

Impact of Classroom Management on Students' Academic Performance: Teachers' Perception in Lasbela

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ABSTRACT

This study focuses on the presentation and discussion of data on the impact of Classroom management on students' academic performance: teacher's perception in Lasbela secondary schools. A case study of district Lasbela, Balochistan. The main objectives of the study to explore the teachers' perceptions, of classroom management strategies, examine the issues and challenges about classroom management at public secondary schools in District Lasbela. Further, to suggest strategies to overcome issues and challenges of classroom management at public secondary schools. Data collected through questionnaire, a mixed-method investigation of the Lasbela district in Balochistan. The population size was government high secondary schools' teachers of district Lasbela. The random sampling used for data collection. The descriptive statistics have been used for data analysis. The results are suggested that SST teachers' perspectives on planning and organizing the classroom's overall activities, beginning class periods in a systematic and organized way, maintaining lesson planning for each lesson on a regular basis, choosing the appropriate activities to achieve the objectives, having an excellent plan that adequately covered all aspects, and choosing appropriate educational goals and objectives were significantly different. The perspectives of SST teachers on how to efficiently deliver the lesson in the allocated time, apply time management techniques in teaching appropriately, and consistently attempt to accomplish the course work on time were found to be significantly different. These results for Efficiency in Student Engagement are crucial for teacher education because they demonstrate the influence of the teacher on student achievement. When students are interested in what they are learning, they are more likely to succeed. According to research, teachers' beliefs in their own abilities have an impact on learners academic success. The study recommended that secondary school teachers use guidance and counselling techniques to resolve various issues, connect, conclude, and summarize concepts with prior knowledge, clearly explain fundamental concepts and use examples from daily life when giving instructions. teachers treat students with respect in the classroom, apply modern knowledge, ideas, and emerging technology in teaching learning processes, permit the student to answer, develop the problem-solving skills, move purposefully and encourage student to display work.

Keywords: Classroom Education, Knowledge; Lesson, Management, Planning, Perceptions; Secondary Schools, Students, Teachers

INTRODUCTION

The critical role of education in society and the essential function of teachers in shaping students' development. The study indicate that effective classroom management is pivotal in creating conducive learning environments that foster academic achievement and overall student well-being. Teachers are positioned as pivotal important character who not only impart knowledge but also play a crucial role in nurturing critical thinking and reasoning skills among students (Grisolia et al., 2022).As Education is highlighted as the cornerstone of societal advancement, ensuring the acquisition of skills and knowledge necessary for individuals to progress in modern society. (Oliver et al.,2012, Morgan, L. N. W, 2015). It discusses how teachers' ability to establish supportive and structured learning environments influences students' motivation, learning outcomes, and overall academic performance (Nuriatul, 2021). Furthermore, the research addresses various challenges faced by teachers in managing classrooms, such as student behaviour management, creating a supportive learning atmosphere, and utilizing diverse teaching strategies to accommodate different learning styles (Dörnyei & Muir 2019).

Importantly, the study acknowledges the evolving role of technology in education, pay attention to its impact on teaching methodologies and learning outcomes (Tondeur, 2017). Additionally, advancements in technology have revolutionized educational environments, introducing tools like smart boards, laptops, and e-learning platforms. These innovations enhance teaching effectiveness and student engagement, offering new avenues for personalized learning experiences (Al-Sharhan, 2016, Alghamdi, A. 2023). Classroom management, therefore, emerges as a crucial component influencing educational outcomes. It encompasses the strategies and techniques teachers employ to create an environment conducive to learning, thereby impacting students' academic performance and overall development (Bereiter et al.,2014). Furthermore, the study acknowledges the diverse challenges teachers face in managing classrooms, including varying student backgrounds, learning styles, and behavioural dynamics. Successful classroom management requires adaptive strategies that cater to these differences while maintaining a structured and supportive environment for all learners (Akin, et al., 2016, Bonna, K. 2023). These factors collectively contribute to a supportive learning atmosphere where students are motivated to excel academically (Nuriatul, 2021).The research also delves into the psychological and physical aspects of classroom environments, highlighting their influence on student behaviour and academic performance (Yang et al., 2013). It emphasizes the importance of teacher-student relationships, instructional leadership, and effective communication in promoting a positive learning environment (Hunter, W., et al., 2023).

Moreover, the study recognizes the broader societal implications of effective classroom management, including its role in promoting social interaction, critical thinking, and emotional well-being among students (Vizeshfar & Torabizadeh, 2018). It emphasizes the need for collaborative efforts among educational stakeholders to enhance classroom management strategies and improve student outcomes. Moreover, the study underscores the significance of teachers' roles in classroom dynamics. Teachers serve not only as educators but also as mentors and facilitators of student growth. Their ability to understand students' needs, employ diverse teaching methods, and manage classroom interactions profoundly influences learning outcomes (Back, L.,et al., 2016, Day, C., & Sammons, P. 2016).

Statement of the Problem

Classroom management plays a critical role in shaping the academic performance of students by fostering an organized, focused, and conducive learning environment. In the context of secondary schools in District Lasbela, classroom management challenges are influenced by factors such as teacher-student relationships, discipline strategies, resource limitations, and the overall school environment. However,

little research has been conducted to understand how these factors affect academic outcomes in this region. Teachers, being the primary facilitators of classroom management, have unique insights into how their management practices impact students' learning and performance. The Significance of the Research Study, Teachers' Perception," lies in maximizing the efficiency of the learning process through optimal use of available resources. By maintaining a structured learning environment, teachers can enhance students' academic skills, social, and emotional development, and control student behaviour effectively. This study aims to define practices that support teachers in managing their classrooms in an organized manner, thereby improving the quality of teaching. It assesses the classroom management strategies employed by secondary school teachers and highlights the importance of these strategies

The Objectives of the Study, the main purpose of this study was to help teachers to improve their classroom management practices and skills. Explore the teachers' perceptions, examine the issues and challenges regarding classroom management at Public secondary schools in District Lasbela. Further, find out the Impact of classroom management strategies on students' academic performance at Public secondary schools through Teachers' perceptions in Lasbela.

LITERATURE REVIEW

They create a management structure that enables them to generate as much as they can while using the least resources. On the basis of this, when they initially meet the learners, they can approach them with confidence (Stanton et al., 2021). A successful teacher will always direct their students toward a sense of success-based encouragement to assist them overcome all the challenges that restrict their learning (Rachiele, 2015). Strong relationships exist between students' perceptions about their behaviour and their academic success, and these beliefs are influenced by a range of variables, such as teachers' expectations, management strategies, and classroom dynamics (Bruer, 1994).

Concepts of Management

Every institution, whether it is a school, college, or university, uses management and teamwork to accomplish its aims and goals. Management is the process of attaining organizational goals with the help of personnel or other organizational resources. To manage and direct institutions or organizations and achieve the required goals, management is necessary (Jackson et al., 2006, Wraga, 1998 and Kraus & Curts 1986).

Importance of Management

Both the general well-being of society and individual activities depend on management. The success of any action plan in any social institution, such as religion, transactions, the military forces, and government, entirely depends on the management skills one may possess; as a result, management decides to win and accomplish goals of our political and socio-financial affairs in the broadest sense of the word. The importance of management cannot be denied. It is considered as the key motivating force throughout instruction. The process of management is how successful and instructive framework practises are created and maintained, as well as how goals are made clear (Nisar, M. et al., 2019, Lusthaus, 2002).

Classroom Management

Matsepe, (2022) defines classroom management as the combination of teaching techniques and schedules aimed at maintaining students' attention, ensuring acceptable behaviour and creating a safe learning atmosphere outline strategies like promoting collaboration, supporting policies, and selecting appropriate

management styles to enhance classroom management (Padayachee, A. 2021). Both teachers and students deserve a professional and comfortable educational experience. Burden, P. (2020) suggests that classroom management should involve both teachers and students, promoting mutual respect through developmental evaluation. Effective classroom management requires a collective agreement and cooperation between teachers and students Franklin, H., & Harrington, I. 2019, Öqvist, A., & Malmström, M. 2018 and Rudhumbu, N. (2016). O'Reilly, N. (2016). argue that teachers play a pivotal role in developing supportive learning environments where students feel comfortable and learn to collaborate. A teacher's role as a top manager is crucial in maintaining a conducive learning environment. this highlights the necessity of teachers' ongoing presence and expertise in classroom Elias, M. and Schwab, Y. (2013)

Classroom Management Aims

Management is crucial in the classroom. Management and administration in the classroom best target to achieve educational goals. We should decide on our educational goals first. The methods, procedures, and approaches that will be used to achieve these goals must also be kept in mind. Educational goals can be achieved through utilizing resources efficiently, encouraging collaboration between students and teachers, managing the classroom appropriately, and creating a positive learning environment. In order to achieve this, it is necessary to systematize the physical environment, activate interaction and foster connections, plan and carry out instruction, maintain order, inspire students to stay on task, and establish policies and rules so that students are aware of what to do in a corrective and responsible manner (Moltudal, S. 2021, Lazarides, R et al., 2020 and Kareem et al. (2003)

Classroom Management Organization

Managing the structure of the classroom is essential, as is obvious. The physical environment must first be extremely well organized for the teaching and learning processes to be successful. Because it can assist teachers in managing the challenging requirements of instruction, excellent space management is crucial for classroom management. These factors must be taken into consideration by teachers while setting up classrooms for lessons. (a) Putting together the writing desk, bench, and chairs (b) Setting up the teacher's workstation, computer, and additional teaching equipment (c) The location of the performance area (d) How supplies and resources will be distributed to teachers and students (e) Where instruction resources are kept (f) Classroom traffic flow (g) How learners should enter and exit the classroom (Ozen & Yıldırım 2020). Stated that as was previously mentioned, there are connections between teaching, learning, and classroom management. Furniture placement and a suitable and welcoming learning environment are crucial components of well-designed spaces. The ability to manage a classroom is one that can be learned, but daily practice is required. The following ten guidelines may help you manage and uphold discipline in the classroom. These guidelines will assist in preventing issues with disruption, focus, and discipline (Abbasi & Riaz 2011, (Nisar, M. et al., 2019). According to Weimer (2002) We are all aware of how difficult it is to educate successfully, Individuals all have different learning preferences. The idea that there is no ideal teaching method has been put advanced. Teachers expect that the boundaries would be clear, allowing learners to understand the subject, in addition to the importance of establishing the relevance of the resources. It is essential to first assess the scope of the understudy's knowledge before attempting to connect it with the creative (Niranjan, et al., 2022, Ramsden 2003). High standards are set for students by effective teachers. They also clearly state the primary goals. Learners need to be informed of the material they will be studying. precisely what they're most likely to carry out (Egeberg, H. et al., 2021). Good teaching reinforces in students a sense of ownership over their education and a love for learning. A skilled instructor makes learning commitments that are reasonable given the student's level of appreciation (Burden, 2020, Iqbal et al., 2010).

Role of the Teacher in Classroom Management

Every culture has a set of guidelines and differentiating characteristics. To keep great respect and develop harmful habits, it develops determined and careless behaviours on many levels. The country imitates quality in its deeds and principles Caldera, A. et al., 2020). According to Susah (2004) schools manage to arrange and plan for the young and children of our future generation having faced significant challenges. The requirement for moral purity varies based on the instructor, but it must be maintained by someone, Lauermann & ten Hagen, (2021) and Kanchele, (2021). Inappropriate behaviour is defined as acting outside of socially acceptable boundaries. The explanations for why pupils behaved badly were divided into three categories. (1) Aspects of organization and education. (2) Aspects of the social network and family. (3) The student's characteristics and correcting factors. If a student is not engaged and eager to study, they will not fully understand what they are learning, and teachers cannot properly instruct without the proper framework and rules (Shala, 2021; Setiawan, 2021).

Elaborating on the Construct of Classroom Management

Effective teachers encourage involvement in class activities, assist students in acquiring self-control, stop disruptions, and show attention and respect for their students. a physical location or backdrop that supports effective teaching practices between the instructor and students that will surely improve their academic growth can be described as the classroom environment from an environmental point of view. Different elements of the classroom context shape its objectives and participants' involvement in a varied learning environment (Doyle, 2006, Hoesny, M. et al., 2020).

Classroom management strategies

Kareem et al., (2003) stated that To achieve previously established goals and objectives, a teacher must put their classroom management strategy through practice and reviewing. In their classrooms, teachers that employ these ideas and techniques find and create a wonderful atmosphere where both students and teachers feel at ease, perform admirably, and achieve greater outcomes. According to Ads, (2004). Students understand that their teachers respect their viewpoints Students are motivated by this form of instruction to promote democratic principles in their families, neighbourhoods, and communities, (Kareem et al., 2003, Kareem et al., 2003). The classroom management can vary depending on the circumstance, indicating that there isn't a constant model of appropriate behaviour. Instead, in order to select the appropriate classroom management strategy for each circumstance, a teacher needs be knowledgeable with a number of approaches (Kelly, A. 2021).

Factors Affecting Classroom Management

Throughout the teaching and learning process, a number of challenges are discovered that can be either confidently or constructively handled by classroom management approaches. These attributes include, among other things, the nature of the curriculum, system, culture, and discipline; teachers; students; communication; teacher-student associations; teaching-learning circumstances; class size; restrictions; inattention (Alasmari, N. & Althaqafi, A. 2021, Khadim, 2012, Pressley, T., et al., 2020, Manai, 2006 and Entrich (2020) Important Guidelines for Classroom Setup, Key guidelines for controlling the classroom are provided in the information that follows. Student teachers must have enough space to move about and set up their workstations for group and pair activities. Both teachers and students should be able to easily access every section of the assessment (Eyal, L., & Gil, E. 2020, Yunita, E., et al., 2020, Abdulrahman, M. et al., 2020).

This study's overall structure: teachers' perspective on how classroom management affects students' academic performance. A mixed-method investigation of the Lasbela district in Balochistan. In this chapter, Balochistan is described. It goes into great detail about the population, sample size and sampling procedures, data gathering procedures, and research design. Additionally, it analyses the validity and dependability of the instruments as well as a potential attitude problem.

Research approaches

The aim of the researcher's study is to understand his or her own philosophical and mental characteristics, whether intentional or unintentional, regarding how to gather data and the character of people as respondents in any social reality under investigation; the study can only be qualitative or quantitative. The quantitative research paradigms were applied in this study. Rational for using Mixed Methods Design. Questionnaires are the best instrument for the researcher to use when gathering data from various areas of the District. The High and Higher (Boys) Secondary School of District Lasbel were selected. Only one Government Boys 'Higher secondary schools and 12 Government Boys 'High schools were selected. The number of Teachers 'in Higher Secondary School of District Lasbela.

Due to the large available teacher population, probability sampling approaches were used in this study mixed method study. A complete understanding of classroom management was made possible by the combination of both approaches, which produced more reliable results by merging measurable trends with in-depth individual views.

K=Sample size

Z= Z scoff which is associated with Z-score (5%level of Significance)

S=Sample proportion

E= margin of error

N=population

K=159.777=160

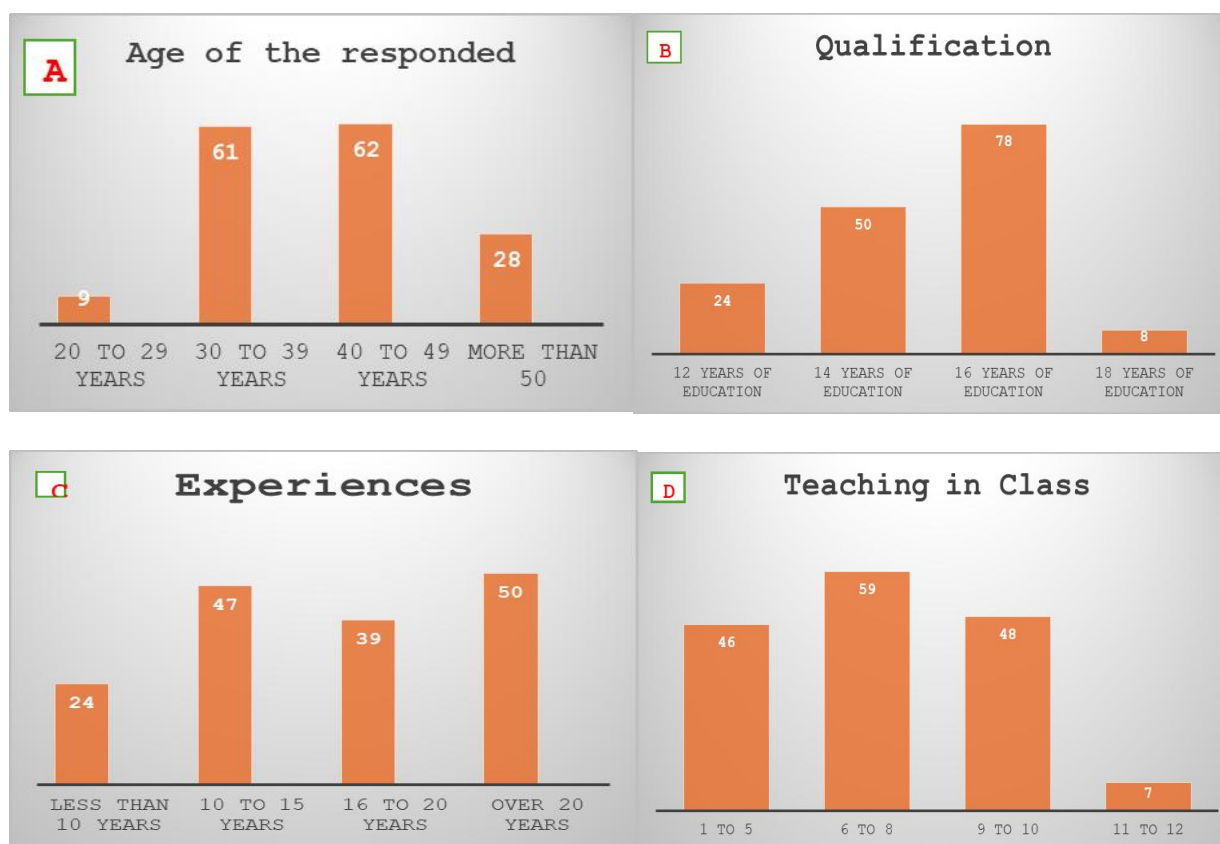
The secondary school teachers (SST(Gen) and SST(Sci) from 12 high secondary schools, One higher secondary school, and 160 secondary teachers who teach in high secondary schools and higher secondary schools in district Lasbela were the chosen sample for this study. The researcher used random sampling to get data from teachers at particular schools.

Data Analysis

The statistical social science program (SPSS) was used to analyse the data from the questionnaires. Before being divided into the proper categories, every questionnaire was double-checked for errors. SPSS carried out cross-tabulation. Data was coded using frequencies, percentages, and averages. By utilizing various statistical techniques, including descriptive and inferential statistics,

Short descriptive coefficients that sum up a particular set of data are known as descriptive statistics. The chi-square distribution test is frequently used to examine the relationship between categorical variables, which are those with two or more categories, such as gender, which has just one category (male). Nominal and ordinal variables are the most common types of categorical variables. The chi-square distribution test between independent and dependent variables was tested using five null hypotheses, and the results showed that there is no significant association between them

RESULTS



The Bar chart A shows that the majority of the study fall in the age range 40 to 49 who were affiliated with the department most compare to other range of age. It means most of the ages of the respondents were between the 30 to 49 in that area. The Bar chart B show that majority of teachers 78(48.8%) Education qualification of respondent 16 years. 50 (31.3%) teachers Education qualification 14 years, 24 (15%) of teachers Education qualification 12 years and 8(5%) of teachers Education qualification 18 years. The bar chart C show that 50(31.3%) teacher's Experience over 20 years in teaching field, 47(29.4%) have teaching experience 10 to 15 years, 39 (24.4%) have teaching experience 16 to 20 years and 24(15%) have teaching experience less than 10 years in district Lasbela. The Bar Chart D shows that the majority of respondents prefer teaching in grades 6 to 8, representing 36.9% of the total. The next most popular choice is teaching classes 9 to 10, chosen by 30% of respondents. Teaching classes 1 to 5 also garners significant interest, with 28.8% of respondents opting for this category. Teaching classes 11 to 12, which typically represent higher grades, is the least preferred choice, selected by only 4.4% of respondents.

Teachers' view on classroom management

The study in which the first objective aimed to explore the Teachers 'view on classroom management :teachers perspective are being practiced in secondary school teachers 'moral the first assumption about the teachers' perceptions about classroom management at Public secondary schools is being practiced in secondary school , to achieve this objective researcher distributed 160 questionnaires to male teachers of district to looking at the respondent's perception on impact of classroom management on students' academic performance in secondary school .

S.No	Statement	SD	DA	N	A	SA	Total
1	Classroom management provides a conducive and stimulating environment for the learning process.	2	6	11	117	24	160
		3%	3.8%	6.9%	73.1%	15%	100%
2	Classroom management motive and Motivating for the learning process learn is much easier in the present classroom.	2	28	24	83	23	160
		1.3%	17.5%	15.0%	51.9%	14.4%	100%
3	Teachers motivate students to learn in class	4	10	95	50	1	160
		2.5%	6.3%	59.4%	31.3%	0.6%	100.0%
4	All students in the current classroom are encouraged to participate.	4	4	9	94	49	160
		2.5%	2.5%	5.6%	58.8%	30.6%	100.0%
5	Teachers maintain discipline in the classroom and organize the class in a way that positively enhances student learning.	2	4	14	90	50	160
		1.3%	2.5%	8.8%	56.3%	31.3%	100.0%
6	Teachers assign homework to students in a youth-appropriate amount	2	12	20	88	38	160
		1.3%	7.5%	12.5%	55.0%	23.8%	100.0%
7	Teachers relate the subject to real life through various examples.	1	17	14	77	51	160
		0.6%	10.6%	8.8%	48.1%	31.9%	100.0%
8	Teachers show flexibility regarding student behavior in the classroom.	2	15	26	82	36	160
		13.0%	9.4%	16.3%	51.3%	21.9%	100.0%
9	Effects of teacher's personality in the classroom helps students to develop interest in learning.	3	1	12	88	56	160
		1.9%	0.6%	7.5%	55.0%	35.0%	100.0%
10	Teachers create a friendly atmosphere in the classroom.	2	5	21	88	44	160
		1.3%	3.1%	13.1%	55.0%	27.5%	100.0%

Table 1 display that item revealed that majority of teachers agreed that their Classroom management provides a conducive and stimulating environment for the learning process. The result under the item no 2 in the table revealed that majority of the teachers (N=83, 51.9%) indicated that Classroom management motive and Motivating for the learning process learning is much easier in the present classroom. As they agreed with the statement while the result of item no 2 disagreed no of teachers (N=28, 17.5%) indicated that that Classroom management motive and Motivating for the learning process learning is much easier in the present classroom.

The result under the item no 3 in the table revealed that majority of the teachers (N=95, 59.4%) indicated that Teachers motivate students to learn in class. As they neutral with the statement while the result of item no 3 agreed no of teachers (N=50, 31.3%) indicated that Teachers motivate students to learn in class. The result under the item no 4 in the table revealed that majority of the teachers (N=94, 58.8%) indicated that All students in the current classroom are encouraged to participate As they agreed with the statement while the result of item no 3 strongly agreed no of teachers (N=49, 30.6%) indicated that All students in the current classroom are encouraged to participate. The result under the item no 5 in the table revealed that majority of the teachers (N=90, 56.3%) indicated that Teachers maintain discipline in the classroom and organize the class in a way that positively enhances student learning.

The result under the item no 6 in the table revealed that majority of the teachers (N=88, 55%) indicated that Teachers assign homework to students in a youth-appropriate amount. As they agreed with the statement, moreover the result under the item no 7 in the table revealed that majority of the teachers

(N=77, 48.1%) indicated that Teachers relate the subject to real life through various examples. As they agreed with the statement. The result under the item no 8 in the table revealed that majority of the teachers (n=82, 51.3%) indicated that Teachers show flexibility regarding student behaviour in the classroom. As they agreed with the statement. The result under the item no 9 in the table revealed that majority of the teachers (N=88, 55%) indicated that Effects of teacher's personality in the classroom helps students to develop. As they agreed with the statement. The result under the item no 10 in the table revealed that majority of the teachers (n=88, 55%) indicated that Teachers create a friendly atmosphere in the classroom. As they agreed with the statement. The result altogether indicated that teachers of secondary schools and higher secondary schools views on classroom management. The result altogether indicated that the teachers of higher and high secondary schools are practicing Teachers' views on classroom management. The finding concurred with the previous studies of meeks (2020).

Table 2: Impact of classroom management strategies on students' academic performance

S.No	Statement	SD	DA	N	A	SA	Total
1	Teachers reward students for good behavior	4 5%	38 23.8%	39 24.4%	58 36.3%	21 13.1%	160 100%
2	Teachers engage students in active discussion about subject-related issues.	25 5%	31 15.6%	88 18.8%	16 54.4%	0 0.0%	160 100%
5	Teachers keep a close eye on the teaching and learning activities during the class.	4 2.5%	6 3.8%	16 9.4%	87 53.8%	50 30.6%	160 100%
6	Teachers answer students' questions to promote positive interactions in the classroom.	1 0.6%	8 1.0%	18 6.3%	96 62.5%	38 22.5%	160 100%
7	Students who disrupt the teaching process are discouraged by teachers.	5 3%	29 18.1%	26 16.3%	69 43.1%	31 3.1%	160 100%
9	Academic performance of students has a significant relationship with the effectiveness of teachers' classroom management.	2 1.3%	5 3%	16 10%	98 61.3%	39 24.4%	160 100%

Table 2 reveals that the majority of teachers (N= 58, 36.3%) indicated that Teachers reward students for good behaviour in the classroom. As they agreed with the statement while (N= 39, 24.4%) teachers neutral with the statement that Teachers reward students for good behaviour in the classroom. The majority of the teachers (n=88, 54.4%) indicated that Teachers engage students in active discussion about subject-related issues. As they agreed with the statement. Majority of the teachers (N=87, 53.8%) indicated that teachers keep a close eye on the teaching and learning activities during the class. The teachers (N=96, 62.5%) indicated that Teachers answer students' questions to promote positive interactions in the classroom. As they agreed with the statement. The majority of the teachers (N=69, 43.1%) indicated that Students who disrupt the teaching process are discouraged by teachers. As they agreed with the statement. The result under the item no 9 in the table revealed that majority of the teachers (N=98, 61.3%) indicated that Academic performance of students has a significant relationship

with the effectiveness of teachers' classroom management. As they agreed with the statement. The teachers (N=70, 43.8%) indicated that If the classroom is well organized, the students will actively participate in the teaching activities.

Hypothesis Testing

Null Hypothesis (H0): Effective classroom management strategies have a negative and statistically no significant impact on student's academic performance at public secondary schools

Table 3: Effective classroom management strategies

Chi-Square Independence Test		
	Value	P-value
Pearson Chi-Square	5.234 ^a	0.0235
Likelihood Ratio	6.213	0.01323

The above table 3 represents the results of the Chi-Square test. The probability value of the Chi-Square test is 0.0235, which is smaller than the 5% level of significance. So, the null hypothesis is rejected. The results of the likelihood ratio is also rejecting the null hypothesis i.e. Effective classroom management strategies have a negative and statistically significant impact on student's academic performance at public secondary schools. It means, there is a positive association between effective classroom management strategies and academic performance of students at secondary schools of district Lasbela. When teachers employ strategies that create an organized and supportive learning environment, students tend to be more engaged, experience fewer disruptions, and show improved academic outcomes. This finding underscores the importance of investing in classroom management techniques to enhance the educational experience and boost the scholastic achievements of students in this district. The secondary high schools need to promote effective classroom managements, which can create positive changes in schools.

Table 4: Teachers Behaviours Expectations

Chi-Square Tests		
	Value	P-value
Pearson Chi-Square	2.1024 ^a	0.154
Likelihood ratio	1.325	0.238

Null hypothesis: Teachers behavior expectations and consistent consequences, is positively correlated with improved academic performance among students in public secondary schools.

The above table represents the results of the Chi-Square test. The probability value of the Chi-Square test is 0.15, which is greater than the 5% level of significance. So, according to these results, we accept the null hypothesis i.e. Teachers' behavior expectations and consistent consequences, is positively correlated with improved academic performance among students in public secondary schools. The results of the likelihood ratio also suggested that we do not reject the null hypothesis. It means we do accept that Teachers' behavior expectations and consistent consequences are positively correlated with improved academic performance among students in public secondary schools. When educators establish clear and fair behavior expectations in the classroom, students are more likely to understand the boundaries and norms, leading to a more conducive learning environment. Moreover, the consistent application of consequences for both positive and negative behaviors fosters a sense of accountability and discipline among students. As a result, students tend to be more focused on their studies and exhibit higher academic performance. This emphasizes the significant role that structured classroom management plays

in enhancing the scholastic achievements of secondary school students. The public schools need to work on teachers' behaviors that can make a positive impact on the academic performance of students at secondary schools of district Lasbela.

Null Hypothesis: Inclusive classroom environment is negatively associated with improved academic performance among students in public secondary schools in district Lasbela.

Table 5: Inclusive classroom environment

Chi-Square Tests		
	Value	P-value
Pearson Chi-Square	4.6547 ^a	0.038
Likelihood ratio	3.8567	0.023

The above table represents the results of the Chi-Square test. The probability value of the Chi-Square test is 0.038, which is less than the 5% level of significance. So, the null hypothesis is being rejected. The results of the likelihood ratio is also rejecting the null hypothesis i.e. Inclusive classroom environment is negatively associated with improved academic performance among students in public secondary schools in district Lasbela. It means the classroom environment makes a positive impact on students' performance in public secondary schools in the district of Lasbela. A well-structured and supportive classroom setting is crucial in promoting learning and facilitating student success. When teachers create an environment that is conducive to learning, characterized by clear expectations, positive teacher-student relationships, and minimal disruptions, students tend to feel more motivated and engaged in their studies. This, in turn, translates into improved academic performance. The positive impact of a nurturing classroom atmosphere underscores the importance of investing in strategies that create an ideal space for students to thrive and reach their full potential in District Lasbela's secondary schools.

CONCLUSIONS

On the basis of findings some conclusions were drawn, which are mentioned below. The research focused on examining existing classroom management techniques, pinpointing related issues and challenges, and suggesting strategies to address these difficulties. Efficient classroom management is essential for creating a supportive learning atmosphere. In various secondary schools, educators hold different views on how to manage classroom activities, organize lessons, and use teaching resources. The significance of methodical and structured lesson planning, featuring well-defined goals and engaging strategies, is widely acknowledged.

The study concluded that effective classroom management begins with organized planning and managing appropriate activities that align with specific instructional goals. This ensures that teaching materials and activities are well-chosen and effectively utilized. Incorporating interactive teaching methods and varying instructional strategies are essential for maintaining students' interest and participation. This includes using examples from daily life, employing questioning techniques, and encouraging student feedback. Effective communication, including clear articulation and maintaining eye contact, is vital for keeping students focused and engaged. Teachers need to address students by name and use both verbal and non-verbal communication techniques. Respectful teacher-student relationships are foundational for a positive learning atmosphere. Teachers should encourage problem-solving skills, recognize students' efforts, and provide positive reinforcement. Effective classroom management involves maintaining discipline through clear rules and consistent application of fair disciplinary measures. Addressing behavioural issues promptly and constructively helps create a secure and focused learning environment. Teachers need to make better use of available school resources, including technology and library materials, to enhance the

learning experience. Efficient time management and timely feedback are also critical for academic success.

The study concludes that implementing effective classroom management strategies significantly impacts students' academic performance. By fostering active engagement, minimizing distractions, and promoting a culture of respect and accountability, teachers in District Lasbela can create a more productive and enjoyable learning environment. This, in turn, leads to improved academic outcomes and a stronger sense of responsibility among students.

Recommendations

The following corrective measures were recommended based on the study done.

The study on the impact of classroom management on students' academic performance in secondary schools in District Lasbela, here are several recommendations:

Behavioural and academic expectations

Teachers should set clear behavioural and academic expectations from the beginning of the school year and consistently reinforce them. Consistent routines help students understand what is expected of them, leading to a more structured and stable learning environment.

Lesson plans

Lesson plans should be meticulously prepared with clear objectives that are communicated to students. Effective lesson planning involves selecting appropriate topics, utilizing diverse teaching materials, and incorporating various interactive and engaging activities to meet the learners' needs.

Student Participation

Teachers should actively promote student participation through pair work, group activities, and classroom discussions. This can help maintain student interest and engagement, contributing to a more dynamic learning atmosphere.

Employing effective questioning techniques

The teacher should adopt and plan effective questioning techniques can stimulate critical thinking and active participation. Open-ended questions and thought-provoking prompts can encourage students to think deeply and engage more thoroughly with the material.

Feedback from Students

Regular feedback should be an integral part of the learning process. This helps students understand their strengths and areas for improvement. Including a section for student feedback in lesson plans can also help teachers refine their instructional methods.

Positive Behaviour of Teachers

Building and maintaining respectful and supportive relationships between teachers and students are essential. This fosters a sense of trust and respect, contributing to a positive classroom atmosphere and enhancing students' willingness to participate and learn.

Collaborative Learning Techniques

Teachers should collaborate with their peers to share strategies and insights on effective classroom management. Professional development sessions and peer observations can provide valuable feedback and support. Implementing these recommendations can create a more conducive learning environment, ultimately improving students' academic performance and fostering a culture of respect and responsibility in District Lasbela's secondary schools.

Future Study

This study will give future researchers the right direction to pursue more research in the area of curriculum-related concerns associated to classroom management to improve the teaching abilities. The researcher can extend the research in division wise because time shortage and lack of finance we selected only one district it can be further extend.

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