Teachers who use a physical arrangement of the classroom have less impact on students' achievement because they do not have enough audio-visual aids to use in teaching. Part two of the nine-item questionnaire nine items was relevant to instructional strategies. The result of the findings revealed that the majority of teachers use instructional. Mean scores supported that teachers who use instructional strategies have a better impact on students' scores. ANOVA tests on these statements show that this strategy is effective for academic achievement.

The result of the findings on the use of rules in the classroom is supported by some of the teachers. The responses on items show that few teachers use rules in the classroom; as a result, it has less impact on academic achievement. In his choice theory, Glasser (1998) stated that students may know the importance of classroom rules to decrease disorder schedules. The teacher may set objectives in the classroom from the start of school and abide by punishments if a student breaks these rules set by the teacher from the first day of school.

The results of this study are consistent with a study conducted by Wharton-McDonald et al. (1998), which examined the difference between a high-achieving classroom and a lower-achieving classroom in terms of the amount of teacher praise provided to the students. The results of the study showed that students in the high-achieving classroom received more praise for effort and attention given to the assignment than praise for answering correctly. The items related to praise and reward strategy are students are rewarded for their achievement, clapping hands who perform well, and praise recognition for brilliant performance (Woolfolk, 2000).

The majority of English teachers agreed to use this strategy, and the mean of students' scores shows the effectiveness of praise and reward on the academic achievement of students. ANOVA test revealed that the praise and reward strategy is recommended as the best strategy for academic achievement. Reinke et al. (2008) define praise as any verbal statement or gesture of teacher approval of a desired student's behavior beyond confirmations of correct academic response. Verbal praise has also been shown to allow for more instructional time in the classroom (Wang, 2009). The response to the items regarding lesson plans revealed that some teachers use lesson plan strategies to manage the classroom while most teachers do not. Results revealed that students performed less because of infrequent use of lesson planning. ANOVA tests on these statements show that students got fewer marks because the teachers do not use them frequently.

Some teachers agreed that they maintained classroom schedules, punished latecomers, and had a routine to enhance students' academic achievement. Most teachers do not use time management strategies to manage their classes. Walter et al. (2006) stressed that managing time is a precious instrument to confirm simple and effective daily teaching. If the teachers have prepared their lessons, more time will be spent on teaching.

Most teachers use a group engagement strategy to manage class. The teachers responded that to keep students engaged with assignments to increase academic achievement, student group activities are managed. This strategy is effective for students' academic achievement. Providing responses on statements of withitness, the study verified that teachers must have the ability to minimize disciplinary problems to ensure quality output, and the teacher must ensure the student's participation in learning activities for an effective class. Mean scores show the effectiveness of this strategy. ANOVA test on these statements shows that this strategy has a positive impact on academic achievement.

CONCLUSIONS AND RECOMMENDATIONS

The study's findings revealed that the teachers who use classroom management strategies, for example, Praise and Reward, Encouraging Group engagement, withitness, and communication have a greater impact

on students' high achievement. English teachers who use these strategies but not frequently, like physical arrangement strategy, Rules strategy, time management strategy, and monitoring strategy, have a lesser impact on scores of students in English subjects. It is concluded that some teachers use monitoring strategies to manage classrooms, but not frequently. It has a lesser impact on students' performance. The majority of teachers use lesson plan strategy, and it has a positive impact on student's achievement. A small number of teachers never use this strategy. It is also concluded that the majority of teachers use a group engagement strategy, and it has a positive impact on academic achievement. The majority of teachers use withitness strategy frequently. It is proven effective for academic achievement, but only a few teachers use this strategy less frequently.

According to the research study's findings, where the physical arrangement of the class is important for academic achievement, basic facilities may be provided to each school. For example, audio-visual aids, charts, and models to increase the interest of the students. Teachers may prepare lessons prior to teaching. They may create an enthusiastic learning environment in the classroom despite threats and shouts to manage the classroom. Teachers may make rules for the classroom at the start of each academic year and display them on the notice board of each class. It is recommended that the teachers should monitor the class during teaching. Teachers may plan the lessons for the whole week to smooth the teaching process and engage students in classroom activities. Rewards are given to students with the best performance in exams and tests. The researchers are recommended to conduct experimental research in classroom management. This study is delimited to English teachers who teach English subjects to 8th graders. Researchers are recommended to work using different subject teachers and grade students. This research is delimited to female students; hence, conducting research on both male and female students is recommended.

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