EFFECT OF INSTRUCTIONAL MANAGEMENT STRATEGIES ON STUDENTS' ACADEMIC PERFORMANCE AT SECONDARY SCHOOL LEVEL IN QUETTA

Hina Hashmi
M.Phil. Scholar,
Alhmad Islamic University, Quetta,
Balochistan, Pakistan.
Email: hina.hashmi2023@gmail.com

Fareena Nazim
Assistant Professor,
Alhmad Islamic University, Islamabad,
Islamabad, Pakistan.
Email: fareena.nazim@aiu.edu.pk

Uzma Batool
Assistant Professor,
Alhmad Islamic University, Islamabad,
Islamabad, Pakistan.
Email: uzma.batool@aiu.edu.pk

ABSTRACT

Management strategies includes behaviour management and instructional management strategies are essential components of teaching and their practical implementation in classrooms are indispensable for teaching. These both elements are widely considered as essential means of enhancing and improving learning performances. This research study was aimed to study the effect of instructional management strategies on students' academic performance at secondary school level in Quetta. The research objectives of the study were: To determine the practice of instructional management strategies used by secondary school teachers in their classrooms and to assess the students' perceptions about the effects of instructional management strategies practices on their academic performance. The quantitative method was used to carry out this research study and the population of the study was comprised of 200 secondary school teachers and 1491 students of class 9th and 10th from 24 secondary schools in Zarghoon Town Quetta. The sample size of the study was comprised of 132 Secondary School Teachers and 200 students of class 9th and 10th. Simple random sampling technique was used to collect data because the population of

the study had similar features. Two questionnaires were used as research instrument to collect data from the selected population. The questionnaire for secondary school teachers was adapted and the questionnaire for secondary school students was self-developed. The data were analyzed through SPSS. Frequency, percentage, mean and standard deviation were calculated and data were presented in the form of tables. The data analysis indicated that the instructional management of teachers in classroom positively impact students' academic performance. The data revealed that teachers used instructional management strategies to teach students and it positively impact the students' academic performances.

KEYWORDS
Instructional Strategies, Students' Academic Performance, classroom management.

INTRODUCTION

In this age of rapid technological advancement, education has come an absolute necessity for all human efforts. It is an important component for human capital development and it is associated with regard to the health and happiness of individual and prospects for a better life (Battle & Lewis, 2002). By dint of education, people become prosperous and perform their various responsibilities, which fosters economic, social and political development (Zaki, 1989). A functional education system enables the country to realize its national objectives in a smooth way (Ahmad, Ali, Khan, & Khan, 2014). The education of children is a critical responsibility of society. Because schooling plays vital role in students life and its absence from the human race cannot be tolerated at any cost (Chaube, 2008). The public expects learning performances from educational institutions where learning begins and ends in the classrooms (Iqbal et al., 2012).Therefore, quality of education is a top priority for all nations, educational institutions and organizations, as well as, their beneficiaries (Farooq, 2018).

However, the educational system of a country is influenced by a variety of elements, including culture, technology and economy. Likewise, the government's policies and regulations have strong impact on how education system of a country (Johan & Harlan, 2014). Similarly, in a number of studies, classroom organization and management has been identified as one of the most essential parts of any educational system (Husain, Gulzar & Aqeel, 2016). There are many things that affect how well students learn, yet one of the most crucial element is classroom management. Classroom and instructional managements are two of the most common things a teacher can do to improve students' academic performances (Son & Cho, 2020).

Instructional management is a means of influencing every kind of educational resources to accomplish learning goals (Yusuf, Owede, and Bello, 2018). Tosti and Harmon (1972) defined instructional management as the activities and procedures

entailed in the decision to begin a particular activity for a particular student. Geddes and Kooi (1969) define instructional management as the process for evaluating the progress of students and making judgments regarding the pace of instruction, grouping of students, lesson sequence, and individualization of instruction. According to Martin et al. (2010), the teacher's approach to instructional administration sets the tone for the classroom environment and, ultimately, for student behavior stressors. Consequently, it can be argued that instructional management encompasses student control, instructional style, the establishment of norms, and the management of student misbehaviors (Martin & Sass, 2010). The instructional management-based curriculum, implementation of learning, and evaluation of learning have a substantial impact on students' academic performance.

The academic performance is a common term used by everyone to indicate the productivity of educational institutional and the performance of academic success by students is a critical component of schooling (Rono, Onderi & Owino, 2014). In the world, various parameters are used to measure the students' academic performances like students' learning abilities, competencies and exam grades. Student performance refers to a student's mastery of the material they have acquired, as evidenced by cognitive, psychometric, and affective factors (Gunawan, 2017). The academic performance of students determines whether or not a certain academic institution will be successful or unsuccessful (Narad & Abdullah, 2016). Consequently, this study was aimed to access the effects of instructional management strategies on student academic performance of secondary schools in Quetta.

LITERATURE REVIEW

In the words of McDonald (2010), every teacher tries to make a successful classroom and it is comprised of teacher actions and instructional approaches that permit and support active engagement in both academic and social growth. The instructional management scope encompasses all instructional strategies. The instructional management dimension is based on daily classroom routines and material distribution. The people management aspect focuses on how the instructor perceives the students and their relationship with them. (Martin, Yin & Baldwin, 1998).

Inside a school and classroom, there are various tangible and intangible resources and instructional management is commonly known as the use of all these available resources for the performance of learning goals. These resource can be time, teaching and learning aids, teachers' knowledge, school infrastructure and budget. Tosti and Harmon (1972) said that instructional management is everything that goes into deciding whether or not to do an activity with a certain learners. Instructional management is the process of making sure that all teachers have the right tools to help learners reach their goals. Instructional management is made up of three parts: (1) the

course outline, lesson plan, and materials for instruction; (2) the methodology and instructional design; and (3) assessment. (Gunawan, 2017).

According to Riessman (1968), instructional management comprises everything a teacher does to organize instruction and student to facilitate student in their learning. Learning management is the act of observing and evaluating students' progress while making decisions about the pace of education, the placement of children in groups, the sequencing of sessions, and the personalization of learning opportunities. It is a broad phrase that encompasses a number of different subfields. Classroom management is similar to surgical procedure in that it requires accuracy, no random cuts and no long-winded comments. Above all, a teacher must maintain self-control and proper manner; there should be no outbursts, insults, or caustic language. His or her management strategy will never be unkind to the employees. In spite of the fact that youngsters challenge him or her to violate the code of compassion, he or she does so (Ginott, 1972).

Instructional management is helpful for the instructor to observe their students' academic advancement. How one manages the classroom is the essential determinant of how well students learn. Equally, when learners are efficient and enthusiastically involved in their work, they tend to conduct well self. For that reason, Engage students in their work, ensure they comprehend what is required of them, and maximize time on task. avoid misperception or disturbance and run a work simulated but relaxed and pleasant classroom (Landau, 2001). Thus, instructional management positively effects on students' academic performance (Gunawan, 2017).

The academic performance is a common jargon used by everybody to indicate the productivity of educational institutional and the performance of academic success by students is a critical component of schooling (Rono et al., 2013). In the world, various parameters are used to measure the students' academic performances like students' exam marks and grades. It is regarded as the pivotal axis around which the entire educational system is centred and revolves. The scholastic achievement of students determines the success or failure of an academic institution (Narad & Abdullah, 2016). Singh, Malik, and Singh (2016) argued that the educational attainment of students has a direct impact on a country's socioeconomic development. The academic performance of students serves as a foundation for the acquisition of knowledge and the growth of skills. Furthermore, pupils' academic performance is the main priority of all educators (Suleman, et al., 2012). It is the skills determine by a instructor's grades as well as educational objectives establish by students and teachers to be achieved during the particular of time that are considered to constitute academic performance in this context (Narad & Abdullah, 2016). Today, education is required to acquire understanding of the factors that affect the academic achievement of a student. By

asking questions, learning attainment measures students' comprehension of the qualities, functions, and interactions between objects, as well as the objectives of the object-based programming curriculum (Jang, lee & kim 2015). By large, a country's educational system is influenced by a number of factors, including culture, technology, and the economy (Johan & Harlan, 2014). Among these factors, one is the instructional management that has a direct impact on students' academic performance.

RESEARCH OBJECTIVES

1. To determine the practice of instructional management strategies used by secondary school teachers in their classrooms.
2. To assess the students' perceptions about the effects of instructional management strategies practises on their academic performance

RESEARCH QUESTIONS

1. What are the instructional management strategies used by secondary school teachers in their classrooms?
2. What are the students' perceptions about the effects of instructional management strategies practices on their academic performance?

RESEARCH METHODOLOGY

This study was quantitative in nature and descriptive survey design was used. The population of the study comprised of 200 secondary school teachers and 1491 students of class 9th and 10th from 24 secondary schools in Zarghoon Town Quetta. The sample size of the study was comprised of 132 Secondary School Teachers and 200 students of class 9th and 10th. Simple random sampling technique was used to collect data because the population of the study had similar features. Two questionnaires were used as research instrument to collect data from the selected population. The questionnaire for secondary school teachers has been adapted and it was Instructional Management Scale (BIMS) prepared by Martin and Sass (2010). The permission of the author was granted. The questionnaire for secondary school students was self-developed. Expert teachers from different universities assessed the validity of the instruments and the instruments' reliability was test using Cronbach's Alpha. The value of Cronbach's Alpha coefficient was 0.80 and 0.81 respectively. The data were analyze through SPSS. Frequency, percentage, mean Correlation, regression and standard deviation were calculated and data were present in the form of tables.

DATA ANALYSIS

Instructional Management

Table 1: ***I Use Whole Class Instruction to Ensure a Structured Classroom***

Options	Frequency	Percentage
Strongly Agree	26	20.0

Agree	67	51.5
Undecided	13	10.0
Disagree	24	18.5
Strongly Disagree	-	-

Table 1 indicates that the plurality of participants (71.5%) agreed (20.0% strongly agree and 51.5% agree) that to maintain a structured classroom, they use whole-class instruction. While 10.0% of the teachers were undecided and 18.50% of respondents differed with the questionnaire item (18.5% disagree and 0.0% strongly disagree). It highlights that teacher apply the non-interventionists approach to understand to teach all the students together without understanding the need of students.

Table 2: ***I Always Use Collaborative Learning to Explore Questions in the Classroom***

Options	Frequency	Percentage
Strongly Agree	20	15.4
Agree	60	46.2
Undecided	31	23.8
Disagree	18	13.8
Strongly Disagree	1	0.8

Table 2 shows that the majority of respondents (69.10%) believe that they always use collaborative learning to examine problems in the classroom (46.2% strongly agree and 23.8% agree). While 23.8 percent of those polled were undecided, 13.16 percent of those polled disagreed with the statement (13.8% disagree and 0.8% strongly disagree). It clarifies that the teacher use interactionist classroom design to create an atmosphere for collective learning.

Table 3: ***I Engage Students in Active Discussion about Issues Related to Real World Applications***

Options	Frequency	Percentage
Strongly Agree	32	24.6
Agree	63	48.5
Undecided	13	10.0
Disagree	18	13.8
Strongly Disagree	4	3.1

According to Table 3 the majority of respondents (72.10%) agreed that they engage students in active debate regarding topics relating to real-world applications (24.6 %

strongly agree and 48.5%). 10.0 percent of respondents were undecided, and 16.9% disagreed with the statement (13.8% disagree and 3.1% strongly disagree). Hence, it can be argued that teachers apply interactionist approach to make a classroom, where all students learn in active discussion.

Table 4: ***I Establish a Teaching Daily Routine in My Classroom and Stick to It***

Options	Frequency	Percentage
Strongly Agree	13	10.0
Agree	64	49.2
Undecided	26	20.0
Disagree	24	18.5
Strongly Disagree	3	2.3

Table 4 indicates that the majority of the respondents (59.0%) agreed (10.0% strongly agree and 49.0% agree) that teachers need to establish and adhere to a daily schedule in their classrooms. While 20.0% of those polled were unsure and 20.88% of students disagreed with the statement, the majority of those who did agree (18.0% disagree and 2.3% strongly disagree). Therefore, it can be stated that teachers use non-interventionist approach to accomplish classroom activities and students are directed to strictly follow the daily routine.

Table 5: ***I Always Use Group Work in My Classroom***

Options	Frequency	Percentage
Strongly Agree	26	20.0
Agree	28	21.5
Undecided	37	28.5
Disagree	37	28.5
Strongly Disagree	2	1.5

Table 5 indicates that the majority of the respondents (41.5%) agreed (20.0% strongly agree and 21.5% agree) that it's a common practice in their classroom to do group work. While 28.5% of those polled were unsure and 29.10% of students disagreed, the majority of those polled were students (28.5% disagree and 1.5% strongly disagree). Consequently, the percentages show that teachers follow interactionist approach to their instruction to promote learning in the group.

Table 6: ***I Use Student Input When Creating Student Projects***

Options	Frequency	Percentage
Strongly Agree	16	12.3
Agree	71	54.6
Undecided	22	16.9

Disagree	17	13.1
Strongly Disagree	4	3.1

Table 6 indicates that the majority of the respondents (66.9%) agreed (13.3% strongly agree and 54.6% agree) that when putting together assignments for students, they consult with the latter. Of the people who took the survey, 16.9% were unsure and 16.2% disagreed with the statement (13.1% and 3.1% strongly disagree). Accordingly, the percentages show that teachers follow interactionist approach to enhance the creative skills of students by group assignments and projects.

Table 7: ***I Always Use Inquiry-Based Learning in the Classroom***

Options	Frequency	Percentage
Strongly Agree	40	30.8
Agree	44	33.8
Undecided	10	7.7
Disagree	31	23.8
Strongly Disagree	5	3.8

Table 7 indicates that the majority of the respondents (63.16%) agreed (30.8% strongly agree and 33.8% agree) that inquiry-based learning is always used in the classroom. While 7.7% of the respondents were undecided and 26.16% of respondents disagreed with the statement (23.8% disagree and 3.8% strongly disagree). So, the data revealed that teachers have an interactionist approach to enhance the creative skills of students by inquiry-based learning.

Table 8: ***I Direct the Students' Transition from One Learning Activity to Another***

Options	Frequency	Percentage
Strongly Agree	29	22.3
Agree	72	55.4
Undecided	13	10.0
Disagree	14	10.8
Strongly Disagree	2	1.5

Table 8 indicates that the majority of the respondents (77.7%) agreed (22.3% strongly agree and 55.5% agree) that they direct the students' transition from one learning activity to another. While 10.0% of the respondents were undecided and 11.13% of students disagreed with the statement (10.8% disagree and 1.5% strongly disagree). Accordingly, it indicates that teachers use interactionist style in the class, where transition from one activity to another activity take place.

Table 9: ***I Always Adjust Instruction in Response to Individual Student Needs***

Options	Frequency	Percentage
Strongly Agree	19	14.6
Agree	63	48.5
Undecided	26	20.0
Disagree	22	16.9
Strongly Disagree	-	-

Table 9 indicates that the majority of the respondents (62.11%) agreed (14.6% strongly agree and 48.5% agree) that they are constantly adapting their teaching to meet the needs of their students. While 20.0% of the respondents were undecided and 16.9% of respondents disagreed with the statement (16.9% disagree and 0.0% strongly disagree). It shows that direct teaching is an interactionist approach where teachers consider the students' needs and regulate their teaching strategies accordingly.

Table 10: ***I Always Use Direct Instruction When I Teach***

Options	Frequency	Percentage
Strongly Agree	26	20.0
Agree	57	43.8
Undecided	19	14.6
Disagree	27	20.8
Strongly Disagree	1	0.8

Table 10 indicates that the majority of the respondents (63.8%) agreed (20.0% strongly agree and 43.8% agree) that while teaching, they always utilize direct instruction. While 14.6% of the respondents were undecided and 20.16% of teachers disagreed with the statement (20.8% disagree and 0.8% strongly disagree). It shows that direct teaching is an interventionist's approach where teachers did not consider the students' opinion.

Table 11: ***I Do Not Deviate from My Pre-Planned Learning Activities***

Options	Frequency	Percentage
Strongly Agree	12	9.2
Agree	51	39.2
Undecided	33	25.4
Disagree	28	21.5
Strongly Disagree	6	4.6

Table 11 indicates that the majority of the respondents (48.4%) agreed (9.2% strongly agree and 39.2% agree) that they do not deviate from their pre-planned learning activities. While 25.4% of the respondents were undecided and 25.11% of teachers

disagreed with the statement (21.5% disagree and 4.6% strongly disagree). Hence, it mentions that teachers use non-interventionist approach and firmly follow their own plans of activities.

Table 12: ***I Always Use a Teaching Approach That Encourages Interaction among Students Like, Group Discussion***

Options	Frequency	Percentage
Strongly Agree	14	10.8
Agree	47	36.2
Undecided	36	27.7
Disagree	27	20.8
Strongly Disagree	6	4.6

Table 12 indicates that the majority of the respondents (46.10%) agreed (10.8% strongly agree and 36.2% agree) that they always use a teaching approach that encourages interaction among students like, group discussion. While 27.7% of the respondents were undecided and 24.14% of teachers disagreed with the statement (20.8% disagree and 24.6% strongly disagree). Therefore, it remarks that teachers use interactionist approach and encourage interaction among students for their socialization.

Students' Perceptions about their Academic Performances

Table 13: ***Teacher's Teaching Style is Satisfactory to Me***

Options	Frequency	Percentage
Strongly Agree	82	41.0
Agree	54	27.0
Undecided	22	11.0
Disagree	22	11.0
Strongly Disagree	20	10.0

Table 13 demonstrates that most responders (68.0%) agreed (41.0% strongly agree and 27.0% agree) that their teacher's teaching styles are satisfactory to them. While 11.0% of the respondents were undecided and 21.0% of students disagreed with the statement (11.0% disagree and 10.0% strongly disagree).

Table 14: ***My Learning Increased during the Class***

Options	Frequency	Percentage
Strongly Agree	60	30.0
Agree	40	20.0
Undecided	24	12.0
Disagree	48	24.0

Strongly Disagree	28	14.0

Table 14 shows that the majority of the respondents (50.0%) agreed (30.0% strongly agree and 20.0% agree) that their learning increased during the class. While 12.0% of the respondents were undecided and 38.0% of students disagreed with the statement (24.0% disagree and 14.0% strongly disagree).

Table 15: ***My Interest in the Subject has grown***

Options	Frequency	Percentage
Strongly Agree	72	36.0
Agree	68	34.0
Undecided	22	11.0
Disagree	16	8.0
Strongly Disagree	22	11.0

Table 15 shows that the majority of the respondents (70.0%) agreed (36.0% strongly agree and 34.0% agree) that their interest in the subject has grown. While 11.0% of the respondents were undecided and 19.0% of students disagreed with the statement (8.0% disagree and 11.0% strongly disagree).

Table 16: ***This Class Enabled Me to Think Critically about the Topic on my Own***

Options	Frequency	Percentage
Strongly Agree	36	18.0
Agree	16	8.0
Undecided	16	8.0
Disagree	67	38.0
Strongly Disagree	56	28.0

Table 16 shows that the majority of the respondents (66.0%) disagreed (38.0% strongly disagree and 28.0% disagree) that the classes do not enable them to think critically about the topic on their own. While 8.0% of the respondents were undecided and 26.0% of students agreed with the statement (18.0% strongly agreed and 8.0% agree).

Table 17: ***I Made Progress toward Meeting the Class's Goals***

Options	Frequency	Percentage
Strongly Agree	78	39.0
Agree	38	19.0
Undecided	20	10.0
Disagree	24	12.0
Strongly Disagree	40	20.0

Table 17 shows that the majority of the respondents (58.0%) agreed (39.0% strongly agree and 19.0% agree) that they made progress toward meeting the class's goals. While 10.0% of the respondents were undecided and 32.0% of students disagreed with the statement (12.0% disagree and 20.0% strongly disagree).

Table 18: ***My Grades on Evaluations and Tests Are Improving***

Options	Frequency	Percentage
Strongly Agree	72	36.0
Agree	52	26.0
Undecided	26	13.0
Disagree	32	16.0
Strongly Disagree	18	9.0

Table 18 shows that the majority of the respondents (62.0%) agreed (36.0% strongly agree and 26.0% agree) that their grades on evaluations and tests are improving. While 13.0% of the respondents were undecided and 25.0% of students disagreed with the statement (16.0% disagree and 9.0% strongly disagree).

Table 19: ***My Annual Results have Significantly Improved***

Options	Frequency	Percentage
Strongly Agree	64	32.0
Agree	52	26.0
Undecided	18	9.0
Disagree	28	14.0
Strongly Disagree	38	19.0

Table 19 shows that the majority of the respondents (58.0%) agreed (32.0% strongly agree and 26.0% agree) that their annual results have significantly improved. While 9.0% of the respondents were undecided and 33.0% of students disagreed with the statement (14.0% disagree and 19.0% strongly disagree).

Table 20: ***Teacher Uses Computers as A.V Aids in Instruction***

Options	Frequency	Percentage
Strongly Agree	38	19.0
Agree	18	9.0
Undecided	38	19.0
Disagree	64	32.0
Strongly Disagree	42	21.0

Table 20 shows that the majority of the respondents (53.0%) disagreed (32.0% strongly disagree and 21.0% disagree) that teachers do not uses computers as A.V aids in

instruction. While 19.0% of the respondents were undecided and 28.0% of students agreed with the statement (19.0% agree and 9.0% strongly agree).Accordingly, the data support that teachers are non-interventionist and they do not interact with students by different means like A.V. aids.

DISCUSSION

The objective of the study was also to assess the instructional management strategies and their effect on students' academic performance. Data specified that a bulk of the teachers followed instructional management strategy to improve the students' learnings. Secondary school teachers in Quetta practise complete class instruction to establish a structure classroom. Niwaz, Khan and Naz (2021) have made the same observations and argued that a structured classroom would be helpful for controlling disruptive behaviours and maintaining a peaceful environment for instruction and education. They in the classroom, use collaborative learning to answer questions; use inquiry-based learning and group work in their classroom. A study conducted by Garrett (2008) and pointed out that teacher's emphasized student centered instruction, involving students in small group work, projects, and discussions. Teachers involve students actively discussion about themes applicable to real world applications and they integrate students' thoughts into the construction of student projects. Since today's learning would be significant in their life in future, why not encourage them in integrating what they are learning to actual problems (Krauss & Boss, 2013).

Teachers guide students from one learning activity to another, adapting instruction to meet specific student requirements. Many teachers may not consider transitions because they typically occur unconsciously during classwork, but transitions comprise a substantial portion of any instructional time. (Latif, 2019). In the study, it was revealed that teachers employ direct instruction during lessons and that they do not depart from the learning activities that they have pre-planned beforehand. Indirect instruction is one of the most common ways teachers teach and it starts with a clear and systematic presentation of knowledge that helps students build up their background knowledge (Fong et al., 2005). Finally, it was revealed that teacher's practice teaching approaches that encourages interaction among students like, group discussion. Garrett (2008) discovered that teachers placed a strong emphasis on student-centered instruction, relying comprehensively practical learning activities, small group work, projects, and conversation to involve learners and encourage participation actively in the process of learning.

The vast majority of the pupils agreed that their teacher's teaching styles are satisfactory to them and their learning increased during study. The students' data indicated that their Interest in the Subject has increased and they are not able to think

critically. Finally, the students stated that their exam grades increased. Sowell (2013) identified instructional management in classrooms significantly improve the grades of students.

The data analysis indicated that the instructional management of teachers in classroom positively impact on students' academic performance. Overall, the teachers' responses indicated the positive implementation of instructional management strategies in the classrooms to improve the academic performances of the students. The data revealed that majority of teachers used interventionist and interactionist strategies to manage their instruction and students' behaviour.

While discussing the students' academic performance, it was revealed that the instructional strategies of classroom, being used by teachers to manage the students' behaviour and instruction, were playing a significant role for the academic performance of student.

RECOMMENDATIONS

The study revealed that the classes do not enable students to think critically about the topic on their own. It means that teachers focus a lot on rote learning and do not improve the critical skills of students. As a result, it is suggested that teachers may focus a lot to improve the critical thinking of the students. Teachers may use critical and innovative methods of teaching in the classrooms and discourage rote learning.
According to the outcomes of the study, the teachers do not use computers as A.V aids in instruction in classrooms. But, in the 21st century, the use of computers as Students need A.V aids help students to achieve academic success. Hence, the teacher education programs may inculcate the use computers as A.V aids in future teachers. The education department may arrange training programs teachers to use computers as A.V aids and provide A.V aids in schools.

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