SUSTAINING ACADEMIC SUCCESS THROUGH EFFECTIVE CLASSROOM MANAGEMENT

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Abstract

Purpose of the study: This study ascertained the classroom management practices of teachers and their relationship to the academic performance of college students of a state university in the Philippines.

Methodology: As a correlational study, 317 randomly selected senior college students served as respondents. A survey questionnaire was used to determine the level of teachers' classroom management practices. The Grade Point Averages (GPAs) of the students constitute their academic performance. Frequency, percentage, mean, and Pearson r were used to analyse gathered data statistically.

Main Findings: When the teachers give priority to the physical classroom condition, the students tend to feel relaxed and comfortable, thereby displaying a higher level of academic performance. Further, students performed better when the teachers positively reinforced their responses. Furthermore, the students' better performance in their educational undertakings is linked with teachers' adeptness in time management.

Applications of this study: To further improve the academic performance of students, teachers may strengthen the teaching-learning process through the following provisions: inspiring classroom setups, classroom enhancement programs (peer teaching, remedial and tutorial programs), appropriate educative measures and proper allocation of time.

Novelty/Originality of this study: This study provides verifications that some aspects of classroom management such as physical condition, discipline, and time management are significantly linked to students' academic success.

Keywords: Classroom Management, Classroom Physical Condition, Classroom Discipline, Care of Routines, Time Management, Academic Success.

INTRODUCTION

Managing a classroom in an efficient, well-ordered, and effective means is a treasured mark of a competent and capable teacher. The test to be suitable for an image of excellent performance includes unwavering conduct and action indicative of wide-ranging control, direction and guidance in all the intricacies of the teaching-learning process (Moltudal, Krumsvik, Jones, Eikeland, & Johnson, 2019; Flower, McKenna, & Haring, 2017; Sieberer-Nagler, 2016).

The imprint of classroom management in the teaching-learning process has become the central theme of many educational researches for decades of years. Classroom management is described as a set of learning experiences where the teacher creates and upholds settings that facilitate efficient and effective instruction (Reinke, Herman, & Sprick, 2011). In his article *Classroom Management*, Weber (1999) stressed that the teacher maximizes and strengthens the teaching-learning process by verifying a picture of classroom management as a four-stage analytic-pluralistic progression where teacher specifies encouraging classroom situations (Djigic, & Stojiljkovic, 2011), evaluates classroom settings (Knight, 2018), chooses and employs managerial strategies (Beaty-O'Ferrall, Green, & Hanna, 2010), and evaluates instructional success (Oakes, Cantwell, Lane, Royer, & Common, 2020).

Aside from establishing and sustaining a methodical milieu so students can engage in expressive and meaningful academic learning (Nie, & Lau, 2009), classroom management further intends to boost students' social and ethical growth (Levin & Nolan, 2014; Rosas, & West, 2009). Specifically, the teacher should inspire caring and sympathetic dealings among students (Wubbels, Brekelmans, den Brok, Wijsman, Mainhard, & Van Tartwijk, 2014), establish and organize instruction in manners that heighten students' access to learning (Burden, 2020), practice group management techniques that motivate student's engrossment with academic responsibilities (König & Kramer, 2016; Nie & Lau, 2009), promote the expansion of students' social skills and self-regulation (Pas, Cash, O'Brennan, Debnam, & Bradshaw, 2015; Freiberg & Lamb, 2009), and utilize appropriate interventions to support students with behaviour problems (Knight, 2018; Kennedy, Hirsch, Rodgers, Bruce, & Lloyd, 2017; Evertson and Weinstein, 2013; Marzano & Marzano, 2003).

Further, every teacher carries his instructional method and classroom management (Oliver, Wehby, & Reschly, 2011; Oliver & Reschly, 2007). There are as many methods as there are many teachers (Morris-Rothschild & Brassard, 2006). Much of these will come from their inimitable dispositions (Sieberer-Nagler, 2016). However, a great deal of classroom management practices comes from the teacher's attitudes and pedagogical adoptions. In the field of disposition, one can find habits to interpret his particular style into an active teaching conduct. Yet in the area of selections and attitudes, some practices will lead to considerably different results (Milner & Tenore, 2010; Shindler, 2008).

Furthermore, the teacher's classroom management practices critically affect his supervisory and corrective approaches (Lopes, Silva, Oliveira, Sass, & Martin, 2017; Landrum & Kauffman, 2013). There are many practices but when implemented, each must be comfortable to the end-user and must match with the teacher's distinct and specialized characteristics (Hirshberg, Flook, Enright, & Davidson, 2020; Scrivener, 2012). Such instructional practices must support the teacher not only in encouraging meaningful student's learning and discipline but also in accomplishing an effective teaching routine (Aldrup, Klusmann, Lüdtke, Göllner, & Trautwein, 2018; Manning & Bucher, 2013; LePage, Darling-Hammond, Akar, Gutierrez, Jenkins-Gunn, & Rosebrock, 2005).

Moreover, classroom management encourages and establishes student self-control through a method of reassuring, positive learner behaviour (Pianta, 2013; Little, & Akin-Little, 2008). The capability of teachers to develop and manage classrooms and student behaviour is indispensable in realizing positive instructional effects for students and retention for teachers (Stefaniak, Reynolds, & Lou, 2020; Mitchell, & Bradshaw, 2013). Procedures, measures, and actions that keep a healthy and functional classroom environment inspire appropriate behaviour and lessen the prevalence of unfitting behaviour are the crux of an effective classroom management (Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2016; Hoy, & Weinstein, 2013).

Finally, Simonsen, Freeman, Myers, Dooley, Maddock, Kern, & Byun (2020) cited in their study the following conclusions about classroom management practices forwarded by different authors: (1) teaching classroom procedures and opportunities (Alter & Haydon, 2017); (2) giving specific commendation dependent on appropriate behaviour (Floress, Beschta, Meyer, & Reinke, 2017); (3) upholding a favourable constructive to corrective feedback (Cook, Grady, Long, Renshaw, Codding, Fiat, & Larson, 2017); (4) offering a high quality of chances to respond (MacSuga-Gage & Simonsen, 2015); and, (5) providing reminders and corrections to signal appropriate behaviours (Faul, Stepensky, & Simonsen, 2012). All of these are specific classroom management practices that expand the possibility of desirable learner outcomes.

While it is true that classroom management directly impacts teacher efficacy (Dibapile, 2012), teacher's feeling of confidence and preparedness (O'Neill, & Stephenson, 2012), teacher and learner behaviour (Wolff, Jarodzka, & Boshuizen, 2017; Wolff, Jarodzka, van den Bogert, & Boshuizen, 2016), and academic success (Gettinger, & Kohler, 2013), there seems to have a gap between knowledge of classroom management and its application by teachers in the field (Simonsen, Freeman, Myers, Dooley, Maddock, Kern, & Byun, 2020). Chesley & Jordan (2012) and Begeny & Martens (2006) underscored in their studies that there are teachers who embrace the teaching profession without the essential preparation in classroom management. Further, Reinke, Stormont, Herman, Puri, & Goel (2011) stated that once in the teaching arena, teachers express current apprehensions about student conduct and frustration with inadequate support. Hence, teachers who encounter substantial problems with classroom discipline and behaviour management often report high levels of anxiety (Friedman, 2013), burnout, weariness, and exhaustion (Aloe, Amo, & Shanahan, 2014), and are often unproductive (Dicke, Elling, Schmeck, & Leutner, 2015; Browers & Tomic, 2000).

In this framework, the researchers undertook this study to validate the relationship between classroom management practices of teachers and the academic performance of college students of the Nueva Vizcaya State University, Philippines. Specifically, this research sought (1) to describe the level of teachers' classroom management practices along with classroom physical condition, classroom discipline, care of routine and time management as evaluated by their students; (2) to describe the level of students' academic performance; and, (3) to determine the significant relationship between the teachers' classroom management practices and students' academic success.

The null hypothesis of the study

There is no significant relationship between the classroom management practices of teachers and the academic success of students.

METHODOLOGY

This study employed correlational research. This was conducted at the Nueva Vizcaya State University in the Cagayan Valley region of the Philippines. Simple random sampling and Slovin formula with a 5% margin of error were used to determine the sample and sample size of the study, respectively. The fishbowl technique was employed to accurately identify the 317 senior college students who served as respondents.

A structured survey questionnaire which undertook expert validation was used to determine the level of classroom management practices of teachers basing on a 5-point Likert scale with 5 as very high (always) and 1 as very low (never). The Grade Point Averages (GPAs) of the students were taken to constitute their academic performance.

Descriptive statistics such as frequency counts, percentages, and mean were used to describe the classroom management practices of teachers and the academic performance of the respondents. Pearson r was employed to establish the relationship between variables.

To determine the level of classroom management practices of teachers, the following mean scores and qualitative descriptions are as follows:

Mean scores	Qualitative Description	Level
4.20-5.00	Always	Very High
3.40-4.19	Often	High
2.60-3.39	Sometimes	Moderate
1.80-2.59	Seldom	Low
1.00-1.79	Never	Very Low

The scale for the interpretation of the relationship between classroom management practices and academic performance (Paguio Gadia, Domantay, Baradiaga, Fastidio, & Talvo, 2012) is as follows:

Computed *r*-value	Interpretation
± 1.0	Perfect relationship
± 0.70-0.99	Strong/High relationship
± 0.40-0.69	Moderate relationship
± 0.10-0.39	Slight/Low relationship
0	No correlation

RESULTS AND DISCUSSION

Teachers' Classroom Management Practices

Table 1: Level of teachers' classroom management practices along with physical condition, discipline, care of routine, and time management as evaluated by their students

Classroom Management Practices	Mean	QD	Level
Classroom Physical Condition My teachers …			
1. …maintain cleanliness inside and outside the classroom to motivate responsive learning.	4.33	Always	Very High
2. …provide wholesome atmosphere which results from an orderly and conducive classroom conditions	4.29	Always	Very High
3. …provide a spacious and comfortable seating arrangement that will encourage positive learning.	4.26	Always	Very High
4. …look after proper ventilation and lighting for their learners' comfort and ease.	4.23	Always	Very High
5. …arrange and keep instructional tools and materials and furniture in their proper places.	4.24	Always	Very High
Area Mean	4.27	Always	Very High
Classroom Discipline My teachers …			
1. …use verbal reinforcement that encourages good behaviour and discourage inappropriate behaviour.	4.24	Always	Very High
2. …see to it, that order is maintained in the classroom.	4.15	Often	High
3. …formulate rules that appreciate the values attained from polite and disciplined class.	4.12	Often	High
4. …award merits for good behaviour.	4.02	Often	High
5. …diminish hostility by cooperation and providing students with opportunities to experience their independence.	4.19	Often	High
Area Mean	4.14	Often	High
Care of Routine My teachers …			
1. …check attendance regularly.	4.42	Always	Very High
2. …check activities systematically.	4.24	Always	Very High
3. …give clear and direct instructions for the learners to avoid guessing on what to do next.	4.14	Often	High
4. …establish clear expectations, limits, and competencies.	4.09	Often	High
5. …follow procedures in delivering the lesson.	4.18	Often	High
Area Mean	4.21	Always	Very High
Time Management My teachers …			
1. …observe proper allocation of time for planned activities of the day.	4.23	Always	Very High
2. …are firm regarding scheduled passing of requirements.	4.28	Always	Very High

3. …model time consciousness.	4.18	Often	High
4. …establish guidelines for easy discussion.	4.13	Often	High
5. …set enough time for checking activities.	4.24	Always	Very High
Area Mean	4.21	Always	Very High

Mean scores	Qualitative Description	Level
4.20-5.00	Always	Very High
3.40-4.19	Often	High
2.60-3.39	Sometimes	Moderate
1.80-2.59	Seldom	Low
1.00-1.79	Never	Very Low

Legend

Classroom Physical Condition: The result indicates that the teachers always make it a point to keep their classrooms clean, spacious with well-arranged seats, and proper ventilation; thus, creating a teaching-learning environment which is conducive and convenient for study. In support, Sieberer-Bagler (2015), Stough & Montague (2015), and Sugai & Horner (2002) pointed to the importance of a classroom atmosphere that is cheerful and orderly, organized to capitalize on productivity and minimize misbehaviour, and well-designed in terms of the physical placement of students. They stressed the need to plan and modify the classroom environment to prevent or eliminate certain types of unacceptable behaviours. In like manner, Baxodirovna (2020) emphasized that flexible seating arrangements can influence teacher's communication and students' interaction; hence, the physical arrangement of chairs and tables can meaningfully influence learning.

Classroom Discipline: The students evaluate their teachers to be frequent in imposing classroom rules, reducing aggression, and rewarding good behaviour to maintain peace and order in the classroom. This agrees with the idea of Canter and Canter (2001) that the teacher is in the position to establish clear expectations, restrictions and boundaries; assert on tolerable behaviour from the learners; and, follow through with a proper consequence when necessary. An effective teacher must launch and enforce rules and guidelines; issue commands, bits of advice and instructions; utilize slight desists; employ immediate control; and, apply isolation and exclusion (Cook, Grady, Long, Renshaw, Codding, Fiat, & Larson, 2017; Dreikus, Grunwald, & Pepper, 2013). School and classroom disciplinary practices are prearranged to expand the safety and security of the school environment (Oakes, Cantwell, Lane, Royer, & Common, 2020).

Care of Routine: Finding reveals the teachers were perceived to be constant in establishing routines to monitor attendance, checking activities, giving instructions, expectations, and procedures for well-organized and properly managed classroom routines. Cangelosi (2013) emphasized that when classroom routines were properly launched, students are reinforced to circumvent interruptions that delay time and inhibit learning. Further, classroom practices that are appropriately performed reduce teacher's loads and save time.

Time Management: Teachers were evaluated to be very highly wise in managing their time. This proves that teachers continuously observe the proper allocation of time in their teaching. They are firm in following schedules for passing requirements to facilitate checking and feedbacking. The key to effective classroom management is the teacher's ability to prepare and conduct lessons that prevent inattention, boredom, and misbehaviour. Successful teachers teach well-prepared, well-paced lessons that proceed smoothly with a minimum of confusion or loss of focus, waste little time moving students from one activity to another and provide seatwork activities geared to the abilities and interests of students (Rashid, Hussain, & Khan, 2019; Zafarullah, Mumtaz, Murad, Abida, & Humera, 2016).

Students' Academic Performance

Table 2: Level of academic performance of college students

Point System	% System	frequency	Level
1.00 - 1.37	94-100	54	Outstanding
1.38 - 2.12	85-95	252	Very satisfactory
2.13 - 2.87	76-84	11	Satisfactory
2.88 - 3.00	75	0	Fair
Grand Mean/Total	2.08	317	Very Satisfactory

Table 2 reflects that most of the students performed very satisfactorily in their academic undertakings. While it is crucial that the teacher must possess a thorough knowledge of the subject she teaches, mastery of the course being taught is insufficient. To ensure that students become successful in their academics, the teacher must understand and address the needs, interests, and styles of their learners (Sieberer-Nagler, 2016). Latif, Dollah, & Weda (2020) highlighted in their research that classroom management does not only afford adequate order in facilitating learning but also imparts values

among students such as accountability, tolerance, respect, honesty, and care and concern for other students. Thus, the very satisfactory performance of college students is suggestive of their teachers' remarkable classroom management.

Significant Relationship between Teachers' Classroom Management Practices and Students' Academic Performance

Table 3: Correlation matrix showing the significant relationship between teachers' classroom management practices and students' academic performance

Classroom Management Practices	Academic Performance		
	Correlation Coefficient	p-value	Degree of relationship
Classroom Physical Condition			
Teachers look after proper ventilation and lighting for their learners' comfort and ease.	-0.13*	0.04	Slight/low
Classroom Discipline			
Teachers award merits for good behavior.	-0.14*	0.03	Slight/low
Time Management			
Teachers model time consciousness.	-0.20**	0.00	Slight/low

*Significant at 0.05; **Significant at 0.01

It could be noted from Table 3 that specific indicators of some aspects of classroom management as practised by teachers were found to be significantly correlated with the academic performance of college students. **The result of the study rejects the null hypothesis that there is no significant relationship between teachers' classroom management practices and students' academic success.** In particular, proper ventilation and lighting and academic achievement were negatively correlated, although the degree of correlation is low. This manifests that when the teacher gives attention to the physical condition of the room, the students tend to feel relaxed and comfortable, thereby displaying a higher level of performance in their academics. The result corroborated the findings of Sieberer-Nagler (2016) when she declared that the lighting of a classroom is considered as an active element of the total educational environment. Accordingly, good lighting contributes significantly to the aesthetics and psychological character of the learning space.

Additionally, giving merits for good behaviour and academic performance were negatively correlated even though the correlation is low. This implies that students performed better when their teachers positively reinforced their responses. This result validated the conclusion of Evertson and Weinstein (2013) that when students' efforts were appropriately reinforced, and their needs were properly addressed, they learned to display appropriate behaviour such as self-esteem, self-assurance, and sense of belongingness. Moreover, Floress, Beschta, Meyer, & Reinke (2017) articulated that rewarding proper behaviour is probably the key to achieving effective classroom management.

Moreover, being conscious of time and academic performance were negatively correlated, showing a low correlation. Result reveals that students' better performance in their educational undertakings is linked with teachers' adeptness in time management. This aligns with Gordon's (2006) idea that teachers and learners must be able to set priorities on their tasks and achieve these on time.

Sieberer-Nagler (2016) explained that the learning experiences a teacher brings inside the classroom has insinuations for classroom management which includes fashioning the environment, embellishing the room, positioning the chairs, handling learners' responses, putting, effecting, adjusting, and reinstituting routines in place, and developing and communicating rules to students. Further, Simonsen, Freeman, Myers, Dooley, Maddock, Kern, & Byun (2020) identified specific practices that intensify the probability of desirable learning outcomes such as rationally engaged time, accurate academic responding, improved on-task, reduced off-task, disruptive, or general behaviour problem. Furthermore, Milner (2019) stipulated that when teachers assimilated the competencies essential to be responsive to the needs of their students, reasonable and realistic classroom management and learning opportunities are possible. Additionally, Wiseman and Hunt (2008) expressed that the most serious and alarming concerns correlated to classroom management include discipline, learners' motivation, handling learner's social and emotional difficulties, lack of parents' support, and violence. For teachers to come up with a productive learning environment, generating goodwill, respect and cooperation are of utmost importance.

CONCLUSION

Teachers were viewed to regularly keep their classrooms clean, spacious with well-arranged seats, and proper ventilation. They are frequent in imposing classroom rules, reducing aggression and rewarding good behaviour to maintain peace and order in the classroom. They are constant in establishing routines to monitor attendance easily, check activities, and give instructions, expectations and procedures for well-organized and properly managed classroom routines. They continuously observe the proper allocation of time in their teaching. College students exhibited a very satisfactory performance in their academic undertakings. When the teachers gave priority to the physical condition of the

room, the students tend to feel relaxed and comfortable, thereby displaying a higher level of academic performance. Further, students performed better when the teachers positively reinforced their responses. Furthermore, students' better academic performance is linked with teachers' adeptness in time management.

LIMITATIONS AND STUDY FORWARD

The authors acknowledged that this study has the following limitations. First to note is the research setting. Since this study was conducted on the main campus of a university, results are not absolute and may not apply to other contexts. However, findings may be used as a basis for university officials to give priority on the upgrading of all classrooms to encourage a favourable learning environment further. Second, the respondents of this study only included those who are in their senior year in the university. Hence their answers to the survey questionnaire may not represent the responses of all college students.

Nevertheless, the results of the study may prompt all teachers to further strengthen the teaching-learning process through the provision of classroom enrichment programs such as peer teaching, remedial and tutorial programs, among others to improve the academic performance of their students further. Additionally, they may keep themselves well-informed of the recent updates in education through their attendance to continuing professional education particularly on classroom management systems that are socio-cultural responsive and geared towards addressing the individual differences of their students. Finally, since this study is narrowed at the relationship between classroom management and academic performance, this study may be replicated on a broader scale in terms of research design, the locale of the study, the triangulation of responses and other statistical analyses.

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AUTHORS CONTRIBUTION

The principal author worked on the conceptualization, completion, revision, and improvement of this study. The co-author did the statistical analysis and interpretation of data. Both authors collected, reviewed and discussed the incorporation of related literature in the findings.

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