Impact of Classroom Management Techniques on Students' Learning Effectiveness in Public Primary Schools: A Study in District Sanghar, Sindh

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Abstract

This study search into the critical features of classroom management techniques and their impact on students' effective learning at public primary school level in district Sangahar Sindh. Effective classroom management is a base to lead high quality learning environment to assist student engagement that grow academic achievement. The research work to survey the present condition of classroom management implementation in public primary schools in district Sanghar analyze their impact on students learning outcome. This research employs a quantitative approach and analysis methods. A survey questions was conduct from primary school teachers in district Sanghar to collect data on their classroom management practices. The outcomes of this study analyze the most frequently used classroom management techniques by primary school teachers in district Sanghar examining the impact of these techniques on students' academic achievement, engagement, behavior and analyze the relationship between classroom management practices and student learning outcome. The findings will be prepared precious awareness for teachers, policy makers, and education collaborator to make better classroom management process increase student learning and assist academic excellence in district Sanghar. The impact of classroom management techniques on students' effective learning has significant relationship towards the development of active body of knowledge and result suggested authentication about these practices that support student success in all manners.

Keywords: Classroom Management Techniques, Student Learning, Effectiveness.

Introduction

Effective classroom management is critical features of teaching and learning as it permit teachers to generate an environment that helpful to student learning and achievement (Khan, 2017). In public primary schools wherever assets may be finite and classroom sizes may be large, effective classroom management is mainly important make sure that students awarded a high quality education. Research has always shown that properly run classrooms are connected with enlarge student engagement, motivation and academic achievement (Wong, 2015) when classrooms are well arrange and skillfully control students are more possible to be focused, perceptive specially develop in a significant develop in their engagement levels. Furthermore, effective classroom management has a very great impact on student motivation as students perceive feel of

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achievement and take satisfaction in their learning, most significant positive and passionate approach to academics. In consequence well managed classrooms have been always linked to increase academic winning as student are more believable to remain on task be awarded individual assist and develop very big understanding of subject matter effective classroom management plan teachers can generate best learning environment that other encourage student's success promote a love of learning and eventually guide to improved academic outcomes. In study Bozkus (2020) establish that effective classroom management is the majority remarkable component determine student achievement. Public primary school district Sanghar effective classroom management techniques can have exceptionally significant impact on students' impact on student learning outcomes. The thing indicated many students in the district might face challenges such as poverty, limited resources and language barriers that have an effect on their skills to learn (Ingersoll, 2018) moreover public primary schools in Sanghar have need of competent framework technology and educational materials ingredients further necessary for teachers to employ effective classroom management techniques to enhance student learning (Shaikh, 2022).

This study focuses on the importance of classroom management techniques, which helps to encourage student learning outcomes. A recent study by the American educational research Bozkus (2020) establish that teachers use effective classroom management techniques had higher student achievement and a small number of disciplinary problems. A further study by the national school principal (2020) initiate that effective classroom management was a key element in improving student engagement and motivation.

According to Marzano (2017) book allow a framework for effective teaching and focus on the importance of several elements which include classroom management, instructional strategies and assessment during advance academic achievement. Research based strategies and techniques for teachers to improve student outcomes. Effective classroom management require set up a well-organized and structured classroom environment that reduce complication and increase learning opportunities involve organize the physical space, control materials, resources and establishing free procedures. Effective classroom management techniques are necessary for produce an ideal learning environment hold up student achievement and social growth at the public primary school level. A properly managed classroom allow groundwork for effective teaching and teach equality students to evolve major life skill such as a self-control power and collaboration (Kardos, 2018).

The motive of this paper to explain the complexity of classroom management techniques and their deep impact on students' effective learning at the public primary school level in district Sanghar in Sindh that study works towards carefully explore the different classroom management strategies working by teachers survey their effectiveness encourage academic achievement, motivation and engagement between students further it seeks to explore the correlation between classroom management techniques and students behavior which include discipline and participation also social skills including communication teamwork and leadership. This research points out the challenges faced by teachers in execute effective classroom management techniques and give practical solutions to control them. This paper direct to provide precious items awareness and guidance for teachers, school administrators and policy makers announce to reveal found practices that promote helpful to learning environment upgrade students effective learning and achievement in public primary schools in district Sanghar Sindh and beyond.

This study delves into intricate relationship between student characteristics, classroom management techniques, and school factors, seeking to understand their impact on student outcomes and classroom environment. Three primary objectives lead that research first towards explore how student characteristics for motivation and engagement have an effect on academic

achievement and social emotional development also the classroom climate and teacher student relationships. Furthermore to assess the effectiveness of different classroom management techniques contribute to academic achievement and behavior during examining their impact on the classroom environment. Last is to analyze the role of school factors including resources and support to create the classroom environment and eventually student outcomes. Before analysis these objectives this study direct disclose to precious items awareness into the complex vital of the educational land scope.

Problem Statement
In district Sanghar Sindh public primary schools are facing significant challenges in implementing effective classroom management techniques that is critically have an effect on student learning outcomes. Well managed classroom promotes student engagement and academic achievement. A very large numbers of teachers are lacking with the necessary skills and training to control their classroom effectively. Appropriately classroom is frequently mark by disruptive behavior ineffective use of available resources and limited opportunities for student participation. This situation causes to slow learnings among students and a high rate of nonappearance and drop out. It also has a negative impact on students' social growth and cognitive development.

Objectives
1. To investigate the effects of student's characteristics on student outcomes and classroom environment.
2. To measure the competency of classroom management techniques and student outcomes.
3. To analyze the impact of school factors on classroom environment and student outcomes.

Hypothesis
1. There is significant and positive relationship between student engagement and positive classroom environment.
2. There is significant and positive relationship between classroom management techniques and student outcomes.
3. There is significant and positive relationship between school safety and student academic achievement scores.

Literature Review

Classroom management is particular feature of teaching and learning it direct influence students' academic achievement, social development and spiritual comfort. Effective classroom management techniques help student engagement, motivation and focus most significant to make better learning outcomes. The relationship between teacher quality and classroom effectiveness has been interests in current research. Studies have always appeared that teacher quality is a significant forecast of classroom effectiveness develop directly into affects students learning outcome. According to Kraft et al. (2018) begins such teacher quality is the great element during control students' achievement consider as to 20% of the difference in the student outcomes, literature was taken from the article classroom management techniques and their impact on student learning this is a quantitative study permit for relevancy and objectivity allow the researcher to recognize patterns and correlations between variables. Also cross sectional design does not accept for causal inference or examination of permanent influence. Research Jackson et al. (2014) begin that highly effective teachers make better achievement by up to 0.5 standard deviation. Research
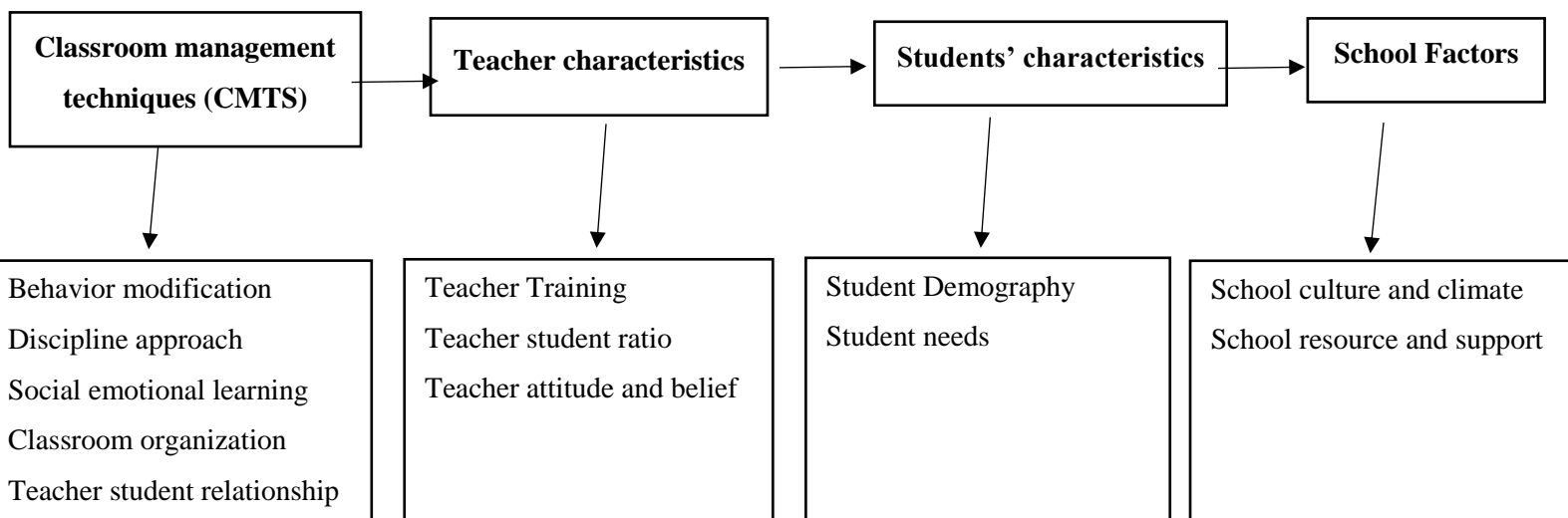
also focus on the importance of teacher student relationship found out in classroom effectiveness this literature was take teachers affects and teachers related policies article is a quantitative study that employs a regression analysis design. The study allows for objective analysis and researcher identify correlations and make an estimate of the impact of teacher effectiveness on student achievement. A study Hamre and Pianta (2016) found that the teacher student relationship are important element to control student engagement and motivation, literature was taken from article teacher interaction and child outcome this study is a quantitative study that employs a longitudinal design the study give valuable perception about the importance of teacher child interchange for academic achievement. According to study by Split and Koomen (2018) begins that teacher student relationship are a powerful predictor of student achievement. Further teacher professional development presented essential to increase teacher quality and classroom effectiveness this literature was taken from teacher student relationship and student outcome article is a quantitative approach study that employs a Meta analytic approach, overall the study provide a comprehensive relationship between teacher feedback and student achievement. According to Timperley et al. (2007) initiate that teacher professional development guide significant development in teaching practices and student outcomes. The literature review suggests that teacher quality is analytic part to determining classroom effectiveness which rotate affects students learning outcomes. Teacher quality surrounded various aspects which are including teacher student relationship, teacher professional development and teacher effectiveness this literature is taken from teacher professional development and leaning article it is a qualitative study that employs a case study approach generally the study allow a full and minute understanding of the specific case studies. Classroom management is key features of teaching and research has reveal that effective classroom management is associated to improve student achievement and behavior (Marzano, 2020) this literature taken from the article what works in school translating research into action this is quantitative approach . Teacher ability in classroom management is a key factor in creating a positive learning environment. According to Alamari (2020) advance classroom management competency scale (CMCS) to evaluate teacher competency in classroom management. The scale calculates three domains organization, instruction and behavior management. Literature was taken from developing a classroom management competency scale (CMCS) for teacher article is a quantitative study that researcher used mixed method approach study provide personal effects on offering to the development of a classroom management competency scale. According to Hamedani (2019) investigate the impact of teacher competency in classroom management on student achievement they also begin a positive correlation between teacher competency and student achievement the literature was taken from the article investigating the relationship between teacher competency in classroom management and student achievement is a quantitative study that employs a correlational research design, the study provide relationship between classroom management and student achievement. Khan (2018) survey the relationship between teacher competencies in classroom management and student engagement. They investigated that teachers with higher competency in classroom management had higher level of student engagement. Literature was taken from exploring the relationship between teacher competency management and student engagement is a mixed method study the study provide a relationship between teacher competency in classroom management and student engagement. According to Akkoyunlo (2019) found the impact of teacher competency in classroom management on student motivation. The found a positive correlation between teacher competency and student motivation Bhatia (2020) developed a classroom management skills (CMSS) to assess teacher competency in classroom management. The scale measures five domains organization, instruction, behavior management,

communication and professionalism literature was taken from development and validation of classroom management skills care article is a qualitative study which allow fine in detailed exploration of classroom management skills connected to care shedding light on the significances of teacher student relationship and care in creating supportive environment. Chaudhry (2018) examined the relationship between teacher competencies in classroom management and student achievement in mathematics they establish teachers with higher competency in classroom management had higher levels of student's achievement. Huang (2019) investigated the impact of teacher competency in classroom management on student achievement in reading. They found a positive correlation between teacher competency and student achievement literature was taken from teacher competency in classroom management and student achievement in reading article is a quantitative study that employee a correlational research design. The relationship between teacher competency in classroom management and student achievement in reading.

Kaya (2019) Evaluation and support of the TCF designed a framework to assess teacher competency in classroom management. Co-curricular activities play important role in the development of management skills for students. These activities issue a platform for students to be relevant theoretical idea learned in the classroom to actual world situations, literature was taken from the development and validation of a teacher competency framework for classroom management article is mixed method the study provide a comprehensive development and validation of a teacher competency framework for classroom management. Research has shown that participation in co-curricular activities improves leadership skills (Chen, 2019). Moreover co-curricular activities foster creativity, innovation and entrepreneurship Sharma (2019) they also provide opportunities for students to develop emotional intelligence which is essential for effective management (Singh, 2019). Emotional intelligence development through co-curricular activities. Impact of co-curricular activities on management skills development among Pakistani students the result showed that co-curricular activities play a crucial role in developing essential management skills such as problem solving, decision making and time management (Sahito, 2022).

Conceptual Framework

Independent Variable

| Classroom management techniques (CMTS) | → | Teacher characteristics | → | Students' characteristics | → | School Factors |

| Behavior modification
Discipline approach
Social emotional learning
Classroom organization
Teacher student relationship | Teacher Training
Teacher student ratio
Teacher attitude and belief | Student Demography
Student needs | School culture and climate
School resource and support |

Dependent Variables

Student Outcome	**Classroom environment**

Academic achievement

Engagement and motivation

Social skills and relationship

Positive learning environment

Order and organization

The independent variables or inputs involve classroom management techniques (CMTs) such as behavior modification discipline approaches, social emotional learning, and classroom organization and structure and teacher student relationships. besides teacher connected element like teacher training and experience teacher student ratio and teachers' attitude and beliefs also students associated elements like students' demographics data and school related components like culture and climate and school resources along with contribute overall effectiveness of CMTs. Theses independent variables effect on the dependent variables or output that involve student outcomes such as academic achievement, engagements and motivation, social skills and relationships and the classroom environment surrounded a positive learning environment instruct and organization across awareness the relationship between these variables educators can improve implement effective CMTs to enhance student learning and achievement.

Research Philosophy
This study supports positivism and associated with deductive approach. It requires hypothesis and netting forecast result found on existing theories. Positivism importance in objective measurement, empirical evidence and also scientific query with my point to fully investigate and analyze data and bring out conclusions. At obtain a positivist attitude my study depends on empirical evidence and be fixed to scientific methodology which is compulsory for testing hypothesis and making well informed conclusion beside positivism focus on concept and complex order in with my objective of making conclusion about primary education students give somebody authorization provide to the subsist body of knowledge and announce to future research and practice.
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Research Design
This study is quantitative in nature. Deductive and survey-based approach has been adopted to understand the insight relationship between variables. This research was also based on different theories to suggests frame work based on different work done before.

Data Collection and Analysis
Data was collected with the help of close ended questionnaire. The questionnaire was assembled on Five-point Likert scale. The first part of survey includes demographics of participant's gender. On the other hand, second section was related to descriptive and inferential statistics. For the data analysis SPSS version 25.0 was applied to find out the reliability which helps to know about consistency. Between items, forward frequency statistics were executed to acquire result of demographics. After that correlation was performed to know the relationship between variables.

Justification of Methodology

Quantitative research with a deductive approach is characterized by its focus on testing existing theories or hypotheses through statistical analysis. This approach in this study seeks to establish specific observations that can either support or refute the impact of classroom management techniques on students' academic performance. The use of correlation statistical calculations in this study allows researchers to quantify the relationship between variables helping to identify patterns, trends and associations. This is particularly beneficial for examining how change in one variable may relate to change in another thus providing evidence for or against the hypothesized theory.

Data Analysis and Findings

Table 1: Reliability Statistics

Cronbach's Alpha		No. of Items
.994	.995	25

The above table shows that twenty-five items were formulated in survey tool has the reliability of .994, which is considered its high-quality performance.

Demographic Information Gender

Table 2 : Frequency Distribution of Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	82	67.8	68.3	68.3
	Female	38	31.4	31.7	100.0
	Total	120	99.2	100.0	
Missing	System	1	.8		
Total		121	100.0		

According to table 02 there were 67.8% male respondents while 31.4% of the participants were female. The frequency shows that there were more male respondents than female respondents.

Descriptive Statistics

Table 3: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Classroom_management_techniques	120	1.00	3.75	1.7437	.52407
Teacher_characteristics	120	1.00	4.50	1.7646	.60746
Student_characteristics	120	1.00	4.25	1.7937	.58846
School_factors	120	1.00	4.00	1.7687	.54922
Students_outcome	120	1.00	3.25	1.7646	.49397
Classroom_environment	120	1.00	4.40	1.7283	.58829
Valid N (listwise)	120				

Table 3 shows that the role of classroom management techniques and its impact on student effective leaning at public primary school of district Sanghar in Sindh. The mean score for classroom management techniques is 1.7437 which shows that a moderate level of effectiveness and standard deviation .52407 suggest consistency among teachers. Teacher characteristics mean is 1.7646 indicating positive quality with moderate standard deviation .60746, student characteristics mean is 1.7937 which shows positive quality with moderate standard deviation of .58846. School factor mean is 1.7687 which shows moderate support with small standard deviation of .54922. Student outcome mean is 1.7646 which shows moderate success with small standard deviation .49397 and last is classroom environment mean is 1.7283 which shows positive classroom environment with standard deviation of .58829. These statistics shows that teachers, students and schools perform well only some areas are indicating for improvement. These areas classroom management, teacher characteristics, student characteristics, school factors, students' outcomes and classroom environment contribute to learning outcomes.

Correlation Analysis

Table 4: Correlations

		classroom_management_techniques	teacher_characteristics	student_characteristics	school_factors	students_outcome	classroom_environment
classroom_management_techniques	Pearson Correlation	1	.974**	.973**	.977**	.972**	.954**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	120	120	120	120	120	120
teacher_characteristics	Pearson Correlation	.974**	1	.981**	.969**	.943**	.965**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	120	120	120	120	120	120
student_characteristics	Pearson Correlation	.973**	.981**	1	.976**	.963**	.932**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	120	120	120	120	120	120
school_factors	Pearson Correlation	.977**	.969**	.976**	1	.963**	.925**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	120	120	120	120	120	120
students_outcome	Pearson Correlation	.972**	.943**	.963**	.963**	1	.912**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	120	120	120	120	120	120
classroom_environment	Pearson Correlation	.954**	.965**	.932**	.925**	.912**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	120	120	120	120	120	120

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 reveals that the correlation between independent variable classroom management techniques, teacher characteristics, students' characteristics and school factors have positive correlation between two dependent variables students' outcomes and classroom environment shows positive correlation. These findings indicate a strong position between variables and relationship is strong in initial hypothesis these finding support relationship between the variables is strong, more investigation would be necessary to understand the relationship.

Multivariate Analysis

Table 5: Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.922	689.716[b]	2.000	117.000	.000	.922
	Wilks' Lambda	.078	689.716[b]	2.000	117.000	.000	.922
	Hotelling's Trace	11.790	689.716[b]	2.000	117.000	.000	.922
	Roy's Largest Root	11.790	689.716[b]	2.000	117.000	.000	.922
Gender	Pillai's Trace	.023	1.388[b]	2.000	117.000	.254	.023
	Wilks' Lambda	.977	1.388[b]	2.000	117.000	.254	.023
	Hotelling's Trace	.024	1.388[b]	2.000	117.000	.254	.023
	Roy's Largest Root	.024	1.388[b]	2.000	117.000	.254	.023
a. Design: Intercept + Gender							
b. Exact statistic							

A multivariate analysis examines the relationship between two dependent variables student outcome and classroom environment and four independent variables classroom management techniques, teacher characteristics, student characteristics and school factor. The sample consists of 120 teachers. The multivariate test effects (Wilks Lambda .078 and F value is 689.716 indicating independent variable have strong influence on dependent variables. The second Wilks Lambda value is 0.24 and small F value 1.388 indicating in depended variable limited influence on dependent variables. The result suggest that independent variable have significant impact on dependent variables.

Discussion

The current work at classroom management techniques and their impact on student effective leaning at public primary schools in District Sanghar Sindh have clear up on different feature of this particular issue. According to Ahemed (2020) study on positive establishment in public schools in district Sanghar Sindh inquire into its impact on student behavior and academic procurements. The researcher working an investigational design that students in the innovatory group be awarded positive support in the form of good behavior and academic performance. The results appear significant improvements in student behavior become greater attentiveness, participation and disruptive behavior. The study focus attention on the potential of positive support as a low cast, easy to apply plan for improving student behavior and academic achievement in public primary schools in district Sanghat Sindh. The 2020 study on classroom organization emphasized the need for well-structured learning environment. According to Khan (2020) study classroom organization focus on the key role of a well-planned learning environment in magnify student engagement and learning outcomes. The researcher start well arrange classroom was significantly connected to student acquirement and motivation with teacher use of effective

classroom organization plan including clear routines which positively impacted student behavior and academic performance. Beside Shah (2018) study on teacher student relationship focus attention on the importance of positive bonds encourage student motivation. Before try these strategies teachers can produce all inclusive, supportive surroundings that contribute to academic achievement, social-emotional growth, and long-term success. As a consequence it is necessary for teachers, policymakers, and collaborator to pivot on the growth and performance of effective classroom management implementation to make sure that students in District Sanghar gain high quality education that produce them for future success.

Conclusion

In conclusion it generate a positive and supportive learning environment is critical for students' academic achievement and comprehensive comfort. Towards achievement it is essential to train teachers through encourage, welcoming all-inclusive classroom that contribute to social, emotional, learning and mutual respect some of student. As well teachers must establish and communicate, clear rules, policies and assumption see to it a structured and helpful to learning environment. The government must organize training session to elevate awareness regarding building strong, supportive relationships with students, enhancing trust, understanding and academic achievement. Moreover combine skills like self-observation and Self-control and be incompatible resolution is essential to support student global wellbeing. Ultimately teacher should include parents in their child's education between compatible communication and involvement is encouraging to active participation in awareness session. By implementing these strategies we can create a supportive and inclusive learning environment that promotes students' academic success and overall well-being.

Recommendations

1. There is a need to train teachers to foster a welcoming and inclusive classroom environment that promotes social-emotional learning and mutual respect among students.
2. Teachers should enable their selves to establish and communicate clear rules, policies, and expectations to ensure a structured and conducive learning environment.
3. Government should organize training sessions regarding the awareness to build strong, supportive relationships with students to enhance trust, understanding, and academic achievement.
4. Integration of skills such as self-reflection, self-regulation, and conflict resolution to support students' overall well-being is much needed in current situation.
5. Teacher should involve in arranging parents' awareness sessions and encourage their active participation in their child's education through consistent communication and involvement.

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