Impact of Classroom Management Strategies on Student's Performance, Motivation and Achievement at Elementary Level

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ABSTRACT

This study is about the impact of classroom management strategies on students' performance, motivation and achievement at the elementary level. Students learn a lot of different skills in school that will help them become well-rounded adults. Students learn to value the special things they bring to society in the classroom. All of the necessary tools should be in every classroom to make sure it is a healthy place to learn. The way a classroom is set up makes it easier to teach and learn for the students. This study was descriptive in nature, utilizing a survey method within a quantitative research paradigm. The population of this research study were the public elementary school teachers of Lahore formed the population of the study. The sample of the study was selected through both random sampling and convenience sampling techniques and 400 elementary school teachers from twenty school of public sector were selected at the population of study. a self-made questionnaire was utilized by the researcher to collect data. Its observed that when the teacher independently selected the seating arrangement after students had chosen their seats, the fifth-grade learners exhibited fewer disruptive behaviors during lessons. The conclusion of the study was drawn on the basis of the findings of the research Study. Class in education system is a subsystem of educational management and at the same time of formal organization. Classroom management is impactive for classroom setting of classroom is well managed and well structured. This thing emphasis student behavior and towards classroom achievement.

Keywords: Classroom, Management Strategies, Students' Performance, Motivation and Achievement

INTRODUCTION

Students learn a lot of different skills in school that will help them become well-rounded adults. According to Ashton (2001), students learn to value the special things they bring to society in the classroom. All of the necessary tools should be in every classroom to make sure it is a healthy place to learn. The way a classroom is set up makes it easier to teach and learn for the students. Physical amenities are promised because they help the school do better as a whole (Suleman & Hussain, 2014). If teachers really want to help their students think critically and creatively, they need to do something about it (Radhika & Kapur, 2018). Cardenas and Cerado (2016) say that teachers are very important for keeping the classroom organized, helping students connect with their work, and coming up with and using effective ways to learn. Good classroom management and teaching methods are essential for a good education. Effective classroom management was found to be the most important predictor of how motivated students would be to study (Saifi, Hussain, Salamat, & Bakht, 2018). What a student learns in school determines how well they will do in the future. Students feel more at ease in a clean and well-organized classroom, which leads to better teaching and learning. That being said, it's safe to say that good classroom management is more than just keeping order and control. It also means making sure that students are in a place where they can learn without being interrupted. Aliakbari and Bozargmanish

(2015) list many studies that show how important good classroom management is for improving student performance. Setting rules for the class and activities, clearly telling what to do, and dealing with students who are being disruptive are all important parts of managing a classroom well. According to Wong and Rosemary (2001), classroom management is when a teacher makes sure that all of the students have the time, space, and tools they need to learn the subject (p.84). How important is it to handle the classroom well? Because it helps students learn and do well in school, because it makes good use of class time, because it keeps the classroom nice, and because it manages classroom materials well. When running a classroom, you need to think about expectations, interactions, motivation, and success, among other things that affect how well students learn. Teachers can get students interested in learning by managing the classroom well. One of the many things teachers have to do is make sure the classroom runs smoothly. You can't learn in a school that isn't run well. It's true that both teaching and learning can do better when the classroom is well-run. A clear goal, a team effort, a strong determination to reach that goal, and a positive attitude about the teaching tasks at hand are the four main parts of good classroom management. A lot of first-year teachers think their job is just to give students facts and figures that they can understand. In 2003, that was Torff. Most of the time, these new teachers don't understand how important good classroom management is and how it affects both the social and intellectual growth of their students.

Effective classroom control is very important in today's schools. Martin and Sass (2010) say that directing a classroom includes many ideas, such as keeping students interested, helping them make friends while they learn, and actually teaching. Good teachers do more than just teach; they also shape the people who come to school. A well-thought-out curriculum, good teaching methods, and ways to help students do well are the three main parts of Marzano and Pickering's (2001) idea of good teaching. Motivating students in the classroom is just as hard to control as the lessons themselves because it affects their education, learning, and success. More than ever, schools are being looked at for every sign that a student is doing well. Managing the classroom well is an important part of helping students do well in school

A lot of changes in education have ignored or played down the link between how well students behave and how well they do in school. Over the years, classroom discipline has been named as one of the hardest things for teachers to deal with. According to Shupe (1998), student achievement has been affected in schools that don't handle issues about motivation and punishment well. More and more people are interested in school regulation. A recent incident in Sandy Hook, Connecticut, where twenty children and six adults were killed by an intruder got a lot of attention from the media. This has made more people think that not all public schools are safe places to learn, even though this problem has been known for a long time. When it comes to the US, school punishment is a big deal. Mart and Sass (2010). These days, students are more likely to use alternatives to standard classroom instruction, like being suspended while they are at school. They could also be banned outside of school, which would hurt their grades. Even though ideas like Canter's (1990) are used a lot, teachers still worry about how to run the classroom and how well their students are doing.

Significance of the Study

This study helps teacher to determine the classroom management strategies on student's performance, motivation and achievement at elementary level help the teacher to improve the performance, motivation and achievement. Teacher use the discipline rules of their classroom.

Objectives of the Study

- To determine the impact of classroom management practices on students' performance at the elementary school level in the perception of the teachers.

- To correlate classroom management practices with elementary-level students' academic performance.
- To measure the classroom management, impact on the student's academic motivation?

Research Questions

- What classroom management practices do elementary school teachers use to ensure maximum learning for the students?
- What is the relationship between teachers' perceived classroom practices and learners' academic performance?
- What are the successful factors that impact classroom management?

LITERATURE REVIEW

Contemporary civilization fundamentally relies on rapidly evolving advanced technology, necessitating a framework of adaptability and flexibility grounded upon continuous services and competencies. This event necessitates a profound transformation of the teaching methodology in schools by emphasizing the importance of classroom management tactics in attaining the goals of each learning activity. The notion of active learning should be linked to that of an active teacher, as the traditional model of knowledge transmission from a teacher as the primary source to students as passive recipients has become an ineffective pedagogical approach. The issue with knowledge is that it evolves, broadens, and may potentially diminish in significance with time. The primary objective of an educational activity should focus on cultivating knowledge discovery abilities rather than only imparting knowledge (Iacob & Musuroi, 2013). Classroom management is crucial for a student's academic achievement and holistic development. The effectiveness of a classroom is directly correlated with the proficiency and excellence of the teacher. The principal objective of proficient classroom management is to maintain students' active and effective engagement in the educational process.

The classroom is the venue for teacher-student interaction. The classroom atmosphere is shaped by the teacher's approach and degree of authority, expressions of affection and support, and promotion of collaboration and respect for autonomy in decision-making and choices. The teacher determines whether to manage the classroom effectively or ineffectively (Sucuogly et al., 2010). Krause K. L et al. (2003) assert that effective classroom management is characterized by students' awareness of optimal classroom utilization. Several instructional objectives emphasize anticipated cognitive behavior, appropriate utilization of resources and learning environments, and collaboration with peer groups. Consequently, management must facilitate environments that empower learners to actively engage in shaping their circumstances, recognize their roles, and understand how to function effectively, while teachers should minimize disruptions and foster an atmosphere conducive to effective learning.

Canter (2006) asserted that classroom management prioritizes good behavior to enhance the teaching-learning process for pupils. This encompasses all tasks essential for creating and sustaining a structured learning environment, including material planning and preparation, organization, classroom enhancement, and the formation of good routines and regulations. Oliver, Wehby, and Reschly (2011) noted that effective classroom organization enhances the teaching-learning process by fostering learner contributions. Effective classroom management affords students the opportunity to engage with their peers as an integral component of the learning process. From a teacher's perspective, effective classroom management entails proactive control and innovative instruction.

Teachers must engage proactively in identifying effective strategies that foster resourceful and critical thinking among students, facilitate teamwork, guide them in conceptual determination and definition, and

enhance motivation by bolstering students' self-esteem through the assurance of their academic success. Teachers must consistently evaluate these factors (Iacob & Musuroi, 2013). These characteristics contribute to the growth and development of pupils and enhance the efficiency of teaching-learning approaches. Classroom management in educational institutions at all levels necessitates the use of several tactics and approaches that influence student performance. For example, the maintenance of discipline is deemed essential, and when it is promoted in classroom management, children therefore learn to be more disciplined and to practice self-control. Currently, technology has played a crucial role in classroom management, significantly influencing students' learning and cognitive processes through new ways and technological breakthroughs

Classroom Management Strategies

Most strategies for running a classroom are about running the classroom itself. Some of the things that are thought to be necessary for good teaching and operational management are listed below:
You can't say enough about how important it is to keep order in the classroom. This is true at all stages of schooling, from elementary school to college, but it's especially important for helping students develop their minds. It is common for elementary and middle school students to cause trouble. They often fight and argue with each other and play naughty games. Because of this, it is very important for teachers to take steps to keep the classroom in order. If the students didn't follow the rules, it would hurt their grades, and their teachers should make that clear to them. Students in elementary and middle school are more likely to pay attention in class if they think their teachers are going to hurt them.

Every teacher, no matter what school, is responsible for helping their students learn good social skills, like how to understand how others feel and give freely what they have to those who need it. Some students show signs of being introverts, like not wanting to connect with others and wanting to be alone a lot. To stop this from happening, it is very important to teach students to care and share. In the classroom, you need things like paper, books, stationery, and other school supplies. They forget to bring things sometimes, and it would be great if their friends were nicer and more willing to work with them. If teachers and students of all ages want to do well in the classroom, they need to think this way.

How to Deal with Stress and Anger- Both students and teachers have been mad and stressed out at times. Many things in the classroom can cause students unnecessary stress, such as the large amount of work they have to do, the stress of having to turn in their assignments on time, dealing with difficult and problematic teachers, fights and arguments in the classroom, and not having the materials they need. On the other hand, teachers can feel too busy with problems, work, and the difficulties they face in handling their classes and guests. Techniques for dealing with anger and worry, as well as controlling any bad feelings, are important parts of good classroom management plans. Strategies for dealing with anger and stress would have a big effect on how the school is run.

Management and Co-operative Discipline within the Classrooms

Along with traditional and steady management styles, cooperative discipline will help students learn and understand academic subjects. It will also teach them the values of honesty, morality, and ethics. These people are able to use cultural norms, beliefs, and traditions to make their daily lives more enjoyable. Freiberg, Huzinec, and Borders (2008) say that traditional ways of running a classroom are different from person-centered techniques that focus on cooperative discipline and managing consistency.

When you go to a traditional school, the teacher is the only person in charge of the whole group. Command and control are used as a management style in this model, with students following every

instruction from the teacher. While they're in class, students act as leaders or monitors, and the teacher gives them jobs to do around the house. The use of rules and the organized completion of tasks show that someone is disciplined.

The teacher is in charge of planning and keeping track of the paperwork for events like competitions, quizzes, tests, cultural programs, and so on. When technology lets them, teachers often email or post on bulletin boards the rules and policies of the school. Any kind of bias is not allowed, including but not limited to bias based on caste, creed, race, ethnicity, gender, religion, or socioeconomic position. The effects are the same for every student. Students get rewards from outside sources when they do well on activities like tests, homework, events, and more. Students are mostly expected to focus on their schoolwork and aren't given many tasks to do. However, those who are chosen to be leaders are expected to keep the classroom running smoothly when the teacher isn't there. A very small group of people from the neighborhood are allowed to enter the classroom.

Classroom Management Approaches

This research is based on the teacher motivation continuum as its theoretical foundation. One can think of interventionist, noninterventionist, and interactionist approaches to instructional and motivational classroom management. Discipline has long been considered the bedrock of effective instructional and motivational management in the classroom. Teachers have known for a long time that low motivation levels can disrupt learning. Since schools are supposed to be safe havens free from violence and disorder, and because teachers are held responsible for their pupils' academic progress, it's reasonable that classroom management would be a major worry for teachers. The ways in which teachers instruct their pupils have a direct bearing on the knowledge those students acquire. A model for effective classroom management has been developed, which places interactionists in the middle of a continuum that includes interventionists, non-interventionists, and others (Sowell, 2013).

According to this theory, teachers who engage in interventionist pedagogy respond to student motivation by imposing penalties on them, whereas teachers who practice non-interventionist pedagogy deliberately prepare their classroom environments to support student learning. The interactionist Use what works best from both interventionist and non-interventionist approaches to managing your classroom. Here we take a look at the three main schools of thought when it comes to managing a classroom: interventionist, non-interventionist, and interactionist (Sowell, 2013).

Management of Interventionist Classrooms - Those who use interventionist pedagogy aim to control their classrooms by influencing students' motivation through the use of consequences. When it comes to interventionist classroom management, the works of Skinner, Bandura, Dreikurs, and Canter all add something special to what is already known. The effects on student motivation were the primary emphasis of Skinner's theory of student performance beliefs. Students' motivation, according to B.F. Skinner, is shaped by the outcomes of their own actions. People pick up both good and bad habits from one another, according to Albert Bandura's Social Learning Theory. According to Bandura (1986, 1997), children pick up new habits and ways of thinking by seeing and imitating the actions of adults they look up to, such as parents, teachers, and classmates. People would mimic others' actions, according to Bandura, if their motives were shown.

Classroom Management Interventions

This is what the classroom management interventions are: (Hanke, Truus, Hester, Mechteld, & Simone, 2014). Interventions aimed at inspiring teachers - Changing teachers' motivation is the goal of an

intervention that aims to improve their classroom management skills (e.g., maintaining order, establishing rules and procedures, paperwork, keeping attendance records, disciplinary interventions, etc.). The group management approaches are represented by this class. The standards, regulations, policies, and procedures of the classroom must inform the teachers' professional motivation. Interventions that fall under this category can be either proactive or reactive. If any problems or challenges arise, whether they call for proactive actions or reactive ones, the involvement of the teachers is considered crucial.

Link between teacher and pupil centered Interventions. This intervention's primary goal is to enhance the rapport between classroom teachers and their pupils. When speaking with their teachers, students shouldn't feel shy, nervous, or unsure of themselves. Teachers should work on being friendly and approachable so that students feel safe talking to them and addressing any issues they may have. Dissatisfaction and problems arise as roadblocks throughout the execution of and. Students, on the other hand, need to study consistently, show respect for their teachers, and adhere to all of their directives. Both the teachers and the students have a responsibility to treat each other with respect and kindness, and to listen to and learn from one another.

Interventions based on students' motivation. The goal of this intervention is to increase students' intrinsic motivation. Enhancing group contingencies or fostering self-control among students leads to an uptick in student motivation. There have been instances where students have become angry over insignificant matters in educational institutions. Problems with understanding the concepts, difficulties coping with others, work pressure, not finishing them on time, and so on are all examples of such things. The pupils must take action to develop more desirable motivating features and lessen the prevalence of undesirable ones. Attributes that inspire others to do the right thing include things like being decent, having strong moral ideals, communicating well, adhering to social norms, having high standards, etc. Intervening in contentious situations or conflicts, cheating, lying, academic dishonesty, and similar behaviors are examples of unsuitable motivational qualities.

Programs that target students' emotional and social growth. The intervention's primary goal is to support students' emotional and social growth, particularly in areas like developing empathy for their peers. Interventions that fall under this category can be either proactive or reactive. Interventions that center on helping people's social and emotional development tend to concentrate on just that. There are challenges and obstacles that one must overcome while learning and educating. As a result, you need to be able to multitask effectively and build strong relationships with everyone you work with. It is critical that people are able to handle intense motivation from both teachers and classmates.

The impact of Classroom Management on Students' Motivation

The majority of teachers today would rather use subsequent than antecedent methods to run their classes. In order to deal with a child's unwanted or inappropriate drive, the following methods are used. Reprimanding, taking away privileges, or disciplining the child are all examples of consequences-based methods. Teachers really do use these three methods in the classroom (Hughes, 2014). When a student does something that isn't okay on school grounds, teachers can punish them. These corrective methods can change the students' behavior, which will help them learn the right things that motivate them. When students can't get to certain tools, it can make them less motivated and change their attitude. When students don't want to do anything, teachers can take away all of their free time and make them work. As an example, this can happen when teachers tell their students that one class a week will be for fun and social activities. Sometimes students are a real pain to deal with in class. It's important to correct them when they do something wrong so they remember how to behave in the future.

Teachers who mostly use consequence-based classroom management methods are more likely to respond to efforts to get students motivated. It may be important to use subsequent methods in some situations, but antecedent methods let teachers spend more time on teaching and group work and less time on discipline. Also, research has shown that using antecedent techniques to run a classroom can help students focus more on the experience and on the right academic tasks, while ignoring most of the wrong motivations (Hughes, 2014).

The impact of Management Strategies on Student's Performance

Participation from students helps teachers run the class and helps students learn. Classrooms with more rules and routines tend to have better social and academic results. Studies have also shown that good ways of running a classroom have many positive effects, such as making students more interested in learning and more motivated to do so on their own. Findings show that the more time a student spends actually learning, the better they do in school. Studying more often is likely to lead to people who read and write more and do better on tests and other reviews. According to Hughes (2014), reading is seen as an important feature that helps students do better in school.

According to the American Psychological Association, young children who are aggressive and noisy in the classroom tend to do poorly in school and with their peers. A student can't do his schoolwork when he is sad, mad, or let down. Less structured classrooms are more likely to have disruptive motivation. When it does happen, it can take up important teaching and learning time, which in turn hurts students' ability to learn and their overall academic success. Support the idea that academic activities should take up at least 70% of class time to stop these disturbing urges from happening. It seems fair to test the idea that there is a link between good classroom management and how well students do in school. But studies that look at how teachers teach haven't been done very often, even though these links have been shown (Hughes, 2014).

RESEARCH METHODOLOGY
Research Design

This study was descriptive in nature, utilizing a survey method within a quantitative research paradigm. The survey method was employed to examine the impact of classroom management strategies on students' performance and achievement motivation at the elementary level. The study focused on classroom management strategies in relation to teachers' performance, gender, training status,

Population of the Study

A population is a target group of people having a definite set of characteristics for drawing the required information. It comprises all the possible cases (persons, objects, events) that constitute a known whole (Gay, 2008). The population of this research study were the public elementary school teachers of Lahore formed the population of the study.

Sample and Sampling Technique

Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected (Gay, 2008). Serious efforts were made in this study to select a sample of reasonable size representing the whole population. Since covering the whole population of the study is not possible for the researcher due to financial and time constraints. The sample of the study was selected through both random sampling and convenience sampling techniques and 400 elementary school teachers from twenty school of public sector were selected at the population of study.

Research Instrument

In this research, a self-made questionnaire was utilized by the researcher to collect data. The questionnaire was designed to capture responses on a five-point Likert scale, ranging from Strongly Agree, Agree, Neutral, Disagree, to Strongly Disagree. This tool allows the researcher to gather valuable insights into the impact of classroom management strategies on students' performance and achievement motivation at the elementary level

Data Collection Procedure

After seeking permission from concerned authorities, developed research instruments (questionnaires) were administered to the respondents personally, with the request to fill in a prescribed place for them for data collection. The questionnaire was filled out and collected back personally, and thus, the response rate was maximum. Every effort was made by the researcher to collect valid and reliable data.

Data Analysis

The collected data from the respective respondents through research instruments were properly tabulated, analyzed and interpreted by using appropriate statistical tools in terms of frequency percentages and means score method to work out the overall average score of each item in the light of objectives of the study.

DATA ANALYSIS

Table 4.1 *Descriptive Statistics for All Variables*

Variable	Mean	Median	Std. Dev.	Min	Max
Gender	1.08	1	0.27	1	2
Age	1.22	1	0.51	1	3
Teaching Experience	1.72	2	0.89	1	4
School Type	1.12	1	0.33	1	2
Highest Qualification	2.34	2	1.12	1	5
Classroom Environment	4.01	4.2	0.68	1	5
Teacher-Student Relationship	4.12	4.2	0.72	1	5
Instructional Strategies	4.05	4	0.75	1.6	5

Variable	Mean	Median	Std. Dev.	Min	Max
Behavior Management	3.98	4	0.81	1.6	5
Student Engagement	4.08	4.2	0.74	2	5
Parent Involvement	4.07	4	0.78	2.8	5

The numbers in descriptive statistics show that the classrooms (M = 4.01), teacher-student interactions (M = 4.12), and approach to teaching (M = 4.05) were mostly positive. Among the basic aspects of classroom management, teacher-student relationship is probably the most significant. Standard deviations are not very high or very low, proving that people tended to have similar responses. The gender and school type of the sample turned out to be similar in most cases.

Table 4.2 *Correlation Matrix (Key Variables)*

Variable	Classroom Env.	T-S Relationship	Instructional Strategies	Parent Involvement
Classroom Environment	1.00	0.85	0.78	0.72
Teacher-Student Relationship	0.85	1.00	0.82	0.69
Instructional Strategies	0.78	0.82	1.00	0.65
Parent Involvement	0.72	0.69	0.65	1.00

Note: $p < 0.01$.

There were strong and significant relationships among all the important elements in classroom management. There was a close link between the teacher-student relationship and the classroom environment ($r = 0.85$, $p < 0.01$), and the way lessons are planned was similarly strongly correlated with the environment in school ($r = 0.78$) and with parent involvement ($r = 0.65$). According to this, making positive changes in any area of classroom management could positively affect others

Table 4. 3 *Independent Samples t-test (Gender Differences)*

Variable	Male (Mean)	Female (Mean)	t-value	p-value

Variable	Male (Mean)	Female (Mean)	t-value	p-value
Classroom Environment	4.05	3.98	1.12	0.26
Teacher-Student Relationship	4.18	4.06	1.45	0.15
Parent Involvement	4.12	4.02	1.23	0.22

Note: No significant gender differences found ($p > 0.05$).

According to the t-test results, there were no important differences between male and female teachers when it came to classroom environment, relationships with students, or how much they were involved with parents (all the values of p are more than 0.05). This implies that there were not any significant differences between the genders' views on classroom management.

Table 4. 4 *ANOVA (Age Groups)*

Variable	F-value	p-value	Post-hoc (Tukey)
Classroom Environment	4.56	0.01	Age 1 < Age 2, Age 3
Teacher-Student Relationship	3.78	0.02	Age 1 < Age 3
Parent Involvement	2.45	0.09	N.S.

Note: $p < 0.05$; N.S. = Not significant.

Analysis revealed that classroom environment (F = 4.56, p = 0.01) and the teacher's relationship with students (F = 3.78, p = 0.02) are not the same in every age group. Research carried out after the study shows that Age Group 1 found classroom management issues to be less important, possibly pointing to the fact that more experience or maturity can have a positive impact on classroom management perceptions. There were no important changes with the way parents were involved

Table 4.5 *Regression Analysis (Predicting Student Engagement)*

Predictor	Beta	t-value	p-value	R^2
Classroom Environment	0.32	3.45	0.001	0.42
Teacher-Student Relationship	0.28	2.98	0.003	
Instructional Strategies	0.18	2.12	0.04	

Note: $p < 0.01$, $p < 0.05$.

It was found that better classroom environment ($\beta = 0.32$, $p = 0.001$), teacher-student relationship ($\beta = 0.28$, $p = 0.003$), and instructional strategies ($\beta = 0.18$, $p = 0.04$) significantly affect a student's engagement. This means that about 42% of students' engagement levels depend on the three given variables, showing that classroom management plays a key role in encouraging students.

Table 4.6 *Chi-square Test (School Type × Highest Qualification)*

	Qualification 1	Qualification 2	Qualification 3	χ^2	p-value
School Type 1	15	120	25	18.76	0.001
School Type 2	5	30	10		

Note: Significant association ($p < 0.01$).

There was an association that could be measured with statistics between school type and what participants had achieved as their highest qualification ($\chi^2 = 18.76$, $p = 0.001$). Because teacher qualifications were different in private and public schools, teachers' effectiveness and their way of managing students might be similarly different.

Table 4. 7 *Paired t-test (Instructional Strategies vs. Behavior Management)*

Variable	Mean Difference	t-value	p-value

Variable	Mean Difference	t-value	p-value
Instructional Strategies - Behavior Management	0.07	1.12	0.26

Note: No significant difference ($p > 0.05$).

The t-test done on a pair of instructional strategies and on behavior management found no significant difference (the mean difference is 0.07 and $p = 0.26$). So, teachers seem to have given equal importance to instruction and discipline in their classrooms.

Table 4.8 *Factor Analysis (KMO and Bartlett's Test)*

KMO Measure	0.82
Bartlett's Test (p)	0.001
Factors Identified	
1. Teaching Quality	32% variance
2. Student Support	25% variance

The KMO statistic was 0.82 and Bartlett's test showed a significant result ($p < 0.001$), so the results can be analyzed. According to the findings, about one-third of the differences (32%) were caused by the quality of teaching, and about one-fourth (25%) by how properly students are supported. This backs up the questionnaire's structure and explains that classroom management includes several aspects.

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION & RECOMMENDATIONS

Summary

This study is about the Impact of teaching strategies on students' achievement. Classroom Strategies are the most important factor which impacts the student's achievement and Achievement. A point liker scale questionnaire is used. The sample of the study was selected through both random sampling and

convenience sampling techniques, and 400 elementary school teachers from twenty schools of public schools were selected from the population of the study. Analysis is done through computer-programmed SPSS using a test. Another important aspect of classroom management is to create a proper achievement environment and to prepare the physical conditions of the class. The most important teaching strategies which is used by teacher's use are that teachers use the activity method of their classroom and also create a good environment. In light of the findings and conclusion various recommendations were drawn for the teacher. Classroom management is the key aspect of students' achievement and can modify students' achievement and behavior.

Finding

The descriptive statistics provide an overview of the key variables in the study. The means for Classroom Environment (M = 4.01), Teacher-Student Relationship (M = 4.12), and Instructional Strategies (M = 4.05) indicate that respondents generally perceived these aspects positively. The standard deviations (ranging from 0.68 to 0.81) suggest that responses were relatively consistent, with minimal variation.

The sample was predominantly female (Mean = 1.08, where 1 = Female, 2 = Male), and most respondents worked in School Type 1 (Mean = 1.12, where 1 = Public, 2 = Private).

The majority of respondents were in the youngest age group (Mean = 1.22, where 1 = 20-30 years), and most had 2 years of teaching experience (Median = 2).

The average qualification level was between a bachelor's and master's degree (Mean = 2.34).

These findings suggest that the sample consisted mostly of early-career teachers in public schools, with moderately high qualifications.

A strong and statistically significant correlation was found between:

Classroom Environment and Teacher-Student Relationship (r = 0.85, p < 0.01)

Instructional Strategies and Teacher-Student Relationship (r = 0.82, p < 0.01)

Parent Involvement and Classroom Environment (r = 0.72, p < 0.01)

This indicates that improvements in one area (e.g., teacher-student relationships) are likely to positively influence other aspects (e.g., classroom environment and instructional quality).

No significant differences were found between male and female teachers in terms of:

Classroom Environment (p = 0.26)

Teacher-Student Relationship (p = 0.15)

Parent Involvement (p = 0.22)

This suggests that gender does not play a major role in teachers' perceptions of classroom management.

Significant differences were observed among age groups for:

Classroom Environment (F = 4.56, p = 0.01): Older teachers (Age 2 and 3) rated it higher than younger teachers (Age 1).

Teacher-Student Relationship (F = 3.78, p = 0.02): Teachers aged 30+ had stronger perceptions of positive relationships.

Parent Involvement ($p = 0.09$): No significant differences.

This implies that experience and maturity may enhance teachers' perceptions of classroom management effectiveness.

The regression model explained 42% of the variance ($R^2 = 0.42$) in student engagement, with significant predictors:

Classroom Environment ($\beta = 0.32$, $p = 0.001$)

Teacher-Student Relationship ($\beta = 0.28$, $p = 0.003$)

Instructional Strategies ($\beta = 0.18$, $p = 0.04$)

This confirms that better classroom management directly improves student engagement.

A significant association was found between school type and highest qualification ($\chi^2 = 18.76$, $p = 0.001$), suggesting that private and public schools may differ in teacher qualifications, which could influence classroom management approaches.

No significant difference was found (Mean Difference = 0.07, $p = 0.26$), indicating that teachers value both teaching methods and discipline equally.

Experienced teachers rated Classroom Environment significantly higher ($U = 1024.5$, $p = 0.03$) than less experienced teachers. Parent involvement showed a near-significant trend ($p = 0.06$), suggesting experience may slightly enhance engagement with parents.

The KMO measure (0.82) and Bartlett's test ($p < 0.001$) confirmed the suitability of factor analysis. Two key factors emerged:

Teaching Quality (32% variance explained)

Student Support (25% variance explained)

This supports the idea that effective classroom management is multidimensional.

Both scales showed high internal consistency:

Teaching Practices ($\alpha = 0.88$)

Student Engagement ($\alpha = 0.79$)

DISCUSSION

Bicard et al. (2012) observed that when the teacher independently selected the seating arrangement after students had chosen their seats, the fifth-grade learners exhibited fewer disruptive behaviors during lessons. The first section of the questionnaire comprises three components: classroom physical layout, organization of visual aids, and seating configuration. The data indicated that educators organize student seating and physical surroundings, including fans and enough ventilation. Nonetheless, educators do not utilize audio-visual aids (Demir, 2009). Educators employing a physical classroom configuration exert a diminished influence on student accomplishment due to insufficient audio-visual resources for instructional purposes. The second part of the nine-item questionnaire pertained to teaching tactics. The findings indicated that most teachers utilize teaching methods. Mean results indicated that educators employing instructional strategies significantly enhance student performance. ANOVA analyses of these statements indicate that this method is efficacious for academic attainment. The conclusions regarding the

implementation of regulations in the classroom are endorsed by certain teachers. The replies indicate that few educators implement regulations in the classroom, thereby diminishing their effect on academic attainment. In his choice theory, Glasser (1998) asserted that students may recognize the significance of classroom norms in mitigating disorderly conduct. The teacher may establish classroom objectives at the outset of the school year and enforce penalties if a student violates these guidelines from the first day of school. The findings of this study align with those of Wharton-McDonald et al. (1998), which investigated the disparity in teacher praise between high-achieving and lower-achieving classrooms. The study's results indicated that students in the high-achieving classroom received greater commendation for their effort and focus on the work than for providing right answers. The components of the praise and reward technique include rewarding students for their achievements with applause for those who perform well and providing acknowledgment for exceptional performance (Woolfolk, 2000).

CONCLUSION

The conclusion of the study was drawn on the basis of the findings of the research Study. Class in education system is a subsystem of educational management and at the same time of formal organization. Class management is the key of the formal setting of the classroom and classroom is very well when classroom is managed. Classroom is managing when teacher comes in with preparation enter in class with Lesson planning. This thing very impassive for impassive classroom management. Classroom management is a very important for student's achievement and this factor impact classroom environment. Classroom management is impactive for classroom setting of classroom is well managed and well structured. This thing emphasis student behavior and towards classroom achievement.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. It is suggested that in future, the research focus on the Impact of classroom strategies on students' performance on students' achievement.
2. It is recommended that classrooms be provided with the necessary physical facilities.
3. The latest technologies should be in classrooms to facilitate the learners.
4. Teachers may ensure students' daily attendance, which will be supportive for better academic achievement.
5. Teachers may use activity-based teaching for productive learning.

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