



## Impact of Classroom Management on Learner's Achievement in University Level at Hyderabad Sindh, Pakistan

Irfan Ali<sup>\*1</sup>, Mehmood Jan<sup>2</sup>, Amna Khokhar<sup>3</sup>

<sup>1,2,3,4</sup>Department of Management Sciences, Shaheed Zulfiqar Ali Bhutto Institute of Science And Technology, Hyderabad, Sindh, Pakistan.

\* Corresponding author: Irfanalibba@gmail.com

### Abstract

In today's competitive era of education, Institutions are composed of learners who live in Society circle conditions that have unfavorably influenced their availability for university and the students exposed to these living-conditions have a more noteworthy inclination to take part in wrong conduct in the Classroom. Therefore, the purpose of the study is to determining the relationship between classroom management and learner's achievement. For this the literature review was done to observe the perceptions of other renowned scholar's literature related to Dependent and Independent variables and apply those reviews in Higher education institutions of Hyderabad, Sindh, Pakistan. This study was Explanatory design in nature and adapted a quantitative questionnaire with a casual survey design. Total 250 respondents participated in the study among three universities SZABIST Hyderabad campus, LUMHS, and MEHRAN-UET Jamshoro. The data was analyzed using descriptive statistics, Chi-square goodness of fit test, Correlation and Multiple regression analysis. The level of classroom management and level of learner's achievement were tested using chi-square goodness of fit and test result indicated significant high level of classroom management ( $p < 0.01$ ) and significant high level of learner's achievement ( $p < 0.01$ ) in Universities concerning Hyderabad Division. The study found Neutral relationship between classroom management and learner's achievement at  $p < 0.05$  while the effect of predictor Variables of learner's achievement was determining multiple regression analysis ( $R^2 = .298$ ,  $F = 25.943$  and  $p < .005$ ) implying that, Teacher Preparation and record management was a significant predictor of learner's achievement.

**Keywords:** Classroom management, Learner's achievement, Universities, Sindh, Pakistan

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## INTRODUCTION

Studies conducted during 20th Century in different countries indicate a list of personal characteristics of successful teachers in classroom management (Gordana & Snezana, 2011) which included; warmth, kindness, friendliness, democratic attitudes, cooperativeness, consistency, openness of thought and wide interests that are believed to impact positively on learners. Therefore, Classroom management was looked as an issue of dealing with student's individual behavior. Today Classroom punitive issues are more terrible than those before, which have influenced learner's accomplishment (Colavecchio & Miller, 2002; Etheridge, 2010). Classroom management is worried about a game plan of instructor's conduct and exercises that are foreseen that would create student's co-activity and consideration in classroom (Freiberg, 2013). The manner in which classroom are overseen influences the student's objective accomplishments. Classroom structures, their administration and offices gave improve various examples of inspirations (Waters et al., 2003). The current classroom management is equipped towards acknowledging knowledge accomplishment (Krause, 2003) and this is the reason instructors apply procedures like extra-composed work, eliminating of benefits, and suspension from class and network administrations to obstinate students. Classroom management eludes to the general every day support of the classroom, which cover on classroom rules for student's contribution during instructional time and the kinds of remuneration system utilized (Martin and Sass, 2010). A few

instructors may oversee classroom that positively affect the learner's accomplishment, however a few techniques may influence learner's accomplishment negatively.

However, little is known with respect to how classroom management influences student's results by instructor classroom management style. Therefore, it was expected to think about the results of lecture room management on understudies, educational accomplishments. The Classroom management is one of the basic components of any educational accomplishment. Classroom management refers to the everyday keep up of the classroom. Many instructors can manage lecture room that has an optimistic contact on the student's achievement, but several methods might affect student's achievement negatively. According to HEC (2013) Pakistan's perspective, "effective classroom management depends on the teacher's ability to prepare effectively, present the content consistently, control learner's behavior and maintain class records. While the learner on the other hand is expected to comply with, the class rules and follows guidance from the teacher. Classroom inspection conducted by HEC every year in all over Pakistan. In Sindh province, they found inadequacy in preparation of lesson plan and content coverage among teachers in Targeted Universities. The report further exposed teacher-centered- teaching, poor learning environment and disorderliness in the classrooms were observed. It resulted into non-compliance by learners who disrupt lessons, ignore assignments, have low concentration and participation in class activities, sleep in class and criticize teachers. Several studied are



conducted regarding present research theme, among them one was conducted on this matter in secondary school of Uganda April 2013 by Martin Obwoya for his Dissertation, and another was in university of Delhi in March 2018 by Dr Radhika Kapur (Karpur, 2018) and recent study was conducted by lecturers of Department of Education, university of Lahore, Pakpattan Campus namely; Imran Latif Saifi, Lubna salamat and Mohammad Ifkhar Bakht and one member was from Islamia University of Bahawalpur Mr. Muzammil Hussain M.Phil. Education, April 2018 (Saifi et al., 2018) but that study was limited to Punjab only. However, there is a lot of differences in educational curriculum of provinces of Pakistan, Punjab have different teacher classroom management style as compared to Sindh, therefore it is needed to study that what are the outcomes of this topic at university level in Sindh province.

Hence, the main purpose of this research is to know that how classroom management affects student's achievement and relationship between them. Classroom management maybe positive or negative it depends on the teaching style in institutions that how university teachers cooperate with their students, which eventually affect the Learner's achievement. The objectives of this study are,

1. To determine the Level of effectiveness of classroom management at Universities in Hyderabad Sindh, Pakistan.
2. To determine the Level of learner's achievement at Universities in Hyderabad Sindh, Pakistan.
3. To determine the Relationship between classroom management and learner's achievements at Universities in Hyderabad Sindh, Pakistan.

And three research question were set,

1. What is the Level of effectiveness of classroom management at Universities in Hyderabad, Sindh, Pakistan?
2. What is the Level of learner's achievement at Universities in Hyderabad, Sindh, Pakistan?
3. What is the Relationship between classroom management and learner's achievement at Universities in Hyderabad, Sindh, Pakistan?

## LITERATURE REVIEW

### Level of Effectiveness of Classroom Management

Instructor excellence is the most extreme significant school variable that effects the accomplishment of students (Dunbar, 2004). It is recognized that, instructors, notwithstanding having an intensive comprehension of the educational plan, should likewise be mentally able individuals who are expressive and learned and who can think, convey and plan efficiently (Dunbar, 2004). Few parts of educator quality status can be assessed utilizing pointers, for example, trial of scholastic capacity, capabilities, and involvement with schools. The examination refereed to focus on the preparation part of an educator while this investigation takes a gander at how the instructor utilizes the information and abilities gained to oversee study hall adequately. The degree of adequacy of lecture room management can be significantly influenced by the teacher's method for directions.

As indicated by Palumbo and Sanacore (2007), standards of fine administration center on boosting the effectiveness of the educating procedure. It is smarter to have a recommended schedule that makes students aware of what to do when beginning a class.

### Level of Learner's Achievement

A study conducted by Shemer (2012) in USA found out that, the powerlessness of instructors to arrange encouraging techniques and objectives for learner's accomplishments was a consequence of lack of common sense. The Learner's in the simpler class is denied a chance to participate in testing exercises, to get ready for the requests of courses taken at a more significant level, and to have their exhibition appropriately surveyed for a superior took shots at improving performance due to improper teacher-class co-ordination of the planned activities (Shemer, 2012).

According to Robert (2001), the diverse levels of earlier information and altered learning rates can determine the level of individual learner achievement. He noted further that, students fail to understand some lessons simply because they have no prior knowledge in the lesson being supplied. However, Wong & Wong (2005) noted that, the level of learner's achievement is determined by the teacher's way of as long as reliability in an environment that requires dedication to different needs and problems in the class. The instructor essential to become proactive, when they pursuit for proficient techniques in making learners think efficiently and critically, in guiding them to work in teams. These dynamics are required to consider by the instructors on a lasting basis (Jacob, & Musuroi, 2013).

### Classroom Management in Pakistan Perspective

The HEC of Pakistan is an independent and autonomous institution of primary funding resources, overseeing, regulating, and accrediting the Higher education institutions in Pakistan. As per directions of HEC, the universities have customary QEC/IR. The quality improvement cell plays a vital role in the betterment and implementation of quality practices to be followed by universities that will help improve classroom management. According to Ministry of education and HEC (2013), Classroom management course must be taught to instructors during B.Ed. programs, institutions training and development programs in which instructors can learn, what to instruct, how to educate and get ready exercise plans, lead learning research and best practice on separation of guidance, lecture room structures, schedules, systems, and network working also. Similarly, as the objective of dealing with a venture is benefit augmentation, the objective of dealing with a classroom is learning boost. Homeroom the executives additionally includes set of accepted rules, methodology, plans, and dealing with the physical and social conditions. In Chosen universities likewise MUET, LUMHS and SZABIST, cardinal cause of instructor exhaustion is the dare of classroom management. The Classroom are congested, occupied spaces in which understudies of various experiences and learning styles need to be organized, coordinated, and effectively engaged with knowledge. Teachers must respond frequently and quickly to developing issues and requirements. Instructing in such setting requires a very much-created ability to oversee individuals, space, time, and action, to upgrade the quality training. The behavior of learners is the first thing that comes to mind when discussing lecture room management. However, to be able to understand the dynamics of our classrooms better, it is important to make a 360-degree analysis of this expression and see which factors can potentially affect it.

A decent lecture room is alleged to be one where the understudies show an excited and positive methodology towards learning while at the same time displaying order and poise. Various practices which are viewed as great are; Listening mindfully when the instructors or others are talking, lifting hands so as to talk, keeping focused and not diverting others from their work, sitting in doled out seats except if generally determined, utilizing proper language, coming to class on schedule and arranged, Being deferential to staff and understudies. Being respectful to staff and students. A poor classroom management is said to be one where the students shows Lack of focus on teaching and a hostile environment for learning, Lack of rules, routine and preparation.

### Relationship of Classroom Management and Learner's Achievement

Smith (2011) postulates that, during a lecture, the instructor follows the practice of vigilance learner's performance and providing feedback as for the appropriateness of the learner's learning activities and practical performance in the classroom which in turn improves on the level of learner's achievement. Gok (2011) reveals that, contemplation by the teacher is significant in observing peer learning in a classroom and this enhances the degree of student's accomplishment.



Research showed by Robert (2001) establishes out that, there is optimistic connection between levels of earlier information and learner’s achievement. He also noted that, different learning rates causes variation in achievement. The higher the learning rates, the higher the achievement of learners. However, Wong (2005) claim that, regularity of approach in lecture room management has significant optimistic connection with learner’s achievement. Palumbo & Sanacore (2007) also noted positive connection between principle of good classroom management and efficiency of the teaching process. The authors noted that, consistency helps in handling learners with a multitude of needs and problems in the classroom. The research was both qualitative and quantitative in nature whereas this study is quantitative in nature.

Half of the Learner’s instructors were found to have given high possibilities during exercises for students to participate in cooperation, while about a third were considered having given low open door in this regard (Eamon, 2006). The specialist underlined the significance of educational plan in the improvement of aptitudes and capacities that empower kids to think, apply learning, and create adaptability and inventiveness.

H-1: There is Relationship among classroom management and learner’s achievement at Universities in Hyderabad, Sindh, Pakistan.

The pictorial representation reveals the connection between Independent Variable, which is classroom management, and the Dependent Variable i.e. is learner’s achievement. Figure-1 is the graphical representation of key variable reveals that here is an implicit connection between Lecture room management items (i.e. Teacher preparation, lesson presentation, class control and record management) and learner’s achievement items are; (getting good grade, time management, understanding concepts, regular attendance, smartness, and being attentive during lesson). The effect is; good classroom management increases learner’s achievement. As a result, if teachers in universities control their lecture room well, then, learners are more likely to achieve optimistic academic results. According to Operant Conditioning Theory of Skinner (1961), classroom management indicators cause behavior problems that need to be addressed in order to realize learner’s achievement.

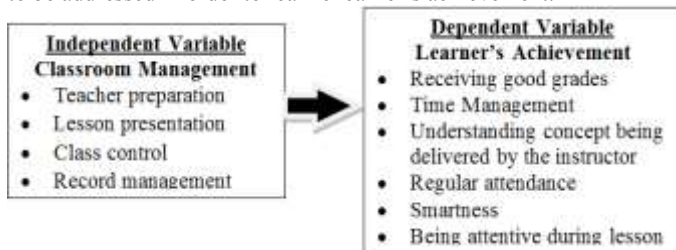


Fig 1. Research model showing relationship between variables

**METHODOLOGY**

This research is “Explanatory method to measure the relationship between Variables, also known as cause effect-relationship”. This approach is tend to identify the impact of classroom management on learner’s achievement at Universities LUMHS, MEHRAN-UET and SZABIST Hyderabad campus by analyzing classroom management, Learner’s satisfaction level. The population of study inhabitants was 13000. It comprised all students, among them SZABIST Hyderabad Campus and LUMHS has a maximum enrollment range of 3000 each, and MUET has maximum enrollment range of 7000. The researcher has randomly selected 1500 as study population from the total study inhabitants of three universities. The study population for research project was selected from Hyderabad division only due to convenience, easily approach to the respondents. Learners were selected because they are directly affected by Instructor-class management style.

Probability sampling was used specifically simple random sampling technique due to known number of study population enrollment in each university. The researcher has randomly selected 1500 as study population from the total inhabitants of 3 universities, in which 600 students belongs to SZABIST Hyderabad campus, 500

concerned with LUMHS and 400 from MUET respectively due to the unavailability of resources to approach the maximum respondents personally to get the required data and researchers have more contacts. The Study sample size consists of 250 respondents as active respondents from the randomly selected study Inhabitants of three universities Table-1.

**Table 1.** Sampling frame and Sample Size

S/n	Category of respondents	Sample Frame	Sample Size
1	Students from MEHRAN-UET	400	56
2	Students from SZABIST Hyderabad Campus	600	110
3	Students from LUMHS	500	84
	Total Respondents	1500	250

Furthermore, researcher took quantitative method, online survey by adaptive questionnaire on Google survey forms. The questionnaire contained 30 different questions divided into 6 sections, among them 4 sections are indicators of Classroom management, one section contains Learner’s achievement questions and last section for general rating of all sections to collect data from students. A close-ended question was asked and linear scale options were used.

**Validity**

Validity is the tool used to collect data corresponds with the variables in the study to produce accurate results (Amin 2005) and also specified that for any questionnaire to be accepted as valid, the normal index should be 0.70 or above. To check the validity of this study the researchers used Content strength index, it was calculated using formula,

$$CVI = \frac{\text{Number of Items related relevvant}}{\text{Total number of items in the questionnaire}}$$

$$\therefore CVI = \frac{25}{30} = 0.83$$

**Reliability**

It is the level to which a test or process of information collection yields similar results under endless conditions on all occasions (Amin, 2005). The dependability of the questionnaire was insured by pre-testing. The scholar gave questionnaires to the students of bachelor’s degree programs from selected universities for pre-testing. The result of the test was analyzed using SPSS version 25 and the whole result of 30 items fell at 0.812. It is better reliability score due to thumb rule of Cronbach’s Alpha Base that is reliability value should be greater than 0.70 is to accepted and reliable.

**DATA ANALYSIS**

**Descriptive statistics**

Table-2 mentions the demographic variables including the categories of respondents, University, gender, age, and academic year.

**Table 2.** Demographic Characteristics of respondents

Variables	Categories	Frequency	Valid percent tage	Cumulative percentage
Respondents of different universities	SZABIST Hyderabad Campus	110	44.0 %	44.0 %
	MEHRAN-UET Jamshoro	56	22.4 %	66.4 %
	LUMHS Jamshoro	84	33.6 %	100.0 %
Gender	Female	120	48.0 %	48.0 %



Variables	Categories	Frequency	Valid per centage	Cumulative percentage
Age	Male	130	52.0 %	100.0 %
	18-21	114	45.6 %	45.6 %
	22-25	136	54.4 %	100.0 %
Academic Year Of respondents	1 <sup>st</sup> Year	42	16.8 %	16.8 %
	2 <sup>nd</sup> Year	53	21.2 %	38.0 %
	3 <sup>rd</sup> Year	77	30.8 %	68.8 %
	4 <sup>th</sup> Year	55	22.0 %	90.8 %
	5 <sup>th</sup> Year	23	9.2 %	100.0 %

**Research Question One: What is the rank of effectiveness of classroom management at Universities in Hyderabad Sindh, Pakistan?**

To determine the rank of productive classroom management, respondents were given four areas to measure, which includes; Teacher preparation, lesson presentation, class control and record management. The ratings were based on the likert scale and results presented in tables. Chi-square goodness of fit test utilized to determine the level of effectiveness based on each of the four areas of classroom management.

**Table 3.** Level of effectiveness of Teacher preparation

Responses in percentages according to Google survey questionnaire				
Teacher Preparation		Strongly agree	Agree	Total
1	Some Instructors use notebooks when instructing	35.7%	49.4%	85%
2	Some Instructors use course readings when instructing	20.5%	59%	80%
3	The Classroom is congested and doesn't permit easy movement	24.1%	44.5 %	69%
4	I am not happy with sitting arrangements of classroom	16.9%	42.3%	59%
5	Instructors give answer to student's queries on time	23.4%	45.2%	67%

Table 3: shows that, the maximum respondents (85%) agreed that some Instructors use notebooks when instructing, 80% agreed that Some Instructors use course readings when instructing, 69% agreed that The Classroom is congested and does not permit easy movement, 59% agree that they are not comfortable with sitting arrangements in the classroom while 67% Instructors give answer to student's queries on time.

The level of effectiveness of Teacher preparation in universities of Hyderabad was tested using the chi-square goodness-of-fit test in Table 4.

**Table 4.** The level of effectiveness of Teacher preparation in universities of Hyderabad

Level	Chi-Square of goodness of fit test			Chi-Square Test statistics		
	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Very Low	1	50.0	-49.0	278.680 <sup>a</sup>	4	.000
Low	4	50.0	-46.0			
Not sure	36	50.0	-14.0			
High	145	50.0	95.0			
Very High	64	50.0	14.0			
Total	250					

Table-4 states that, the chi-square goodness of fit test had the expected value of responses for all categories to uniformly fall at 50.0. However, the responses “Very low, Low and Not sure” fall below the expected value (negative residual) while the categories “High and Very high” fall above the expected value (Positive residuals) at Chi-square test (X<sup>2</sup>(4)) =278.6, p<.001. The finding therefore shows that, from the observed number of responses, the

(residual of 109) supports that there is high level of effectiveness of teacher preparation while 95 frequency supports that there is low level of teacher preparation. While 14.0 falls below the residual indicating neutrality. Therefore, the level of effectiveness of teacher preparation in universities of Hyderabad is significantly high.

**Table 5:** Level of effectiveness of Lesson presentation:

Responses in percentages according to Google survey questionnaire				
Lesson Presentation		Strongly Agree	Agree	Total
1	Some instructors begin instructing without studying the past lecture	30.6%	52%	83%
2	Some instructors do not share lesson purposes with learner’s in class	21.3%	52.2%	73%
3	The instructor has not placed me in a group for easy learning	20.6%	45.6%	66%
4	Some instructors do not have full Information of lesson being taught	16.5%	49.4%	66%
5	Some instructors are not audible enough in class	15.3%	48.2%	64%

Table-5 mentions that 83% of respondents agreed that some teachers start teaching without reviewing the previous lesson, 74% agreed that some teachers do not share less objectives with learners, 66.2% agreed that the teacher has never put them in a group for easy learning and 66% agreed that some teachers lack full knowledge of what they teach. The table further shows that, 64% of respondents agreed that some teacher’s voices are not clear while teaching.

**Table 6.** Chi-square goodness of fit test of the level of effectiveness of lesson presentation in universities of Hyderabad

Chi-square goodness of fit test				Test statistics	
Level	Observed N	Expected N	Residual	Chi-Square	df/Asymp. Sig.
Very Low	2	50.0	-48.0	271.800a	4
Low	4	50.0	-46.0		
Not sure	41	50.0	-9.0		
High	145	50.0	95.0		
Very High	58	50.0	8.0		
Total	250				

Table-6 indicate that the chi-square goodness of fit test had uniform expected value of responses at 50.0. From the observed values, the residual of 103 falls above the expected value supporting the high level of effectiveness, 9.0 falls below the residual indicating neutrality and 94 falls below the residual who are in support of low level of effectiveness of lesson presentation at the Chi-square test (X<sup>2</sup>(4)) =271.8, p<.001. The findings are therefore, an indication that there is significant high level of lesson presentation in universities of Hyderabad.

**Table 7.** Level of effectiveness of Class Control

Responses in percentages according to Google survey questionnaire				
Class Control		Strongly agree	Agree	Total
1	There are no guidelines explicitly mentioning the classroom behavior	31.6%	49.4%	81%
2	Some learners interrupt others during lecture and discussion	17%	61.1%	78%
3	There is pointless movement by few learner’s during lecture	16.2%	54.3%	71%
4	Some instructors are not smart and fit to be seen in the class	14.4%	48.6%	63%
5	few instructors report delayed to class	13.8%	44.5%	53%

Table-7 shows that, 81% agreed that there is no rule specifically for the class that they have ever seen, 78% agreed that some students



disturb others during lessons and discussions, 71% agreed that there are unnecessary movements by learners during lesson, 63% agreed that some teachers are not smart and presentable in the classroom and 53.3% agreed that some teachers always report late to the classroom.

**Table 8:** Chi-square goodness-of-fit test of the level of effectiveness of class control in universities of Hyderabad

Chi-square goodness of fit test				Test statistics	
Level	Observed N	Expected N	Residual	Chi-Square	df/Asymp. Sig.
Very Low	1	50.0	-49.0	274.320a	4 .000
Low	5	50.0	-45.0		
Not sure	43	50.0	-7.0		
High	146	50.0	96.0		
Very High	55	50.0	5.0		
Total	250				

Table 8 shows that the expected value of the chi-square goodness of fit test falls at 50.0 a point of equal distribution of responses. However, the response distribution for very low, low, not sure, high and very high level of class control is -49.0, -45.0, -7.0, 96.0 and 5.0 respectively. From the observed number of responses, the majority (residual of 94) believe that there is low level of class control while those who believe that there is high level of class control had a residual of (101) at the chi-square test statistics (X2(4)) =274.3, p<.001. The finding shows that, there is significant high level of class control in universities of Hyderabad.

**Table 9:** Rank of effectiveness of Record management

Responses in percentages according to Google survey questionnaire				
Record Management		Strongly agree	Agree	Neutral
1	I have not seen class records for keeping class data by the instructor	26.2%	52%	78%
2	Roll calls are not made consistently	14.2%	48.6%	63%
3	Record of achievement scores are appropriately kept by the instructors	18.6%	45.3%	64%
4	Instructors upload results on the time, & make changes if required	14.5%	48.6%	63%
5	Instructor submits assignments, Tests, and exams sheets to records office on time	19%	44.1%	63%

Table-9 reveals that, 78% of respondents have agreed that they have not seen classroom file for keeping class information by the teacher, 63% agreed that teachers do not make roll calls on a daily basis and 64% agreed that record of mock examinations scores are appropriately kept by the class instructor, 63% respondents agreed that Instructors upload results on the time, & make changes if required and 63% agreed that Instructor submits assignments, Tests, and exams sheets to records office on time.

**Table 10:** Chi-square goodness-of-fit test of the rank of effectiveness of classroom management in Hyderabad.

Chi-square of fit test				Test statistics	
Level	Observed N	Expected N	Residual	Chi-Square	df/Asymp. Sig.
Very Low	1	50.0	-49.0	283.000 <sup>a</sup>	4 .000
Low	9	50.0	-41.0		
Not sure	48	50.0	-2.0		
High	150	50.0	100.0		
Very High	42	50.0	-8.0		

Total	250				
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Table-10 shows that the predictable value of the chi-square test falls at 50.0 a point of equal distribution of responses. However, the response distribution for very low, low, not sure, high and very high level of record management is -49.0, -41.0, -2.0, 100.0 and -8.0 respectively. From the observed number of responses, the majority (residual of 108) believe that there is high level of record management while those who believe that there is low level of record management had a residual of (90) at the chi-square test statistics (X2(4)) =283.0, p<.001. The finding reveals that, high level of record management in universities of Hyderabad.

To conclude, all the indicators of classroom management measured had significant high level of effectiveness since the distribution of responses in support of high level is above the expected value that would determine equal distribution of responses in all the categories. This is an indication to facilitate; there is significant high level of effectiveness of classroom management in universities of Hyderabad.

**Research Question Two: What is the level of learner’s achievement at universities in Hyderabad, Sindh, Pakistan?**

**Table 11:** Findings of all the elements of learner’s achievement

Responses in percentages according to Google survey questionnaire				
Learner’s achievement		Strongly Agree	Agree	Neutral
1	Learners do not get good grades in mock examinations	28.7%	49.4%	78%
2	Sometimes I arrive late for class	15.3%	52%	68%
3	Some instructors are unable to make me understand lessons	17.8%	54.7%	73%
4	Some learner’s do not attend lesson	17.8%	44.4%	63%
5	Some learners sleep in class sometimes	19%	44.8%	64%

Table-11 mentions that 78% of respondents agreed that students get low marks in mock examinations, 68% agreed that some students arrive late to class, 73% agreed that few students do not comprehend some lecture and 63% agreed that some students do not attend lessons. The table also reveals that 64% agreed that some learner’s sleep in class sometimes.

**Table 12:** Chi-square goodness of fit test and test statistics used to determine the level of learner’s achievement at universities of Hyderabad, Sindh, Pakistan

Chi-square goodness of fit test				Test statistics	
Level	Observed N	Expected N	Residual	Chi-Square	df/Asymp. Sig.
Very Low	1	50.0	-49.0	260.520 <sup>a</sup>	4 .000
Low	4	50.0	-46.0		
Not sure	47	50.0	-3.0		
High	142	50.0	92.0		
Very High	56	50.0	6.0		
Total	250				

Table 12 revealed that, from the 250 respondents not all categories observed equaled the expected value of 50.0. A residual of 98 falls above the expected value indicating high level of achievement while a residual of 95 falls below the expected value indicating low level of achievement and 3.0 indicating neutrality at the chi-square test X2(4) =260.5, p<.05. This indicates that, there is significantly high level of learner’s achievement in universities of Hyderabad.



**Research Question Three: What is the connection among classroom management and learner’s achievement in universities of Hyderabad?**

Table 13 indicates a weak optimistic connection between teacher preparation and learner’s achievement deliberate by understanding of the lecture ( $r=.382, p<.01$ ). It means that, when the instructor increases on the level of teacher preparation, there is increased understanding of a lesson by the learner and when the level of teacher preparation is low, there will be a drop in understanding a lesson by learners. The alternative hypothesis is therefore, accepted at 5% level of significance that, here is weak optimistic relationship between teacher preparation and learner’s achievement in universities of Hyderabad.

**Table 13: Correlation Statistics analysis of the Relationship between Teacher preparation and Learner’s achievement**

	Teacher_preparation
Teacher_preparation	1
Learners_achievement (Learner’s understanding)	.382**
**. Correlation is significant at the 0.01 level (2-tailed).	

Table 14 indicates the weak optimistic correlation connection in lesson presentation and learner’s achievement studied by Learner’s understanding ( $r=.338, p<.01$ ). It means, the further the instructor up level of effectiveness of lesson presentation, the advanced learners will understand the lesson, and vice versa. Therefore, alternative hypothesis is accepted at 5% level of significance.

**Table 14: Correlation Statistics analysis of the Relationship between Lesson presentation and Learner’s achievement**

	Lesson_presentation
Lesson_presentation	1
Learners_achievement (Learner’s understanding)	.338**
**. Correlation is significant at the 0.01 level (2-tailed).	

Table-15 displays neither positive nor negative relationship between class control and learner’s achievement as class control measured on sleeping in class ( $r=.196, p<.01$ ), and Learner’s do not attend lesson ( $r=.209, p<.01$ ) This means, the lower the level of class control, the lower the level of learner’s achievement and the advanced the level of class control, the advanced the level of learner’s achievement. The alternative hypothesis shows that, there is a Neither optimistic nor pessimistic connection between class control and learner’s achievement in universities of Hyderabad, which accepted at 5% level of significance, high level of class control significantly reduces on in-appropriate behaviors of sleeping, learner’s don’t attend lessons hence learner’s achievement increased. Similarly, low level of class controls significantly increased on in-appropriate behaviors of sleeping, learners do not attend lessons hence learner’s achievement Decreased.

**Table 15: Correlation Statistics analysis of the Relationship between Class control and Learner’s achievement**

	Class_control
Class_control	1
Sleeping in Class	.196**
Learners don’t attend Lesson	.209**
**. Correlation is significant at the 0.01 level (2-tailed).	

Results in Table 16 shows a neither positive nor negative relationship between record management and learner’s do not get good grades ( $r=.230, p>.05$ ), and between record management and learner’s do not attend lesson ( $r=.262, p>.05$ ). Record management and learner’s reporting late to class ( $r=.347, p>.05$ ) shows weak positive relationship. This means, an increase in the level of record management increases on the rank of student’s achievement and vice versa. However, the relationships are neither positive nor negative at 5% level hence the alternative hypothesis is accepted, meaning that: “There is neutral relationship between record management and learner’s achievement in universities of Hyderabad”.

**Table 16: Correlation Statistics analysis of the Relationship between Record management and Learner’s do not attend lesson**

	Record_management
Record_management	1
Learner’s don’t get good grades	.230
Learner’s reporting late to class	.347**
learner’s don’t attend lesson	.262**

Table-17 mentions the predictor variables of classroom management on learner’s achievement and the result shows that, the adjusted R squares = .286,  $F=25.943$  and  $p<.05$ . This means the 29.03% variance on learner’s achievement has been attributed to teacher preparation ( $p = .004, \text{Beta} = .182, t = 2.903$ ), lesson presentation ( $p=.100, \text{Beta} = .105, t=1.652$ ), class control ( $p=.332, \text{Beta} = .059, t = .973$ ) and record management ( $p = .000, \text{Beta} = .363, t = 6.072$ ).

The Teacher preparation and record management variables found to be significant predictors of learner’s achievement at 5% level of significance therefore Alternative hypothesis is accepted for both only. Lesson presentation and Class control variables found to be rejected hypothesis due to greater than 5% significance level.

**Table 17: Coefficients**

Classroom Management	Standardized Coefficients Beta	t	Sig. F	R <sup>2</sup>
1 Constant		3.582	.000	.286
Teacher_preparation	.182	2.903	.004	
Lesson_presentation	.105	1.652	.100	
Class_control	.059	.973	.332	
Record_management	.363	6.072	.000	
a. Dependent Variable: Learners_achievement				

**CONCLUSION AND RECOMMENDATIONS**

To conclude this whole project report with the help of study objectives supported by the analyzed data, which includes; (1) The level of classroom management, (2) Level of learner’s achievement and (3) Relationship between classroom management and learner’s achievement at universities of Hyderabad, Sindh, Pakistan. The study revealed that there is Significantly High level of effectiveness of classroom management in universities of Hyderabad division. Teacher’s effectiveness in preparation; applying teaching methodologies, class control and record management was found to be high. The results more reveals i.e., there is High level of learner’s achievement as identified by the high level of academic results in mock examinations and appropriate time management. The outcomes revealed that there is Neutral relationship between classroom management and learner’s achievement at universities of Hyderabad, Sindh, Pakistan. The Multiple Regression of two variables is accepted i.e. Teacher preparation and Record management and two are rejected due to greater significance level of 5%. Researchers were happy participate in such a demanding research project which is focused on brandishing our observational skills, though researcher faced some discrepancies but they were no match to what they learned.

**Recommendations**

An equitable check and balance system should be put in place so that the performances of all Instructors should be reviewed periodically their management techniques should be scrutinized for an efficient learning environment.

Through this study all the stake holders involved (Deans, Professors, students) should use these findings, for valuable command approaches of the teaching and learning process, set achievable targets and provide capacity utilization training for instructors in the area of classroom management.

Researchers recommended that to test the other groups with more samples and concentrating on the other regions except Hyderabad.



## Future Research

An individual or any institution wishing further this research in the field of classroom management can explore on the learner's attitudes, subject preference or carrier choice of learners, Instead of learner's achievement in order to get much clearer idea.

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