

Original Article

The Impact of Classroom Management on Students' Learning in the University of Karachi

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Abstract

Motivation in educational institutions is one of the variables that must be taken into consideration in order to fulfil the aims and objectives of education in any country. It speaks to the methods teachers employ to instill, sustain, and safeguard motivation. The University of Karachi students were the population that was chosen. The University of Karachi's several departments were chosen. A survey of 100 respondents was undertaken to gather information about specific areas of student motivation and classroom management. The majority of students believed that motivation was crucial for performance, according to research. Among the techniques suggested are giving students the chance for an open exchange of ideas, acknowledging that mistakes are a natural part of learning, and creating a welcoming environment that fosters learning and development. Having a big class size inhibited professor from having excellent conversations and made them adopt the lecture style instead, which was one of the other contributing causes. It was also shown that the lack of teaching aides had a substantial impact on students' motivation in class. According to the report, the Ministry of Education and Vocational Training should make sure that there are a reasonable number of students in each classroom in order to promote effective teaching and improve student learning.

Keywords: Classroom, Management, Motivation, Learning, University

1. INTRODUCTION

This study's major goal was to find out how classroom management impacted university students' learning. This study's major goal was to find out how classroom management impacted university students' learning. In an effective classroom setting, teachers adopt the behaviors that help and assist students' learning along with trying to lessen the behavior that further slows down the pace of learning. All children are welcomed into their designated classrooms regardless of their social background or academic proficiency, and instructors are held accountable for each student's development.

Sudden increase in a number of cultural shifts and ethnic discriminations, institutions are on the verge of more serious social issues which requires smooth solution and the job of instructor becomes more challenging to manage these issues in classroom. Achievement in educational ground is gauged by different scales, such as acquiring some scholarly knowledge or getting information in different subjects that is acquired in the classroom influenced by the cultural transformation. Discipline is one of the most deteriorating aspect which has become worse now and needs immediate solution.

The administration of the classroom has a significant impact on students' progress. It has been noted that effective classroom management depends on instructors' conduct and their usage of certain activities that might foster a positive learning environment. Classroom management influences instructor's conduct and the techniques which could promote cognition in classroom.

A practical teacher understands some real data, facts and figures. A professor at a university



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acknowledges different components. For example: Control, advocacy, slave driving, caregiver, evaluator, curriculum engineer, deeply entrenched, student, augmentation worker, analyst/innovator, co-curricular exercise coordinator, management, etc.

In schools, the idea of preparation is particularly associated with the concept of certainty. At the primary level, teacher is considered as the fluorescent which lights the lives of pupils by not only giving them knowledge but accommodating them with the real world issues. Teaching learning process have an impact on the subject matter, educational needs, scope and depth of instruction, as well as the instructors' obligations.

Institutions and specifically the classroom must be a friendly, safe and should have harmony so that the students can get the knowledge of their want along with socializing others, learning and respecting different cultures and personalities. Management of classrooms have an impact on students' motivation. Structures in classrooms, classroom management, and offices enhanced are some examples of motivation by classroom management. Teachers continue to worry about classroom management and student achievement because of lack of assistance and trainings provided to them which they could utilize in their classrooms and make it more fruitful. This study focuses to address the issues important for students' motivation in the university and the problems students face in the classroom regularly.

Research Objectives

Finding out how classroom management at the university level affects students' learning was the major goal of this study.

- To understand the effects of motivation on student learning.
- To research the factors that contribute to effective classroom management.
- To investigate the function of student motivation at the university level.
- To research how students' academic performance is impacted by classroom management.

2. LITERATURE REVIEW

Teaching techniques and norms, connecting students in an active learning process, scheduling in an active learning process, scheduling, delivery and the steps, applying behavioral techniques and assisting a conducive environment are all components possessing greater influence on the classroom management (Barkley, et al., 2015). Teachers take different steps to encourage students' active participation in order to make classroom management more impactful. The major emphasis is laid on rules, smooth shift, assessing student's performance along with imparting information regarding student behavior (Gettinger & K.M., 2013). Moreover, it has been proved after multiple researches that keeping high expectations, fair use of rules, using language which is easy to understand, emphasizing positive behavior, instantly addressing undesirable behavior and a positive coordination among students and staff leads to a better and improved classroom management (Hart R., 2010). There are certain techniques like: the administration of school, parents' coordination, notice board regulations, state level instructions and a large scale perception of society are all managed by teachers emphasized by other instructors (Motoca, F. H., 2014).

According to earlier studies, well-managed classrooms have a higher influence on students' involvement in academic activities, helping them to achieve high academic standards and make quick academic progress (O'Flaherty; et al, 2015). The participation of a large number of students in academic learning has repeatedly been noted as a crucial component of good teaching (Gettinger, M; et al, 2009).

Teachers using an effective strategy of classroom management usually observed to possess high ratio of better performing students (Stronge & Ward, 2011). It has also been noted that teachers having better group management techniques have more influence on classroom behavior (Hart, 2010). In order to create an effective classroom management, it is necessary to enhance students' active participation, setting rules for good conduct and giving time to time appreciation for positive behavior (Haydon, et al., 2010). According to a number of researches it has been observed that giving students more opportunities to address the queries increases on-task behavior of student and helps to decrease the disruptions (Sutherland & Wehby, 2001).

Those teachers who demonstrate their skills in classroom increase the chances of getting better student engagement that will lead to students' academic success (Simonsen, Gage, Briere, & et.al, 2014). According to Rosenshine, B. (2009), The longer a teacher spends lecturing, probing, and answering questions from pupils, the higher the students' long-term academic performance will be (Rosenhine,

B. (2009). A lot of researches suggest that motivating high risk students have a positive influence on students' learning (Raheeq, W.; et al, 2023). Research suggest that imposing harsh discipline rules could lead to the students responding aggressively (Doll, B.; et al, 2014). Moreover, students get lesser praise possessing high risk personality traits (Raheeq, W.; et al, 2023). Social development project suggests that teachers' preparation directly impacts an active classroom management, group teaching as well as cooperative learning also decreasing the negative factors like cheating, violent behavior and sexual conduct (Hawkins, J. D.; et al, 2007).

Classroom's weak management have a negative impact directly on students' performance. It is revealed by the study of Hamre B. (2008), that students possessing disruptive behaviors get into a coercive relation with the teachers (Hamre, B.; et al., 2008). Difference in power, manipulation, building negative emotions are all the types of coercive relationship. If these emotions build at an initial stages of schooling then they are put to a greater risk of suffering from emotional, behavioral along with academic problems (Hamre & Pianta, 2001). More alarming situations have been observed that students possessing disruptive behavior rarely get teachers' attention, appreciation, less learning as well as the least number of chances to participate in group discussions and activities (Sutherland L.-P. S., 2008). Disruptive behaviors have a direct impact on students' achievement, if there is not given enough time to the study it will affect the achievement (Simonsen & et.al, 2014). Managing disruptive behaviors of student consumes a lot of time. If a teacher spends a major proportion of his period managing disruptive behaviors then it will directly impact on teaching as the lecture planned will not be delivered efficiently (Mathesonl & Shriver, 2005).

According to a research, classroom management training is not given enough weight, despite the fact that it directly affects efficient classroom management and the elements that contribute to it (Christofferson & Sullivan, 2015). Most of the teachers do not receive pre service training regarding teaching and classroom management, they have an excellent subject command but due to no classroom management training they continue to face a lot of issues throughout their careers (Begeny & Martens, 2006).

A research suggests that the instructor didn't receive the adequate training regarding classroom management (Evertson & Weinstein, 2006). Moreover, a research by Wesley & Vocke (1992), suggests the programs & trainings designed for teachers' preparation included 37% courses on classroom management (Wesley & Vocke, 1992). Another study suggested that the courses designed for teachers' preparation inducted almost half of them on classroom management (Hammemess, 2011). Brophy (1998) states that the teachers consider classroom management as a "a bag of tricks" (Brophy, 1998). Additionally, according to Romano (2008), the instructors expressed their opinion that doing classroom management trainings would have aided them in increasing the effectiveness of their instruction. Teachers usually don't even know that the evidence based teaching practices can help them to get more positive response and to minimize negative behaviors (Romano, 2008).

A study by Nandola (2011) on teachers' motivation at Junagadh's higher secondary schools. From 14 higher secondary schools were used as samples. 181 teachers working in higher secondary schools were chosen through a deliberate sampling process. Data collection involved using the motivation scale. This study showed that factors affecting teacher motivation had a greater effect on students' academic progress. Additionally, it was suggested that the institution should foster an environment where students are given academic challenges in order to succeed, that rewards for learning should be properly monitored, and that challenging problems and finding immediate solutions will help students feel more satisfied. As was previously stated, teachers believe that the concept of motivation has a significant impact, which demonstrates that they see motivation as a crucial component of a student's success. (Nandola, 2011).

In Australia, Klahr (2007) performed study on the methods instructors employ to inspire their charges. Success, novelty, cooperation, enthusiasm, teamwork, and teacher passion are among the factors that encourage kids, according to a qualitative study with 58 middle school teachers as the sample size. According to the report, teachers should be well-versed in these tactics so they can apply them appropriately to engage students. According to his results, achievement, collaboration, relevance, variety, and encouragement aid teachers in inspiring students. (Klahr, 2007). Ismail (2006) conducted research on the technique's instructors in Lafayette, India. Utilize to foster, sustain, and defend motivation.

The findings showed that fostering a pleasant learning environment in your course through humor, positive feedback framing, and passion may have a significant beneficial impact on motivation. Student learning is guided by using objectives and results that are clearly articulated, which inspires students to continue acting in an engaged manner. He recommended that teachers employ a variety of techniques to

run their classes in a way that will inspire pupils to study (Kirondo, Y. A. ,2014). Dolezal (2003) conducted research on Chicago teachers' motivational techniques. With a sample of nine grade 3 teachers from eight Catholic schools, he utilized qualitative analysis. She discovered that instructors' involvement differed significantly among various courses, including with compelling instructional components. Engaging instructors significantly increased student motivation and had minimal negative impact on it. Three degrees of engagement were assigned to teachers: low, moderate, and high. The 3 classrooms with poor engagement were found to have teachers who often engaged in unmotivating behaviors.

The four somewhat engaging professors employed a variety of potentially energizing strategies in their classes, but they gave students easy assignments to do. Teachers in the two classrooms with high levels of engagement employed a variety of potentially stimulating strategies and asked students to perform activities that were adequately difficult intellectually (i.e., students could do them with some effort). All of these add to the body of information about the methods teachers employ to inspire pupils, some of which are also based on how they believe students are motivated. The results of his study, which revealed that instructors' involvement differed significantly between certain classes and was covered by instructional tactics that were inspiring, demonstrate how different strategies are used by different teachers in various contexts (Dolezal, S.E., 2003). Daniel (2004) conducted study on the methods employed at Washtenaw Community College in America to inspire students. He utilized a sample of 126 teachers and a qualitative analysis. The study discovered that students were motivated by computer technology in addition to other factors like teacher participation, extracurricular instruction, and individualized support, and that instructor responses indicate an increase in motivation and writing length for students who integrated computers into the writing process.

In order to increase students' academic success, he recommended that teachers discuss the challenges that computer literacy concerns cause for their pupils. In addition to computer technology, other elements such as teacher involvement, extracurricular learning, and individualized support were also found to be significant in fostering fundamental motivation in kids. It has been discovered that teacher involvement in students' academic and social activities is extremely important since it reduces the interaction gaps between instructors and students, which in turn promotes students' academic success. This review also demonstrates how to encourage pupils to study by engaging them in extracurricular activities. Extracurricular activities are any school-related activities or events that go beyond the requirements of a certain course, are optional for students to participate in, and do not count toward graduation (Kirondo, Y. A. ,2014).

3. RESEARCH METHODOLOGY

A survey was used as the research strategy. The study's participants came from all of the University of Karachi's major departments and faculties. Because the population was heterogeneous, a stratified sampling strategy was utilized to choose the sample. A total of 100 students from ten different departments took part in this study. A questionnaire with 25 questions was created. The questionnaire's items were derived from a literature review. A tiny sample of (n=10) was obtained from the real sample to confirm the instrument's dependability. The instrument's dependability was determined to be good. Data was gathered via a Google form sharing link. It incorporates many departments, with students serving as responders, and it continues until the desired sample size (100 students) at the university level is achieved. The researcher selected 10 departments from the University of Karachi's eight faculties. Following data collection, descriptive statistical techniques such as the Percentile method was used to examine the data.

Hypothesis No. 01

Teachers answer students' questions for promoting positive interaction in the classroom.

Responses	Frequency	Percent
Agree	56	56
Disagree	29	29
Neutral	15	15
Total	100	100

In accordance with the pie chart and table above, 56% of respondents checked the box next to "Agree" with the statement, whereas 29% of respondents did not. Additionally, 15% of respondents checked the "Neutral box" next to the statement. The fact that most students agreed with the assertion that teachers should respond to their queries in order to foster constructive classroom interaction is evident from the above table.

Hypothesis No. 02

Teachers try to make classroom physical environment conducive for learning

Responses	Frequency	Percent
Agree	50	50
Disagree	33	33
Neutral	17	17
Total	100	100

The table and pie chart above show that 33% of respondents disagreed with the statement, while 50% of respondents checked the box next to "Agree" with the statement. In addition, 17% of the respondents marked the statement as "Neutral". The fact that most students agreed with the statement that teachers try to create a physical learning environment in the classroom is clear from the above table.

Hypothesis No. 03

Teachers use understandable language in class which positively influences the academic achievement of the students

Responses	Frequency	Percent
Agree	63	63
Disagree	26	26
Neutral	11	11
Total	100	100

The table and pie chart above show that 63% of respondents checked the box next to "Agree" with the statement and 26% of respondents did not. Additionally, 11% of respondents checked the "Neutral box" next to the statement. Therefore, it is clear from the aforementioned table that the majority of students agreed with the statement that their academic performance is positively impacted by instructors' use of simple language in the classroom.

Hypothesis No. 04

Teachers engage students in active discussion about issues related to topic

Responses	Frequency	Percent
Agree	45	45
Disagree	38	38
Neutral	17	17
Total	100	100

In accordance with the pie chart and table above, 45% of respondents indicated that they "agreed" with the statement, while 38% indicated that they did not. In addition, 17% of the respondents marked the statement as "Neutral". The preceding chart makes it clear that the majority of students agreed with the statement that teachers should promote active conversation among their pupils about pertinent issues.

Hypothesis No. 05

Teachers give individual attention to problematic students and give them proper feedback.

Responses	Frequency	Percent
Agree	36	36
Disagree	42	42
Neutral	22	22
Total	100	100

According to the pie chart and table above, 36% of respondents checked the box next to "Agree" with the statement, and 42% of respondents marked "Disagree." Furthermore, 22% of the respondents checked the "Neutral box" next to the assertion. It is evident from the above table that the majority of students disagreed with the claim that professors provide troubled pupils specific attention and provide them with appropriate feedback.

4. DISCUSSION

The study's objective was to ascertain how University of Karachi professors support their students in the classroom. The main objectives of this study were to examine instructors' thoughts on how to encourage and maintain motivation in the classroom, their strategies for doing so, and the factors that affect it. According to research, instructors need to continually pursue their studies in the subjects they teach in order to understand them well. Students should be treated with respect and informed that they have the capacity to realize their full potential. It was found that instructors answered students' inquiries to encourage productive relationships with them. It is advisable to allow the difficult students ample time to develop their motivation. Active dialogue is one of the most important factors in motivation, and it was found that most teachers involved their students in this type of talk. You must take care to make sure that people can understand you when you use language to communicate your thoughts and ideas. It was found that the instructors used language that the students could understand.

According to certain theories, a student's motivation and performance are intimately tied, and students are more willing to study if they feel comfortable and welcomed by their peers, teachers and the larger community. A well-run classroom produces an environment that is conducive to learning, enhances student engagement, and nurtures their intrinsic desire. In order to maximize how well classroom management affects students' motivation, it is suggested that the classroom rules, procedures, and academic expectations must be clearly communicated. Create a welcoming environment in the classroom where children feel valued, safe, and respected. Promote peer collaboration, create a feeling of community, and acknowledge difference. The culture of bullying needs to be countered. As the students come from varied backgrounds to study at the University of Karachi, students have a variety of learning demands. To accommodate various learning styles and capacities, offer a range of teaching methods, resources, and activities. Management of the classroom has a big impact on how motivated students are and how successful they are in school as a whole. By putting these ideas into practice, instructors may create a stimulating, interesting, and encouraging learning environment that encourages students' intrinsic motivation, improving engagement, accomplishment, and a love of learning for the rest of their lives.

Conclusion

The study's objective was to learn how University of Karachi professors support their students. The major goals of this study were to analyze instructors' perspectives on how to motivate students to learn, the methods they employ to foster and sustain motivation in the classroom, and the variables that influence motivation there. Study has revealed that in order for instructors to adequately learn the things they teach, they need be studying consistently in those fields. The effects of classroom management on students' motivation to learn were investigated in this study. Students should be valued as well as told that they have the potential to achieve their full potential. The study concentrated on the elements that impact classroom motivation. According to the findings, kids learn more conceptually than practically, thus it is important to offer them with a sufficient amount of teaching and learning resources so they may learn more by doing and retain what they have learned for a long time.

The study also discovered that several tactics were applied to develop, preserve, and safeguard motivation in educational environments. It was discovered that professors replied to students' questions in order to foster fruitful interactions with them. The study also identified a number of elements that influence classroom motivation. These included the teacher's lack of classroom discussion and constructive criticism due to his or her lack of subject matter expertise. It is advised that the challenging kids be given enough time to increase their drive. One of the key aspects in motivation is active conversation, and it was discovered that most professors included their pupils in active discussion. When using language to express your thoughts and ideas to others, care must be taken to ensure that your words are understood. It was discovered that the lecturers spoke in terms that the pupils could easily grasp. A student must feel safe and accepted by their teachers, fellow students, and the society at large in order to be motivated to study, according to the idea that motivation is essential for student achievement. In order for instructors

to participate in relevant trainings and seminars on classroom management and learn how to teach and execute good teaching methodologies and classroom management tools, the research advised making academic accommodations for them.

Recommendations

- The ability to be motivated to study requires that a student be in good health, feel comfortable, and be appreciated by their professors, other students, and the community at large.
- Respect should be shown for students, and they should know that they are capable of reaching their full potential. Teachers should give students ample teaching-learning resources since research indicates that children learn more conceptually than practically. This will allow students to learn more by doing and ensure long-term retention of what they have learned.
- Teachers should keep learning to become experts in their fields so they can constructively advise pupils on a wide range of academic subjects.
- The Ministry of Education and Vocational Training has to investigate how to guarantee that there are adequate instructors to students for a manageable class size.
- It is advised that teachers take steps to adopt more effective motivational strategies for their students. Since motivation encourages engagement in the learning process, eliminates participation anxiety, and strengthens teacher-student professional connections.
- In order to effectively support the teaching-learning processes, teachers should make an effort to inspire their pupils by employing the right teaching aids.
- It is advised that teachers outfit their classrooms with learning-motivating materials.
- Bullying culture should be negated from the institution in order to provide a healthy environment which could motivate students and they can utilize their skills. Moreover, appreciation where needed should be given by the teachers.
- Engage pupils in decision-making to give them agency. When feasible, provide students a choice of subjects, projects, or ways to demonstrate comprehension. Students are more motivated to take charge of their education when they have a feeling of ownership and independence.
- To keep things in order and make the most of your teaching time, use effective classroom management techniques. These tactics could include creating routines, employing positive reinforcement, putting in place a behavior management system, and swiftly and consistently dealing with disruptive behavior. A well-run classroom reduces interruptions and fosters an atmosphere that is inspiring and engaging.

Competing Interests

The authors did not declare any competing interest.

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