



Effect of Classroom Management Techniques on Students' Performance at Higher Secondary Level

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ABSTRACT

Classroom management techniques play a crucial role in shaping students' performance by creating an organized and supportive learning environment that fosters engagement and minimizes disruptive behaviors. Effective strategies, such as establishing clear expectations and promoting positive interactions, directly enhance students' academic achievement and social development. The design of the study is descriptive in nature. This study was quantitative research. In the realm of quantitative research, positivism serves as the leading philosophical paradigm. Residents of the district of Lahore who were enrolled in public higher secondary schools made up the entire population. The questionnaires were the instrument that was used for the investigation. Experts' comments were used to determine the validity of the questions, and pilot testing was used to determine the reliability of the questionnaires. The use of inferential methods, specifically regression analysis, was made. The results of the research indicate that there was a highly significant effect of classroom management strategies on the academic performance of students who were enrolled in further secondary education.



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1. Introduction

The relationship between effective classroom management and student performance has been widely examined in educational research, as it is considered a crucial component in fostering a conducive learning environment and promoting academic success. At the higher secondary level, where students are in a transitional phase between structured school settings and the autonomy of higher education or vocational paths, effective classroom management plays a pivotal role in influencing their academic performance, engagement, and behavior (Marzano & Marzano, 2003). The techniques used by teachers to manage their classrooms, including establishing clear rules and expectations, employing positive reinforcement, maintaining consistent routines, implementing restorative practices, offering flexible seating options, and encouraging peer mediation, contribute to both the academic and social outcomes of students. By examining these specific techniques, the present study aims to identify the impact of classroom management on students' performance at the higher secondary level, a critical period in their educational journey.

Due to its wide scope, proper classroom management may be a crucial area of concern for the teachers for which proper classroom management techniques would need to be devised for younger students as evident from studies conducted (Simonsen et al., 2008). This now brings the question: what would students be from behaving deviantly? When readiness for engagement is established through setting expectations and goals, such unproductive behaviors can be avoided more frequently. Productivity in the classroom can be improved further still when such students know the rules of the class and it's, therefore, easier for the students to be more engaged (Ünal & Ünal, 2012). In the case of students in higher secondary education, under such conditions and with such expectations and behavioral guidance in terms of academic performance, the stress may be diminished and motivate to engage in the learning experience from a more constructive place. Research shows that once pupils feel settled and know what is expected of them, this understanding is likely to contribute positively towards their engagement and focus during learning thus leading to improved outcomes (Durlak et al., 2011).

Positive reinforcement, another critical classroom management technique, involves rewarding desirable behaviors to encourage their repetition. Teachers use praise to encourage students to repeat a behavior that has been rewarding. This form of positive reinforcement appears to have universal acceptance as it is applied throughout the world to mold and shape people's behaviour. This Shaping methods probably work too. Any positive reinforcement followed by some stimulus rewards would likely elicit the same response within any learner (Skinner, 1965). Majority of young children respond to verbal and non-verbal forms of praise. In the educational context, praise can be understood as verbal or nonverbal approval based on the evaluation of certain behavior. And praise is one thing they are happy to dole out, especially children in the early primary stage.

Classroom routines help in the arrangement and organization of the learning process as there is some degree of order and sequencing. Routines that have been previously instituted help in minimizing the defeat of purpose, keep the classroom disturbances to the lowest level and assist the learners to target their responsibilities (Evertson & Weinstein, 2013). For upper secondary school students, it helps ease the strain of dealing with a number of subjects and working out different schemes for each of them. Studies indicate that this routines instill discipline and accountability of actions which are critical in one's education and job in the near future (Korpershoek et al., 2014). (Moreover, routines form norms in the classroom whereby students are prepared to do something because they know what comes next. This uniformity helps students in completing the learning tasks with very little time spent on other activities, which has a positive correlation with students' academics (Marzano & Marzano, 2003).

The significance of restorative practices in promoting social-emotional development and addressing conflicts in classroom management cannot be overstated. Rather than utilizing traditional sanctioning methods, students are guided to repair harm done to others and nurture broken relationships, enabling them to think about what they did and how it affects others (Gregory et al., 2016). Higher secondary school students, who are in a phase of constructing multifaceted social identities, are more likely to have interpersonal disagreements and thus these practices are especially relevant at this level. It has been shown that using restorative practices within the classroom context brings about better behavior with students, lessening abusive conduct, and improving the students' academic performance (Gregory et al., 2016). Restorative approaches not only instill a sense of accountability but enable the students to be part of an environment that is responsive to other people creating a more conducive classroom. This in turn builds a strong community in the classroom atmosphere where students' academic pursuits are not clouded with unresolved disputes or negative feelings.

Flexible seating options are deemed the most approach towards classroom management, whereby students are allowed to opt for their place wherein they feel comfortable to concentrate better at work (Korpershoek et al., 2014). Such diversity in the choices of learning techniques by students justifies the different learning needs that might be available for students to perform better in an environment where they feel they have some control over the physical space they occupy. Flexible seating can further improve effective student engagement, collaboration, and focus which can also be the ingredients for academic success (Baker, 2016). At the higher secondary level, things become self-regulated by these

students; they are responsible for the choices of the environment where learning occurs so there is greater concentration and motivation to perform academic tasks. Flexible seating fosters the formation of student-centered learning environments where the students feel comfortable and empowered, leading to better academic outcomes through myriad approaches in the classroom (Soheili et al., 2015).

Another peer classroom management technique is peer mediation. The social influence of students helps to resolve conflicts between and among other students. For classroom management, it is a very ideal strategy. This can help generate empathy by sharing the conflict (Adeyemo, 2012). Peer mediation can be rather specifically applied to high school students. They are at a stage where the relationships with their peers greatly determine behavior and attitude. Research in Sweden proved that peer mediation decreased disciplinary cases and improved student relations in several school subjects; this, too, creates a cooperative learning atmosphere (Freiberg, Stein, & Huang, 1995). Of course, besides the social benefits, the program has academic advantages as well: students are not supposed to pay attention to the various disputes between their peers and should thereby benefit from their education.

In short, some of these classroom management techniques have been found to have six positive impacts on student academic success, particularly at the upper secondary level. The nine techniques all worked together by creating a climate more conducive to academic achievement, reduced disruption and the maintenance of positive social behaviour – all vital considerations for student achievement when the upper secondary years are finally upon us. The research is overwhelming that when students feel safe, valued and respected in their classroom, they will also perform academically (Durlak et al., 2011; Gregory et al., 2016; Ünal & Ünal, 2012). So, what can teachers do to move the needle on their students' performance? Understand and use classroom management techniques to help students learn and become ready for the rest of their lives.

Classroom management strategies and their influence on student performance in higher secondary school, as an aspect of education, are a topic of great importance in educational research, because student behavior, engagement, and motivation are critical in the learning process and academic achievement. While key strategies—setting specific expectations, using praise and positive reinforcement, using routines, implementing restorative practices, providing flexible seating, and allowing for peer mediation—have been identified as having an important role in creating a productive learning environment, the direct relationship between these beginning elements and academic achievement in this population is less often scrutinized. However, many practitioners have difficulty using these approaches effectively, and inconsistent application of classroom management can lead to psychological disconnection among students and poorer educational outcomes. While transitioning from past educational settings to a higher level of self-directed learning, higher secondary students require a management of strategies which will develop an environment that brings forward favourable student learning outcomes. In light of this gap in research, the present study seeks to investigate how classroom management methods back management for students during the academic transition to secondary school in order to offer valuable information to help advance teaching practices and facilitate student learning during this pivotal stage of schooling. The Objectives of the study are to find the effect of Clear Rules & Expectations, Positive Reinforcement, Classroom Routines, Restorative Practices, Flexible Seating Options and Peer Mediation on Students' performance at higher secondary level.

2. Methodology

The study's design is primarily descriptive. This research was quantitative in nature. Positivism is the philosophical paradigm used in quantitative research. All public higher secondary school students in the Lahore district made up the population. There were 33 higher secondary schools in all, with 2835 instructors. A multistage sampling procedure was used to choose the sample. The entire population was divided into five clusters by the researcher using the cluster sampling technique, which was based on tehsils. Using basic random selection, ten schools were chosen from each cluster. A basic random sample procedure was used to choose ten teachers from each school. Five hundred teachers were chosen as a sample. Questionnaires served as the study's instrument. For the purpose of

gathering data, Kausar, Abid and Javeed (2022) modified the classroom management techniques questionnaire, and Kausar, Siddique and Bilal (2022) modified the students' performance questionnaire. Expert comments and pilot testing were used to determine the questionnaires' validity and reliability. Classroom management strategies had a Cronbach's alpha value of 0.823, while student performance had a Cronbach's alpha value of 0.912. Data analysis was done using the Statistical Package for Social Science (SPSS). Regression analysis, an inferential technique, was applied.

3. Data Analysis

Table 1 illustrates the effect of Clear Rules and Expectations on students' performance at higher secondary level having B-value as 0.945, t-value as 77.743 and p-value as 0.000 showing highly significant effect of Clear Rules and Expectations on students' performance at higher secondary level.

Table 1: Effect of Clear Rules and Expectations on Students' Performance

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Clear Rules and Expectations	0.018	0.039	0.945	77.743	0.000
	1.007	0.013			

Table 2 illustrates the effect of Positive Reinforcement on students' performance at higher secondary level with B-value as 0.853, t-value as 43.989 and p-value as 0.000 showing highly significant effect of Positive Reinforcement on students' performance at higher secondary level.

Table 2: Effect of Positive Reinforcement on Students' Performance

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Positive Reinforcement	0.399	0.056	0.853	43.989	0.000
	0.824	0.019			

Table 3 illustrates the effect of Classroom Routines on students' performance at higher secondary level having B-value as 0.900, t-value as 55.535 and p-value as 0.000 demonstrating highly significant effect of Classroom Routines on students' performance at higher secondary level.

Table 3: Effect of Classroom Routines on Students' Performance

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Classroom Routines	0.022	0.053	0.900	55.535	0.000
	0.988	0.018			

Table 4 illustrates the effect of Restorative Practices on students' performance at higher secondary level having B-value as 0.914, t-value as 60.407 and p-value as 0.000 expressing highly significant effect of Restorative Practices on students' performance at higher secondary level.

Table 4: Effect of Restorative Practices on Students' Performance

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Restorative Practices	-0.172	0.054	0.914	60.407	0.000
	1.086	0.018			

Table 5 explains the effect of Flexible Seating Options on students' performance at higher secondary level with B-value as 0.624, t-value as 21.436 and p-value as 0.000

denoting highly significant effect of Flexible Seating Options on students' performance at higher secondary level.

Table 5: Effect of Flexible Seating Options on Students' Performance

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Flexible Seating Options	-0.387	0.164	0.624	21.436	0.000
	1.173	0.055			

Table 6 illustrates the effect of Peer Mediation on students' performance at higher secondary level. Its B-value is 0.873, t-value is 47.990 and p-value is 0.000. It shows highly significant effect of Peer Mediation on students' performance at higher secondary level.

Table 6: Effect of Peer Mediation on Students' Performance

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Peer Mediation	-0.136	0.065	0.873	47.990	.000
	1.043	0.022			

4. Discussion

Studies suggest that setting clear rules and expectations greatly improves students' academic performance by fostering a structured and predictable learning environment. When students comprehend the behavioral and academic standards that are expected of them, they are more likely to concentrate on their studies and minimize distractions, which ultimately leads to enhanced academic achievements (Simonsen et al., 2008). According to Ünal and Ünal (2012), when students have a clear understanding of expectations, they feel more secure and stable, allowing them to fully immerse themselves in their academic pursuits without the interference of behavioral uncertainty. In the higher secondary level, where academic expectations are elevated, students greatly benefit from well-defined guidelines, as they alleviate anxiety and foster a disciplined approach to learning, ultimately leading to improved academic performance.

Skinner's research has demonstrated that positive reinforcement has a substantial impact on students' academic achievements at the higher secondary level, as it motivates them to engage in desirable behaviors by offering immediate and rewarding feedback (Skinner, 1965). Studies suggest that providing positive reinforcement, such as verbal praise or rewards, can boost students' intrinsic motivation and cultivate a growth mindset, which are crucial for achieving academic success. In a well-organized educational setting, providing positive reinforcement not only enhances student engagement but also encourages them to take academic risks, ultimately enhancing their problem-solving abilities and overall academic performance (Ünal & Ünal, 2012). Additional research indicates that positive reinforcement fosters enduring academic advantages by motivating students to consistently put forth effort, maintain focus on tasks, and develop resilience in the face of learning obstacles (Durlak et al., 2011).

Students' classroom routines have been reported to affect students' academic performance at higher secondary level because they help establish the students' temporal organization of learning so that students spend most of their time on learning (Evertson & Weinstein, 2013). Procedures prevent students from spending time managing expectations and enable students to concentrate on learning activities, a stable learning environment is necessary for cognition and discipline they are critically important for the current stage of learning (Korpershoek et al., 2014). "According to literature when routines are set down and implemented students show increased focus, productivity and academic success (Marzano, Marzano and Pickering, 2003). These results particularly highlight how structured classroom routines may enhance higher secondary students' performance because such approach fosters orderliness in the classroom.

Restorative practices have been shown to have a highly significant effect on students' performance at the higher secondary level, as they create an environment that encourages positive behavioral change and strengthens student relationships, which are essential for academic success (George, Sakirudeen, & Sunday, 2017). By focusing on repairing harm and promoting accountability rather than punishment, restorative practices foster a supportive classroom culture where students feel respected and motivated to engage in learning (Gregory et al., 2016). Research indicates that students in environments where restorative practices are actively used exhibit lower levels of behavioral issues and greater academic engagement, as they experience a sense of belonging and mutual respect, both of which are strongly linked to improved academic performance (Vaandering, 2014).

Primary school students can benefit from different forms of seating arrangements as it aids performance and suggested that flexible seating arrangements have increased the performance of students at the higher secondary level by fifteen percent and it provides the students the facility to be themselves as well as collaborate and be comfortable which further leads to improved performance (Baker, 2016; Korpershoek et al., 2014). Since flexible seating permits the students to choose the places they would prefer to learn from physically, flexible seating leads to more engagement and motivation, two important correlates of academic performance (Soheili et al., 2015).

When students possess physical sense of control over the space they occupy, they are likely to raise their level of concentration and improve their performance rates. Furthermore, flexibility in seating promotes the creation of a student-centered classroom in which dynamic and interactive and functional form of learning and teaching enhances academic success (Bixler, 2020). This approach appears to make a good fit within higher secondary students' developmental stage, mainly because their students are best nurtured in settings that acknowledge the extent of their self-governance.

Several studies have pointed that peer mediation should make a huge difference with students' performance, especially at the higher secondary level; peer relationship is an inevitability to the students' behaviour and performance. This not only discourages acts of aggression or productions of conflict among the students but also brings levels of empathy, cooperation and accountability that create a proper academic environment for performance to enhance (Adeyemo, 2012). The discoveries indicated that when the learners solve the conflicts on their own with assistance from their mates, they get little distracted from learning activities hence increasing their learning achievements (Freiberg, Stein, & Huang, 1995). Besides, peer mediation helps the students to develop problem solving skills, social emotional learning, thus making its impact positive on student's academic performance (Gini, Pozzoli, & Bussey, 2014). Therefore, peer mediation act as one of the effective classroom management which enhance both the academic and interpersonal development of leaners.

5. Conclusion

In conclusion, effective classroom management techniques have a profound impact on students' performance at the higher secondary level, enhancing both academic and social outcomes. Techniques such as clear rules and expectations, positive reinforcement, classroom routines, restorative practices, flexible seating, and peer mediation create a structured yet supportive environment conducive to learning. Specifically, peer mediation has shown highly significant effects by fostering a collaborative atmosphere, reducing conflicts, and promoting focus, which directly improves academic engagement.

Each technique addresses specific needs of adolescent learners, promoting self-discipline, empathy, and autonomy, which are critical for their academic and personal development. As students transition into more independent learning phases, these management strategies help bridge the gap between teacher-led instruction and student accountability. Overall, implementing a balanced mix of these techniques can empower teachers to create a positive classroom environment that maximizes students' academic potential and prepares them for future educational challenges.

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