



Language Teaching Research Quarterly

2019, Vol. 11, 81–98



Effect of Classroom Management and Strategies on Students' Achievement at Undergraduate Level

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Received 19 July 2019 Accepted 15 August 2019

Abstract

Educators in contemporary educational settings are met with many challenges in the classroom. This is a descriptive paper focused on the impact of classroom management on students' academic achievement at the undergraduate level, entailing two aims one is from teachers' perspective, and the other is from the students' perspective. The first aim of this paper was to find out the factors that have an impact on classroom management and the strategies used in the classroom by the teacher and, in turn, the effect of classroom management on the students' academic achievement. Thirty-five teachers were selected randomly from the Science and Art University in Yazd Province. An adopted questionnaire consisting of three sets of questions each set with six questions was distributed and the data were collected. The results showed that students' need and teachers' knowledge and teachers' skills were three things that affect classroom management. Regarding the classroom strategies, the teachers' idea was that they have to provide instructional activity awareness. Lastly, teachers believed that management of the class was an interesting process of creating and maintaining a successful learning environment and friendly relationship which leads to students' success and in this way the teachers' role impact students' academic achievements. The second aim was to investigate students' perceptions of classroom management. Survey method was used to collect the data from the students through an adopted questionnaire. For this purpose, 250 students were selected from Science and Art University of Iran from fields of Psychology, Management, law and Accounting. Data was collected by using a Five-Likert scale. The result showed students' idea was that the latest technologies must be used in classrooms to facilitate the learners. There must be transparency and strict implementation of rules regulations and time schedule.

Keywords: *Challenge, Classroom Management, Learning, Strategies, Students' Achievement*

Introduction

The place where the students learn the different skills which are important to make them qualified personalities is a classroom. Ashton (2001) stated that a classroom is where the students get that understanding of the contribution which they can use to build their identity in society. To make sure a positive classroom condition, it ought to be well-equipped with facilities. Classroom physical course of action gives students powerful learning and advances an effective instructional process. The provision of physical facilities may be ensured because these are useful in enhancing the general school's performance (Suleman & Hussain, 2014).

The teachers need to become active when they search for efficient strategies in making students think resourcefully and critically (Radhika & Kapur, 2018). It was also stated that the teacher has important roles in managing the classroom, in enhancing the students to find the tasks more meaningful and in implementing effective learning strategies (Cardenas & Cerado, 2016). Class management and teachers' strategies are vital parts of teaching. Classroom management could effectively predict student learning motivation, and that learning atmosphere exerted the most influence (Saifi, Hussain, Salamat, & Bakht, 2018). Classroom is a place where students gain the knowledge necessary to obtain their future goals and objectives. A well-managed classroom gives the students a soothing effect, without doubt, offers a conducive atmosphere for effective teaching and effective learning. So it can be said that classroom management is not limited to management and discipline, but also involves stress-less and educational situation and effective learning of the students. Many research findings support that Classroom management play in enhancing students' learning, Aliakbariand Bozargmanish (2015). Classroom management represents establishing rules to organize class and activities and explanation of instructions and finally the result of acting up. Wong and Rosemary (2001) defined classroom management as follows: "all the things that a teacher does to organize students space, time and materials so that instruction in content and student learning can take place (p.84).

Why classroom management is important? To make students' learning and achievement effective, to successfully engage the students, to maintain classroom time effectively, to maintain a positive classroom environment, and to manage classroom resources effectively. Managing the classroom involves different intricacies of student learning that take into consideration expectations, interactions, motivation, and also behavior. Effective classroom management paves the path for educators to engage the students in learning. Educators play different roles, but one of the most important roles is that of a classroom manager. There cannot be effective learning in a weakly-managed class. In fact, in a well -managed classroom teaching and learning flourish. The classroom management has four important features, (a) purpose (b) efforts (c) determination of achieving the goals and lastly a good perspective towards teaching tasks. Many novice teachers view teaching as directly transmitting information to passive learners, Torff (2003). Usually, these novice educators do not get the importance of classroom management strategies and their impact on the students' social and academic behavior.

Saifi et al. (2018) in their research indicated that universities have reached an acceptable level of awareness about classroom management skills. Students were more responsive to the classrooms with management systems because students feel individually more responsibility for their learning and develop a sense of university connectedness (Freiberg, 2013). McCormark, (2001), and Bromfield, (2006), consider that learning and using classroom strategies are of great significance for teachers. Martin and Sass, (2010) considered classroom management an umbrella term for teachers' actions to manage and control class, students' behavior, and students' learning. The study of classroom management is high in nature and has been a historic discussion more on theory of principal. Evertson and Emme, (2006) with the classroom being such an important place in the growth and progress of a student, it is important, to figure out the ways in which to form its environment in order to have maximum effective instruction. Pickering and Jana (2003, Chap. 8) have shown in their research that class organization means managing activities which reflects the improvement and bring changes in terms of behavior and habit formation, assessment and course planning. Classroom management is the backbone of education and learning. According to Best and Khan, (2001) the way in which a teacher manages a class, will have positive or negative influence on the students. If not dealt with adequately, a classroom can be set up in a way that hinders creativity or, at least, in a way that does not promote acceptable learning level, Kilie, (2012). If proper classroom management is not exercised, disruptive behavior by a few students can have a negative effect on teacher's instruction, which can lead to other students joining-in and can cause students to question the abilities of their teacher (Braden & Smith, 2006; Rogers & Freiberg, 1994). McLeod (2003) stated that student promotion is dependent on teachers' exercise. It is directly related to their student's level of improvement.

Little and Akin-Little (2003) define classroom management as 'a set of procedures that, if followed, should help the teacher maintain order in the classroom and involve both antecedent and consequent procedures that can be combined to provide a comprehensive approach to classroom management' (as cited in Little & Akin-Little, 2008, p. 228). The key to high student achievement is classroom management because students do not learn well in a poorly managed classroom (Marzano & Marzano, 2003).

Classroom management, according to Dooloard (2004), is the action a teacher takes to create an environment that supports and facilitates instructions, academic, social, and emotional learning. In a study conducted by Stichter, Lewis, Whittaker, Richter, Johnson, & Trussell, (2006), teachers who used ineffective classroom management strategies experienced consistent student disturbances and an increased number of verbal interruptions.

Nunan (1995) thinks that determining the way the students think about their teachers' classroom management is of great importance since there will be a negative impact on learning if there is a mismatch between what teachers and students expect to happen in the classroom. Tulley and Chlu (1995) examined the most effective reinforcement, explanation, and change of strategies that were among the most effective once. McLeod (2003) negotiated the best improvement a teacher can bring is having classroom management.

Stough, Palmer, and Leyva, as seen in Ormord (2003) have a view that classroom management helps student learning and development. Burden (2003) believed that student and teacher relationship is important in classroom management. He thinks that positive social interaction and active engagement in learning is encouraged by classroom management. Charles and Senter (2008) stated that there is a direct relationship between good teaching and classroom management strategies. The following three research questions were answered.

1. What are the successful factors that impact on classroom management?
2. What are the strategies used by the teachers in the classroom?
3. To what extent does classroom management impact on the students' academic achievement?
4. To explore students' perceptions of classroom management at the undergraduate level.

The study may give insights for the educational experts, organizers, instructors, and administrators to give full importance and significance to classroom management, which undeniably affects students' learning. Secondly, it is a source of strength and understanding for the strategy makers to provide a sophisticated and positive learning atmosphere to the student's classroom management and make teaching and learning more effective and transparent.

Methodology

Participants

This paper had two aims for the first aim 35 EFL teachers were selected from Science and Art University of Yazd province in Iran. All the teachers were EFL teachers and experienced ones the least experienced was with three years of teaching experience. The second aim was to investigate students' perceptions of classroom management. The survey method was used to collect the data from the students through an adopted questionnaire. For this purpose, 250 students were selected from the Science and Art University of Iran from fields of Psychology, Management, law, and Accounting. Data were collected by using the five Linkert scale.

Table 1

Demographic Background of the Participants

No of Teachers	35 (two Ph.D. and the rest MA
Native Language	Persian
Teaching Experience	3-15 years
No of Students	250 undergraduate
Majors selected	Psychology, Management, law and Accounting
University selected	Science and Art university, Yazd
Academic years	2018-2019

Instruments

Data were collected through two questionnaires first for teachers and second for students an adopted questionnaire constructed by the school of English studies at the University of Nottingham, UK. The questionnaire for teachers entailed three sets of six questions. The first set of questions was about the factors which impact classroom management, the second set was about classroom management strategies and the third one was about the impact of classroom

management on the student's academic achievement. The second aim was to investigate students' perceptions of classroom management. The survey method was used to collect the data from the students through an adopted questionnaire. For this purpose, 250 students were selected from the Science and Art University of Iran from the fields of Psychology, Management, law, and Accounting. Data were collected by using the five Likert scale. The questionnaire entailed 35 close-ended questions on a five-point Likert scale (from strongly agree to strongly disagree). Five subscales were included, motivation, physical aspects, teacher-student interaction, rules and regulations, and feedback on students' work (total 35 items).

Data Collection Procedure

Before gathering the data, the researcher gave a short explanation to the teachers about the aim of the study and the survey procedures and then obtained each individual's consent. They were informed in detail what they were required to do. The researcher also reminded them that they should answer them honestly and forthrightly. They were also told that the accuracy of the results depends on how honest they can be. There was no limitation of time for teachers to respond to the questionnaires.

This paper focused on the impact of classroom management on students' academic achievement at the undergraduate level, entailing two aims one is from teachers' perspective and the other is from the students' perspective. The first aim of this paper was to find out the factors that impact classroom management and the strategies used in the classroom by the teacher and, in turn, the effect of classroom management on the students' academic achievement. An adopted questionnaire consisting of three sets of questions, each set with six questions was distributed and to the teachers in Science and Art University, Yazd, Iran.

For the second aim, a questionnaire was given to 250 students from Science and Art University selected from majors of Psychology, Management, law, and Accounting. The questionnaire consisted of 35 close-ended questions. Close-ended items were asked on a five-point Likert scale (from strongly agree to strongly disagree). Five subscales included in the questionnaire were motivation in classroom (7 items), physical aspects (7 items), teacher-student interaction (9 items), rules and regulations (6 items), and feedback on student's work (6 items). For item analysis, just the percentage for each item was calculated.

Data Analysis Procedure

The data was gathered through two questionnaires, one for the teachers and one for the students. Teachers had three sets, each set with six questions, and students had 35 closed-ended questions. After collecting the data percentage of individual questions were taken into consideration to see which one has the most effect on students' achievement according to teachers' and students' perspective.

Results

As mentioned above, the first aim of this paper was to find out the factors that impact on classroom management and the strategies used in the classroom by the teacher, and in turn the

effect of classroom management on the students' academic achievement. Thirty-five teachers were selected randomly from the Science and Art University in Yazd Province. An adopted questionnaire consisting of three sets of questions each set with six questions was distributed, and the data were collected.

Table 2
Effective Factors in Classroom Management

S.No	Questions	Strongly agreed %	Agreed %	Neutral %	Disagree %	Strongly Disagreed %
1.	Students' needs and features can affect classroom activities.	74.3	14.3	5.7	2.9	2.9
2.	Students' seating arrangement can monitor learning-teaching process.	51.4	20	14.3	8.6	8.6
3.	Teacher's skill in classroom management has an impact on managing the class properly.	62.9	28.6	5.7	2.9	-
4.	Student's diverse learning style can affect effective classroom management	8.57	20	28.6	34.3	8.57
5.	The effect of student outlook toward the activity of the classroom is high.	2.9	14.3	22.9	31.4	28.6
6.	Taking part of students in instructional activities can impact classroom management.	5.7	11.4	20	34.3	28.6

From Table 2, it is clear that a total of 35 responses were collected. From the information given in the Table a total of 26 respondents that is 74.3% of the total population, strongly agreed that students' needs and features could impact classroom activities—five respondents, which represent 14.3% agreed, while two respondents representing 5.7% were neutral. One of them disagreed showing 2.9% and one respondent strongly disagreed with percentage of 2.9. For the second question of first set, 18 of 35 respondents were strongly agreed showing 51.4%, seven of them agreed with 20% showing that they agree that seating arrangement can monitor learning-teaching process. Five of the respondents showing 14.3%, three of them that is 8.6% and two of them with 5.7% were neutral, disagreed and strongly disagreed respectively. Teacher's skill in classroom management has an impact on managing the class properly. For this question out of 35 respondents, 22 strongly agreed, 10 of them agreed, two were neutral, one respondent disagreed and none of the respondents were strongly disagreed. Computing the percentage, we have 62.9%, 28.6%, 5.7%, and 2.9% respectively. Number of the respondents who were completely agreed, agreed, neutral, disagreed, strongly disagreed for fourth question were 3,7,10,12,3 respectively, and the percentage was 8.6%, 20%, 28.6%, 34.3% and 8.6%. The effect of student outlook toward activity of the classroom is high this was the fifth question in the first set of questions where one respondent showing 2.9% strongly agreed five of them agreed showing the percentage of 14.3 and neutral were eight respondents with 22.9% and the highest number of responses were disagreed that is 11 responses with 31.4% and strongly disagreed responses were 10 and the percentage was 28.6%. Taking part of students in instructional activities can impact classroom management. This was the last question in the first set of questions for the teachers. From Table

4.1 above, it can be observed that a total of 35 responses collected from the teachers, 2 respondents representing 5.7% of the total respondents strongly agreed that student's participation in instructional activities can affect classroom management. 4 respondents which represent 11.4% strongly agreed, while 7 respondents representing 20% were neutral. 12 respondents disagreed and 10 strongly disagreed respectively. This represents 34.3% and 28.6% each of the total respondents.

Table 3
Teacher's Strategies for Calssroom Management

S.No	Questions	Strongly agreed %	Agreed %	Neutral %	Disagree %	Strongly Disagreed %
1.	Teachers need to map and decide how to deal with their student's behavior that is unusal in class.	62.9	28.6	2.9	2.9	2.9
2.	Teachers can make decisions instantly, even during critical situations	57.1	22.9	17.1	2.9	2.9
3.	Teachers can examine their classroom while teaching-learning procedure is going on.	54.2	17	14.3	14.3	-
4.	Teachers use their body language to reduce improper behavior.	37.1	34.3	14.3	8.57	5.7
5.	Teachers were ensuring learners achievement and challenge.	40	34.3	20	2.9	2.9
6.	Teachers have to provide awareness for activities.	60.5	14.3	17.1	2.9	-

From the above Table it can be seen that 22 respondents representing the percentage of 62.9 were strongly agreed on the topic that teachers have to deal with their students behavior. Ten of the respondents agreed showing 28.6%. Number of neutral respondents were one and one each for disagreed and strongly disagreed showing the percentage of 17.1, 2.9 and 2.9 respectively. Teachers can make decisions instantly, even during critical situations regarding this one out of 35 respondents 20 of them that is 57.1% strongly agreed that teachers can make decisions instantly, even during critical situations. Eight of the respondents representing 22.9% agreed while six of them were neutral representing 17.1 and one each disagreed and strongly disagreed showing 2.9% each. 19 of the respondents from 35 strongly agreed that teachers can examine their classroom while teaching-learning procedure is going on representing 54.2% six respondents agreed representing 17.1% and five respondents were neutral representing 14.3% and five respondents disagreed representing 14.3% and strongly disagreed were nil. For the fourth question, teachers use their body language to reduce improper behavior 13 of them strongly agreed that teachers use their body to reduce improper behavior this represented 37.1%. 12 respondents agreed, showing 34.3% and five were neutral and three disagreed and two strongly disagreed representing 14.3%, 8.6% and 5.7%. In table 2 it can be seen that 14 respondents strongly agreed representing 40%. 12 respondents agreed seven were neutral and one each disagreed and strongly disagreed representing 34.3%, 20%, 2.9% and 2.9% respectively for the fifth item. 23 out of 35 respondents strongly agreed that teachers have to provide awareness for activities representing 65.7%, another five agreed showing 14.3%. Six of them were neutral

representing 17.1%, and one respondent representing 2.9% disagreed and for strongly disagreed it was nil.

Table4

Effect of Teachers' Classroom Management on Student's Academic Achievement

S.No	Questions	Strongly agreed%	Agreed %	Neutral %	Disagree %	Strongly Disagreed%
1.	Classroom supervision is the process of establishing and maintaining a successful learning environment may lead to success in class.	54.3	31.4	5.7	5.7	-
2.	Teacher's role in class affects student's academic success.	45.7	37.1	8.6	5.7	5.7
3.	The rate of educational attainment in a well-managed classroom is high.	37.1	31.4	20	5.7	5.7
4.	Less attention toward lesson may result in poor intellectual achievement.	42.9	37.1	14.3	2.9	2.9
5.	Lack of earnings affects student's knowledge in the class and academic achievement.	14.3	14.3	45.7	2.0	5.7
6.	No interruption in the class time or repeat the lesson which could provide clarity	28.6	28.6	14.3	14.3	14.3

To see the effect of teachers' classroom management on students' academic achievement, information was collected from 35 teachers. As it is clear from the above Table 2, 20 of the teachers strongly agreed that Classroom supervision is the process of establishing and maintaining a successful learning environment may lead to success in class, showing 54.3%. 11 of them agreed two of them were neutral, two of them disagreed showing percentage of 31.4, 5.7 and 5.7 respectively. For the last item no, one strongly disagreed showing nil percentage. Regarding teacher's role in class affects student's academic success the number of teachers who strongly agreed, agreed, neutral, disagreed and strongly disagreed was 16, 13, 3, 2, 2 representing accordingly the percentage of 45.7, 37.1, 8.6, 5.7 and 2.9. Out of 35 respondents 13 strongly agreed that the rate of educational attainment in a well managed class is high 11 of the teachers agreed and seven were neutral and two each disagreed and strongly disagreed showing the percentage of 37.1, 31.4, 20, 5.7, and 5.7 respectively. Fifteen respondents with 42.9 strongly agreed. 13 of the respondents showing 37.1% agreed while five of them showing 14.3% were neutral and one respondent disagreed and one strongly disagreed with 2.9% for each giving their perspective on less attention toward lesson plan may result in poor intellectual achievement. Lack of earnings affects student's knowledge in the class and academic achievement for this item five of the respondents strongly agreed, five of them agreed, 16 of them were neutral seven of them disagreed and two of them strongly disagreed that lack of earnings affects student's knowledge in the class and academic achievement showing the percentage of 14.3, 14.3, 45.7, 20, and 5.7 respectively. 10 of the respondents' answer was strongly agree showing the percentage of 28.6. Other 10 respondents agreed with percentage of 28.6. rest five each for neutral, disagreed and strongly disagreed showing the percentage of 14.3 each for the item number six. The results showed that students' need, teachers' knowledge and teachers' skills were three

things that effect the classroom management. Regarding the classroom strategies, the teachers' idea was that they have to provide instructional activity awareness. Lastly, teachers believed that management of the class was an interesting process of creating and maintaining a successful learning environment and friendly relationship which leads to students' success and in this way the teachers' role impact students' academic achievements.

For the second aim of the paper that is students' perceptions about classroom management at undergraduate level a questionnaire was distributed to 250 students at Science and Art University. The questionnaire entailed 35 question just percentage was taken to know the perspective of the students. Five-point Likert scale (from strongly agree to strongly disagree). Five subscales included in the questionnaire were motivation in classroom (7 items), physical aspects (7 items), teacher-student interaction (9 items), rules and regulations (6 items) and feedback on students' work (6 items).

Table5

Students' Perspective about Classroom Management and Academic Achievement

Serial No	Questions	Strongly agreed %	Agreed %	Neutral %	Disagreed %	Strongly Disagreed %
1	My teachers manage class in the way which creates encouraging environment in the classroom for productive learning	42.6%	55.5%	2.5%	0.4%	0%
2	My teachers motivate students in the class for learning	30.7	52.3	16	1	0
3	My teachers encourage equal participation of all students in classroom	40	51	7	2	0
4	My teachers lead disciplined and organized class that enhances student learning positively	41.8	44.5	8	5.2	0.5
5	My teachers equipped classroom well that motivate students to learn	42.8	50.3	5.3	1.5	0.1
6	My teachers try to eliminate gender bias amongst the students that lead to a positive change in the attitude of the students towards Studies	39.8	34.2	7.3	18.8	0
7	My teacher give the amount of work to the students that do not demotivate them	48.9	35.9	6.5	3	6.7
8	My teachers try to make classroom physical environment conducive for learning	7.5	50.3	6	32.4	3.8
9	My teachers keep classroom effective physical appearance	7.9	61.8	19.9	10	0.4-
10	My teachers make proper seating arrangement in classroom for effective learning	2.6	55.7	6.2	33.5	2
11	My teachers make sure that white board is visible to all students in the classroom	24.5	54.7	6.8	13	
12	My teacher keep notice of appropriate lightening in the class	22.5	54.7	15	7.8	
13	My teachers use A.V aids in classroom to facilitate students' learning	19.7	54.3	8.6	17.2	0.2
14	My teachers change classroom sitting arrangement for group working	29.2	42.5	7.5	16.9	3.9
15	My teacher use understandable language in the class which positively influences the academic achievement of the students	42.5	40.9	9.3	6.3	1
16	My teachers have friendly and approachable behavior in classroom for students' better learning	48.8	38.9	10.3	2	0
17	My teachers relate the topic with real life through different examples	27.2	41.2	2.8	27	1.8

18	My teachers reward to students for good behavior in the classroom	6.4	53.7	4.5	33.6	1.8
19	My teachers engage student about topics related to issues in active discussion	10.1	49.8	6.4	30.4	3.3
20	My teachers use teaching approaches that encourage interaction among students	24.2	48.2	6.2	10.9	10.5
21	My teachers give students opportunities to ask questions in the classroom	33.8	49.3	6.7	10.2	0
22	My teachers closely monitor class off task behavior during the class	24	44.2	10.6	19.1	2.1
23	My teachers answer students' questions for promoting positive interaction in the classroom	16.6	51.5	9.5	22.4	0
24	My teachers define the class rules and regulations meaningfully	34.8	39.8	7.2	0	0.5
25	My teachers do not tolerate indiscipline behavior from students in class	41.40	50.8	7.3	0	0.5
26	My teachers intervene when students talk at inappropriate times during class	43.4	48.1	4.2	2.8	1.5
27	My teachers firmly redirect students back to the topic when they get off task	20.6	45.6	8	20	5.8
28	My teachers become strict when it comes to student compliance in classroom	27.9	46	2.8	19.3	4
29	My teachers insist that students always follow the rules in the classroom	36.5	53.9	6.3	2.8	0.5
30	My teachers check assignments on time	3.9	36.4	12.5	35.6	11.6
31	My teachers appreciate with good words, when students perform well in the class	46.7	49.1	1.1	3.1	0
32	My teacher gives individual attention to problematic students	3.6	38.6	20.4	35.9	1.5
33	My teachers give feedback to the students in classroom with constructive criticism	0.4	5.5	6.6	54.1	33.4
34	promotes the students' My teachers conduct tests in classroom which academic achievements	38.4	59.1	1.6	0.5	0.4
35	My teachers give immediate feedback to the students when they answer their questions.	38.7	50.7	6.3	3.2	1.1

In this Table, results of 35 questions which were given to 250 students to know their perspective about class management and students' achievement is shown. Some of the very important ones will be discussed below. My teachers manage class in the way which creates encouraging environment in the classroom for productive learning. As it is clear from the above Table for question number one most of the students agreed that if the environment is encouraging the learning is productive. 42.6% of them strongly agreed and 55.5 % agreed that is nearly 98% of the students' perspective was that if the environment is encouraging the learning is productive.

Regarding motivating the students in the class for learning students' idea was that motivation of students is an important aspect of a classroom. 30.7% strongly agreed and 52.3% were agreed that is total of nearly 81 % of the students agreed on this item. For the next item concerned about Teachers' encouragement and giving equal participation of all students in classroom, 40% of the students strongly agreed and 51% agreed. This shows the importance of this item in the class management activities of teachers. 91% of the students agreed that equal participation is one of the important students' achievement aspect.

Disciplines and organized class is one of the features of effective teacher. The students idea about teachers leading disciplined and organized class that enhances student learning positively was positive. For this item 41.8% of the students strongly agreed and 44.5% agreed. Approximately 85% of the students thought that disciplined and organized class leads to positive learning. A well- equipped class encourages students and is one of the point for motivating the students. Overall 92% of the students hold this opinion that a teacher whose class is well-equipped actually motivates students' learning. My teachers try to eliminate gender bias amongst the students that lead to a positive change in the attitude of the students towards Studies. This item is an important one among the university students they are too sensitive towards the gender. If a teacher tries to eliminate gender bias among the students this will help in students' classroom achievements. 74% strongly agreed and agreed for this item.

About making proper seating arrangement in classroom for effective learning there were differences in students' perspective. 2.6% of them strongly agreed 55.7% agreed, 6.2% were neutral, 33.5 disagreed and 2% strongly disagreed. Here we can conclude that students' perspective is fifty, fifty. Even teachers' perspective in this regard was negative. One of the significant features of a good teacher is to use understandable language. She/he should mold according to the needs and standard of the students. 82% of the students strongly agreed and agreed for this item and this percentage shows the meaningfulness of this item according to students' perspective. Teachers friendly and approachable behavior in classroom is important for students' better learning. 87% of the students strongly agreed and agreed for this item. Students' perspectives were that a teachers' friendly behavior increases students' learning capacity and it can directly affect students' classroom achievement. For the next item 60% of the students concluded that teachers' rewarding system even has a meaningful relationship with behavior at university level.

Interaction among students is an important aspect of teaching and learning. 72% of students' strongly agreed and agreed this percentage was more than disagree one and this clearly shows that there is a meaningful relation between interaction among students and classroom achievement. Usually people think that students at university do not like classes with rules and regulation but this percentage of students [opinion shows that nearly 74% of them have the idea that a teacher should define the classroom rules and regulation meaningfully. It was interesting to know that students like to follow rules and regulation. Following rules and regulation will generate organization of the class and organized environment 100% affect the students' achievement. 90% of the university students at undergraduate level agreed that students should follow rules and regulation insisted by the teacher. Without doubt appreciation is a tool for motivation. Teachers' appreciation and good performance of students are interconnected. 95% of the students had positive perspective on this item and their opinion was that appreciation helps in class achievements. Teachers giving feedback to the students in classroom with constructive criticism was not appreciated by the students. This was the item were students strongly resisted and showed their strong disagreement. Criticism demotivates students. About 87% of the students disagreed for this item.

Teachers' feedback is meaningful for the students. Immediate feedback is good but sometimes it is direct and sometimes indirect. When there is a feedback a student can correct, improve and motivate herself or himself. It has a direct effect on student's achievement. Nearly 88% of the undergraduate students' opinion was that teachers should give immediate feedback when they answer their questions as it helps them to improve themselves.

As Table four shows, about 98% participants agreed that their teachers manage class in the way which creates encouraging environment in the classroom for productive learning. 81% participants view was that their teachers motivate students in the class for learning. On encouragement of equal participation by teacher 91% respondents agreed that their teachers encourage equal participation of all students in classroom. Majority of students 85% agreed that their teachers lead disciplined and organized class that enhances Student learning positively. Half of the students 55% agreed that their teachers make proper seating arrangement in classroom for effective learning. 74% respondents said that their teachers use audio visual aids to make classroom environment effective. 71% respondents' opinion was that their teachers change classroom seating arrangement for group work. The data revealed that teachers use understandable language in class which positively influences the academic achievement of the students on which majority 82% of respondents were agreed. And the results showed that 87% students agreed that teachers have friendly and approachable behavior in classroom for students' better learning.

It is clear from the Table that majority of 72% respondents agreed that their teachers answer students' questions for promoting positive interaction in the classroom. Defining the class rules and regulations 74% students said that teachers define class rules and regulations that improve their academic achievements. It is clear from the data that 91% respondents opinion was that their teachers do not tolerate indiscipline behavior from students in class. Majority 91% respondents agreed that teachers intervene when students talk at inappropriate times during class. Teachers firmly redirect students back to the topic when they get off task was quite evident on this issue as majority 86% of respondents agreed with this issue. 84% of them agreed that their teachers become strict when it comes to student's compliance in classroom. Item 29 showed that whether teachers insist that students in classroom follow the rules always and 90 respondents agreed with the statement. 97% respondents agreed that their teachers conduct tests in classroom which promotes the students' academic achievements. Feedback have impact on students' academic achievements as 88% respondents agreed.

Discussion

The First aim of this paper was to find out the factors that impact on classroom management and the strategies used in the classroom by the teacher, and in turn the effect of classroom management on the students' academic achievement. Thirty-five teachers were selected randomly from the Science and Art University in Yazd Province. An adopted questionnaire consisting of three sets of questions each set with six questions was distributed and the data were

collected. The results showed that students' need and teachers' knowledge and teachers' skills were three things that effect the classroom management and students' achievement.

As it was mentioned before, classroom management is an important figure in teaching and learning environment that is influenced by many factors. In this paper, as seen from table one, six factors were investigated according to teachers' perspective and the result showed that students' needs and features and teachers' skills and seating arrangements are the most effective factors, which effect the classroom management. Similar findings were also reported in Iqbal (2018). Pedota (2007) stated that seating arrangement is important and helps teachers to learn their students' names quickly and he also referred that a teacher should think how the seating arrangements can be modified to support different types of instructions. In the present paper the university students' idea was that seating arrangement is not so important.

The second findings of this result reveals that teachers' knowledge and skills significantly influence students' classroom management and students' achievement. Existence of the relationship between achievement and teacher qualifications (Akiba, Le Tendre, & Scribner, 2007; Darling-Hammond, 1999; Gallagher, 2002; Tomlinson & Jarvis, 2014) in order to increase student achievement (Baker, Clark, Maier, & Viger, 2008). The common aspect of all these studies is the investigation of teacher qualifications and behaviors as the most important factor on student achievement. Classroom management is essential for both teachers' education and professional development. It is vital to keep lecturers' knowledge up-to-date for delivering high quality teaching (Emmer & Saborine, 2015). Teachers proper training on up-to-date information and new research on classroom management. Could become a successful factor. The best professional development is ongoing, collaborative, and connected to and achieved by working with students understanding them (Darling-Hammond et.al. 2017)

Basically, these classroom management strategies or skills can be helpful for educators in preventing the problems in classroom management. The mastery of classroom management strategies for the teachers is vital because it aids students to achieve what they learn. This is inline with the statement given by Brophy and Evertson (1976 cited in Jones & Jones, 2004), "almost all surveys of teacher effectiveness report that classroom management skills are of primary importance in determining teaching success, whether it is measured by student learning or by ratings." Teachers are important factors that can positively affect student achievement (Hammond, 1999; Tomlinson & Jarvis, 2014). Findings of this study and many other studies emphasize the need for enhancing teacher skills in order to increase student achievement (Akiba, Le Tendre, & Scribner, 2007; Gallagher, 2002).

Regarding teacher's strategies for management of class, teachers perspective was that classroom supervision is the process of establishing and maintaining a successful learning environment may lead to success in class. Teachers who use effective classroom management experience improvements in student behavior. Their idea was that at university level when teachers have good and friendly relationship with students they can develop a successful learning environment and the students achievement increases. Fraser et al. (2010) found that students, in general, preferred teaching based on emotional proximity- directing, helping, supporting, and

understanding. Research results from Fraser et al. showed that the students' perception of the classroom environment and the results of their study showed a good relationship between student achievement in both cognitive and affective learned through relationship between teachers and students. Wubbels and Brekelmans (2005) in his research also showed that there is correlation between teacher-student interaction with student learning outcomes. Good relationship of students and teachers will increase the motivation of students to learn.

For the second aim of the paper that is students' perceptions about classroom management at undergraduate level a questionnaire was distributed to 250 students at Science and Art University. The questionnaire entailed 35 question just percentage was taken to know the perspective of the students. Five-point Likert scale (from strongly agree to strongly disagree). Items having the highest percentage will be discussed here. In perspective of students if the environment is encouraging the learning is productive. The perspective of the teachers was also the same. Teacher-student relationships are one of the most robust predictors of students' well-being, motivation, social behavior, and academic engagement and achievement (Roorda, et al., 2011; Gehlbach, et al. Specifically, students' feelings that their teachers care for them were associated with these students' self-esteem, well-being, and school engagement, and teachers' motivation to connect with their students predicted teachers' effective teaching and effective social support of their students (Butler, 2012; Butler and Shibaz, 2014). 81% agreed that teachers motivate students in the class for learning. For effective teaching and learning to occur classroom management is important, although students should have some measures of motivation towards succeeding in classroom.

Significance of the interpersonal relationship between students and teachers been widely recognized in research addressing kindergarten, primary and secondary education (Bernstein-Yamashiro & Noam, 2013; Roorda, Koomen, Spilt, & Oort, 2011). Teacher and student relationship in higher education has been less comprehensively and less systematically examined by researchers. Previous research suggested that Interpersonal relationship can be described using a range of concepts including closeness, care, connection, safety, trust, honesty, fairness, respect, openness, support, encouragement, availability and approachability. However, further studies are needed to refine the conceptualization of the quality of in higher education on a solid empirical basis. The research gap is particularly striking in higher education (Komarraju, et al., 2010; Wilcox, Winn, & Fyvie-Gauld, 2005), which makes it difficult to generate valid expectations about the possible consequences of teacher student relationship for university teachers. 91% of the students agreed that equal participation is one of the important students' achievement aspect. The finding is consistent with those gained in previous investigations (Chafouleas, et al., 2012; Cornelius, 2007). Similar studies on impact of classroom management in Asia also showed that classroom management increased students' learning ability and their ability to become more participatory inside the classroom (Chionh & Fraser, 2009; Nishioka, 2006). Findings expressing the relationship between emotional engagement and academic achievement concurred with those of Mauro (2014) who found that students who received encouragement and empathy from teachers got motivated and ended up doing better.

On the basis of these results we can conclude that there is strong positive relationship between effective classroom management and students need and features and teachers' skills. Therefore, we can say that teachers are the highest authority of a classroom. Secondly there is a relationship between the strategies a teacher uses and classroom management. A successful teacher needs to map and decide how to deal with the students and also provide awareness to the students. Lastly, about the teachers' opinion was that, there is a strong relationship between classroom.

As we have seen above what is important for college students' achievement is the teacher's involvement in the student learning process and students' feelings of competence, as measured by the impression students have that they are helped when questions arise, are learning, and are able to prove that they are learning. Findings here are relevant in the context of higher education, as they provide new knowledge of understanding needs of university students to improve their motivation, and the learning process. And, finally, involvement concerns the desire to form and maintain strong and stable interpersonal relationships (Opdenakker & Minnaert, 2013). Teachers can be involved by showing affection, interest, being empathetic, promoting social behavior in class, by showing commitment to students' learning (Stroet & Opdenakker, & Minnaert, 2015; Walton, et al., 2016; Mauro, 2014) found that students who received encouragement and empathy from teachers got motivated in school and ended up doing better.

Conclusion

The contribution that this study makes to the existing literature is the point that at University level too some of the features effect students achievement. As teaching and learning is a social process, which occurs in a social environment, experiencing some problems is normal while teaching at any level. Owing to this fact, classroom management has become an important part of teaching and learning process. As it is obvious from students' perspective above effective teaching is highly related to successful classroom management skills.

It is indicated above that there are many factors that affect successful classroom management from perspective of teachers and students. Factors concerning teachers were motivating students, teacher's roles and styles in classroom management. The study showed that teachers were aware of classroom management strategies as they are a compulsory part of teacher education syllabus. It promotes the teaching skills and enhances the performance of students as well as teachers. In conclusion, classroom management is a broad area that is highly affected by many factors. Careful analysis and understanding of these factors and their effects on student learning and motivation will enable teachers and students to achieve their goals. Teachers are important factors that can positively affect student achievement (Darling-Hammond, 1999; Tomlinson & Jarvis, 2014). Findings of this study and many other studies emphasize the need for enhancing teacher skills in order to increase student achievement (Akiba, Le Tendre & Scribner, 2007; Gallagher, 2002).

In spite of the attempts in conducting the current research, some limitations need to be acknowledged. Firstly, the study was limited in scope and conducted with a limited number of EFL teachers who taught at University just 35. It can be done with different teachers teaching in different semesters. Thus, the findings of this study need to be verified with different groups of the teachers and different scopes. Secondly, this study investigated the teachers and students' opinions through a questionnaire; techniques such as observation, interview, and other ways of data collection can be used to verify the findings. Therefore, further research can be conducted using triangulation. It is suggested that future studies investigating the relevant topic should be performed within a larger sample groups and various universities including governmental and private universities and with all levels in order to better generalize the findings

There is a need to strengthen and improve the present educational system to meet teachers' and students' needs at undergraduate level. The instructor should consider the students as active participant in the classroom rather a mere listener. Latest technologies should be applied in the classroom to facilitate the students' learning. Instructors may apply activity based teaching for students' productive learning. Teachers should establish rules and regulations in the classroom and they should always pay attention to their classroom management skills so that it affects students' academic performance positively. During lesson delivery, teachers should give academic assistance to students.

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