

**Ahmed Draia University – Adrar**  
**Faculty of Arts and Languages**  
**Department of English Arts and English Language**



# **Impact of Classroom Management on Educational Attainment among Third Year Secondary School Pupils**

**Dissertation Submitted in Partial Fulfilment of the Requirements  
for a Master's Degree in Didactics**

**Presented by:**

Meriem Zaykou

**Supervised by:**

Prof. Borsali Fewzi

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Prof. Borsali Fewzi

Examiner

Dr. Lahmar Mohammed

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انا الأستاذ(ة): بورصالي فوزي

المشرف مذكرة الماستر.

الموسومة بـ: Impact of Classroom Management on Educational Attainment among Secondary School Third Year Pupils

من إنجاز الطالب(ة): زايكو مر - م

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# Dedication

I dedicate this simple work to my family and relatives, to my friends, classmates and my students.

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My great and special acknowledgments go to my respectful teacher and supervisor Prof. Borsali Fewzi for his supervision, advice and patience.

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## **Abstract**

Classroom management is an important domain in educational psychology. It helps the teachers create a supportive environment for better learning, so learners can improve the level of their educational attainment. However, the learners face problems in doing well in their study. Thus, this present research aims to explore whether classroom management affects the educational attainment of the pupils and if this effect is positive. The case study is the third year pupils of the secondary school of 'Ben Kiera fatah' in El Mansouria, Timmi, Adrar. The selected sample consists of ten pupils of third year secondary school\_of El-Mansouria. This investigation uses the quantitative method and the questionnaire as its tool of research. The findings show that classroom management has a positive impact on the educational attainment of the pupils. The teachers should give a great importance to the management of their classrooms and should care about and concentrate on the psychological side of the learners.

**Key words:** classroom management, educational attainment, pupils, secondary school, impact

## **Résumé :**

La gestion de la class est considérée comme un important domaine dans la psychologie de l'éducation, elle aide les enseignants à créer un environnement de soutien pour mieux éduquer pour que les élèves puissent améliorer leurs résultats scolaires. Ils souffrent pour obtenir le succès. Pour cela cette étude vise à effectuer une recherche pour savoir si la gestion de classe influence les résultats scolaires et si cette influence est positive. Cette étude concerne un groupe des élèves de 3<sup>ème</sup> année du lycée d'El-Mansouria à Timmi, Adrar. La méthode employée dans cette recherche est la méthode quantitative et l'instrument de recherche est le questionnaire. Dix élèves sont choisis et l'étude montre que la gestion de la classe a un impact positif sur les résultats scolaires des élèves. Pour cela les enseignants doivent accorder un grand intérêt à la gestion de la classe tout en considérant le côté psychologique des élèves.

**Les mots clés :** la gestion de classe, les résultats scolaire, élèves 3<sup>ème</sup> année secondaire, impact.

## الملخص:

تعتبر الإدارة الصفية ميدان مهم في علم النفس التربوي فهي تساعد الأستاذة على بيئة مساندة أو مناسبة من اجل تعليم أفضل وبالتالي يستطيع المتعلمون او المتعلمات تحسين مستوى تحصيلهم الدراسي. يواجه المتعلمون والمتعلمات مشاكل من اجل بلوغ النجاح ولهذا فان الدراسة الحالية تهدف للتحري عن ما إذا كان للإدارة الصفية اثر على التحصيل الدراسي للتلاميذ, وهل هذا الأثر ايجابي. واعتمدنا في الدراسة الميدانية على مجموعة من تلاميذ السنة الثالثة ثانوي من ثانوية المنصورية- تيمي-بأدرار والطريقة المستخدمة في البحث هي الطريقة الكمية ,أما فيما يخص آلية البحث فهي عبارة عن استبيان واخترنا من العينة عشرة تلاميذ وبعد الدراسة أشارت نتائج البحث إلى أن للإدارة الصفية أثر ايجابي على التحصيل الدراسي للتلاميذ وعليه فإن الأستاذة مطالبون بإعطاء اهتمام اكبر للإدارة الصفية مع مراعاة الجانب النفسي للتلاميذ.

الكلمات المفتاحية: الإدارة الصفية, التحصيل الدراسي, تلاميذ السنة الثالثة ثانوي, الأثر الايجابي.

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## **General Introduction**

Due to the importance of teaching and learning process, teachers need to organize their classrooms and classroom management is a good way that may have an influence on the learner's educational attainment. Therefore, the investigation will shed light on the impact of classroom management on educational attainment among the pupils from a third year secondary school. The object of this investigation is to know if classroom management influences the pupil's educational attainment and whether it has a positive impact on his/her educational attainment. This piece of research will look for the answer of the following questions:

- 1- Does classroom management affect the pupil's educational attainment?
- 2- Is the impact of classroom management on the pupil's educational attainment positive?

This dissertation considers two hypotheses: classroom management affects the pupil's educational attainment; classroom management has a positive impact on the educational attainment of the pupil. The research sample consists of ten pupils.

The dissertation is divided into three chapters. The first chapter is devoted to the definition of classroom management, its importance, approaches of classroom management and its elements, in addition to discipline and the teacher's roles and attitudes. The second one defines educational attainment, its importance, its types and the influential factors on educational attainment. The last chapter is about the research results of the impact of classroom management on educational attainment among third year secondary school pupils

# **CHAPTER ONE**

## **CLASSROOM**

## **MANAGEMENT**

## **Introduction**

This chapter presents the different definitions of classroom management and its approaches. It also shows the importance of classroom management and its elements, which comprise human resources, the physical environment aiming at creating a positive teaching and learning environment. It also discusses discipline and teachers' roles and attitudes with respect to classroom management.

### **1-1) Definition of Management as a Scientific Discipline**

According to Gocevski (2010) (as cited in Delceva, 2014, p.52) management is about a range of activities comprising planning, deciding, organizing, leading and controlling human, financial and informational resources with a view to achieving goals efficiently and effectively.

### **1-2) Definition of Classroom Management**

Classroom management has been defined differently. For Evertson and Weinstein (2006) (as cited in Korpershoek, Harmers, Boer, Kuijk and Doolaar 2014), it is based on the teacher's performances with the aim of creating a suitable learning environment. Evertson and Weinstein (2006) (as cited in Korpershoek, Harmers, Boer, Kuijk and Doolaar 2014) have set five kinds of performance, which can result in high quality classroom management. The first type concerns the establishment of the emotional relationships with and between learners. The second type deals with the teachers' arrangement and use of methods that enable learners to have real learning. For Marzano et al. (2003) (as cited in Korpershoek, Harmers, Boer, Kuijk, and Doolaar 2014) it is vital to create suitable teacher-student relationships. The third type deals with the teachers' encouragement for learners to

engage in academic tasks by which teachers use managing methods and involve collective learning. The fourth type treats the evolution of the social expertise of the learners. The teachers should encourage and give importance to the social proficiencies of learners and their responsibility for regulating their behaviour. Marzano et al. (2003) (as cited in Korpershoek, Harmers, Boer, Kuijk, and Doolaar 2014) have underlined this by showing the learners' responsibility about their behaviour. The fifth type is connected with the teachers 'capacities to apply favourable means to solve the problems faced by learners that concern behaviour. The last two behaviours signify that effectual classroom management enhances the learner's behaviour. For that reason, classroom management is an everlasting interaction among teachers and their learners. Brophy (2006) states the same definition that is as follows: "Classroom management is taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)" (p.17). The two definitions focus on the behaviour that the teacher adopts in order to make easy learning amongst the learners.

Furthermore, McCrery (2010) (as cited in Sowell, 2013, p.5) defines classroom management as "the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning". According to Marzano (2003) (as cited in Sowell, 2013, p.5) "well-managed classrooms provide an environment in which teaching and learning can flourish". Concerning safety in the classroom, Marzano (2003) (as cited in Sowell, 2013, p.6) states: "safe and orderly environment is protecting students from physical or psychological harm and maintaining order so learning can take place".

To sum up, classroom management is about the actions that a teacher undertakes in order to have a suitable, supportive and safe environment of learning. Consequently, a learner can access his or her learning.

### **1-3) Importance of Classroom Management**

Alzagloul (2007) states that (as cited in Ghrib, 2014, p.37) classroom management is an issue of great importance because it combines the factors of organization that facilitate learning. Thus, it creates a kind of compatibility among the teaching staff and learning process instead of noise and authoritarianism. Effective classroom management can be noticed through many actions. Firstly, teachers offer the factor of safety and tranquillity for the learners. Secondly, they provide the occasions of positive interaction between the teacher and the learners, and among the learners themselves. Thirdly, they support the creation of good relationships between the learners. Fourthly, they reduce the occasions of conflicts and problems. Fifthly, they improve the learners' level of performance and academic achievement.

### **1-4) Approaches of Classroom Management**

Classroom management is examined through approaches, which are the authoritarian approach, the authoritative approach, the democratic approach, and the laissez-faire approach. In the authoritarian type, students, under the leadership of the authoritarian teacher, are obliged to obey his /her strict instructions. He/she also oversees them. Each pupil must sit in the specific place throughout the whole semester. Their desks are usually arranged in straight rows and no one is allowed to change their arrangement. Pupils have to be sitting in their places before the class starts and they always sit until the time of the lecture is over. Their excusable absences are rarely accepted.

Moreover, pupils have to listen to the teacher and are not allowed to interrupt him/her. They cannot talk to each other and they have no chance to do so; their teacher does not encourage them either to have conversation and discussion. Their teacher makes them obey him / her. If a student fails to obey, he /she will be in detention. In the authorita-



tive approach, the teacher sets restrictions over the learners. The latter are under his/her control. However, he/she undertakes simultaneous encouragement for independence. He or she frequently gives explanation to what for rules and decisions are. If a learner disrupts, the teacher shows politeness, but he /she performs severe reprimand. He/she accepts to have many verbal interactions. The learners are permitted to stop the teacher, when he/she is explaining, if they want to ask a question or give a comment that is related to the lesson. These learners have the chance of learning and practicing the skills of communication. In the democratic approach, few requirements are demanded by the democratic teacher over his or/ her learners. He or/she lets the learners do their own work. The democratic teacher's styles offer freedom for learners to act. He/ she rarely acts as a monitor to the learners' behaviour. In the last type of laissez-faire, less involvement characterizes the laissez-faire teacher's style in the classroom. He / she does not put plenty of restrictions over the learners. Furthermore, the style of this teacher does not show or express the idea of strict control over the learners because the teacher does not have a desire to do so. This style shows that the teacher does not regard the preparation for the class as deserving effort. (Wright, n.d, p.3-4)

### **1-5) Elements of Classroom Management**

Classroom management basically revolves around the management of people in a physical environment having some means at their disposal for the sake of good learning and teaching.

### **1-5-1) The Human Resources**

These include teachers and learners who are basis for the management of the classroom. The teacher is considered as the executive and the directing tool; whereas, the learner is the primary and an essential element in the classroom.

### **1-5-2) The Physical Environment**

It consists of the comfort with the good appearance in the classroom, classroom arrangements, the board's usage and appropriate equipment. According to Brown (2007), good atmosphere in the classroom and beauty of the schoolroom are so fundamental that learners are influenced by the classroom's environment. Thus, teachers work on having an organized and a tidy classroom. The teachers also avoid to be disturbed by outside noise as much as he/she can do so. He/she has control over the means of warmth and cooling too. According to Harmer (2012), teachers can apply various ways of seating arrangements in their schoolrooms. The most popular one is when learners are sitting in arranged rows. Ordered rows have many advantages. A teacher and his or her learners can see each other. The teacher can view clearly the learners. He/she can teach easily with this form of arrangement, which helps him or /her to keep an eye on his or her learners. He/she also works with the whole class when the learners are arranged in rows. Some exercises are particularly favourable to this type of organization, for instance, to explain a grammatical rule, to watch a video or presentation through power point or to use the board or an overhead projector. Besides, these learners can benefit better while sitting in arranged rows, and can engage in some types of language practice. If the teacher is emphasizing on a duty for all the learners, at the same moment, all of them will obtain the same knowledge. Creating good effectiveness within the whole room is not difficult, for learners are sitting as one group.

A circle and a horseshoe are two other familiar positions of arranging seats. These forms of arrangements are particularly used in classes that have few learners, i.e., no more than 20. By using horseshoe, the teacher may be at the end of the opened side where the board, the overhead projector, and /or the computer are placed. When the position of circle arrangement is used, the location of the teacher is identified by the place of the board. In classes where there is the circle arrangement, the learners and the teacher are grouped in one circle. Therefore, both the learners and their teachers have a strong feeling of justice unlike in arranged rows. Nevertheless, the teacher has the position of the commander in the horseshoe seating because of his/her status. The formats of circle and horseshoe arrangements have many advantages such as: a close relationship between people in the schoolroom. (Harmer, 2012, p. 162-163)

cBrown (2007) states that teachers should use the board in a way that provides clarity and order of the information for the learners because the board has a negative effect on the learners when the teachers misuse it Brown (2007) also mentions that the teacher should control electrical equipment, i.e., a projector, or an audio or video player. He/she should use this equipment appropriately in order to fulfil the aim of the lesson. He/she can check that each learner is able to see and hear when he/she uses one of this equipment. He/she takes in consideration the time for preparing and turning back the equipment, as well.

### **1-5-3) Creation of a positive teaching and learning environment**

To create a positive teaching and learning environment, teachers should have a rapport with their learners and make the balance between praise and criticism. As to rapport, teachers need to build a relationship with their learners. This rapport should be based on confidence and respect that make the learners sense that they have capacities and creativity. For this purpose, the teachers should follow different steps. Some of these steps are as follows: treating with care all learners as individuals, offering feedback about each learn-

er's improvement, honestly supporting the notions and senses of learners and treating them with respect and praise them too in the classroom when they speak and express their feelings. However, for balancing praise with criticism, the teachers should not always praise their learners and they should rarely criticize them or vice versa, for this balance can result into effectiveness. Authentic praises that the teachers carry out in the favourable way help the learners to accept criticism with pleasure and to benefit from it, as well. (Brown, 2007, p.253)

### **1-6) Disciplining**

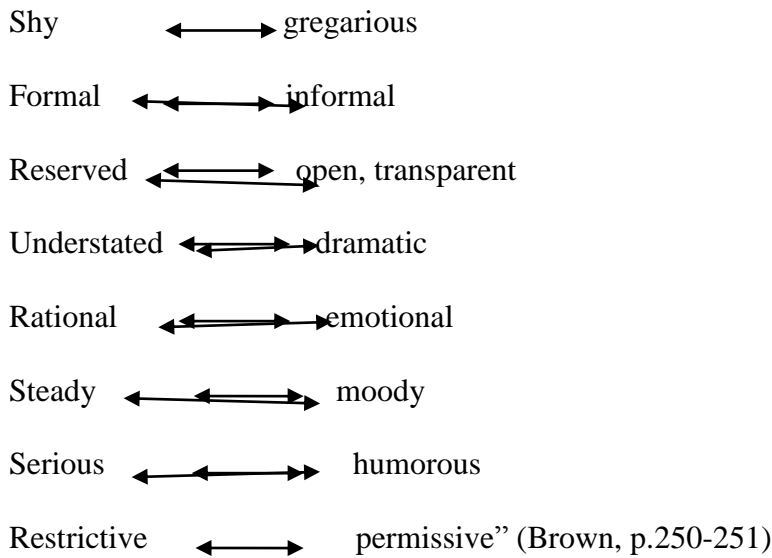
There has been a lot of research and realistic counselling about classroom discipline. Whatever good characteristics learners have, teachers will still face what it is called "discipline" troubles. The pieces of advice that teachers can give for particular situations are distinct. Some of them are intended to gain respect from the learners while dealing indiscriminately with all in the same way and attempting to find solutions for the disciplinary problems after the lesson time. (Brown, 2007, p. 249)

### **1-7) The teachers' roles and attitudes**

A teacher has to carry out several roles: as an authoritative character, a commander, an apprehender, a supervisor, an administrator, a consultant, and a leader. He/she can also be a companion, an adviser, and parent. Not all of these roles are going to be of a great importance but just some of them, particularly for his/her learners. For this depends on which country the teacher teaches, at which school he/she is instructing , on the sort of course , and on the personality of his/her learners .(Brown,p.250-251)

The instructing attitude of the teacher is considered as an important factor that can contribute to the improvement of his/her professional proficiency. This instructing attitude is usually determined by his/her identity attitude that can differ from one person to another person. Brown (2007)

states the following: “As you consider the teaching styles below, remember that each represents a continuum of possibilities:



Therefore, the teacher should not concentrate on one side of the above types of attitudes if he/she is aiming to make himself/herself an efficient instructor because, in that case, if he/she does so, he/she is going to stop working on his/her aim of being efficient in his/her schoolroom. Therefore, he/she should use his/her personal attitudes and add the method that it is reliable in the schoolroom.

## Conclusion

Classroom management plays a vital role in organizing a classroom; it enables teachers to create a positive classroom environment and enables learners to obtain good educational attainment. The latter is certainly the primary purpose of both teaching and learning, which will constitute the object of the next chapter.

# CHAPTER TWO

## EDUCATIONAL

## ATTAINMENT

## **Introduction**

In many environments, educational attainment is of great importance. One of these environments is the educational surroundings that use the educational attainment most. This chapter will present the different definitions of educational attainment, its types and the factors that have an effect on the educational attainment. It will also try to understand the measurement of educational attainment and its importance.

### **2-1) Definition of Educational Attainment**

Educational attainment has been defined in different ways. According to WOT(n.d) (as cited in Novo and Calisto, 2009, p.3), “educational attainment is something more, it would be educating for citizenship, learning to be more than having a good mark, learning abilities that allow them to survive outside in the world. This is or should be education's primary aim”. Educationally, educational attainment is a learning achievement or the educational attainment of the subject. It means reaching a specific level at school or at university, and this level limited through standardized tests or teachers' reports or both of them. ('Educational Attainment')(n.d)

Furthermore, Aakel (1996) (as cited in ' Educational Attainment'), (n.d) says that the word' attainment is 'acquiring' which means obtaining knowledge and skills. Eltahare Saade (n.d) (as cited in ' Educational Attainment) (n.d) states that educational attainment is a set of cognitive experiences and skills that the pupil can absorb, keep by heart and remember them when it is necessary. In addition, this pupil uses several factors to perform these cognitive processes such as understanding, concentration and repetition.

Educational attainment is the amount of knowledge that a member has attained because of training and passing through prior experiences. (Alaisaoui, 1974, p.129) (As cited in 'Educational Attainment, n.d.) Salah Eddine (n.d.) (as cited in ' Educational Attainment ', n.d.) defines educational attainment as the amount of absorption of the pupils that they have learned from specific experiences of one of the programmed subjects at school. This amount is measured through marks that the pupils obtain in their exams. Besides, educational attainment is the amount of knowledge, and skills that the student acquires at school. (Almsaud, 2005, p.2)

To sum up, educational attainment is all that learners have learned and acquired at school, which can be evaluated through exams. It is the knowledge and skills, which the learners have attained in order to face the external world. Educational attainment is classified into distinctive types.

## **2-2) Importance of Educational Attainment**

Mustafa Fahime (as cited in Tounicia, 2012, p.104) shows that educational attainment is one of the phenomena that had occupied the thought of many educators, in general, due to its importance in the life of the pupils, their parents and teachers. Educational attainment is considered important because it is one of the important standards for assessing the instruction given to the pupils in the different educational levels. The educational psychologists attend to study the subject of the educational attainment from various sides. Some of those scientists seek to clarify the relationship between the educational attainment, the components of personality and the cognitive factors, whereas some of them quest about the school environmental factors and non-scholastic ones that influence the pupils' educational attainment. In addition, some others study the overlapping and the interaction



among the environmental factors and the inheritance ones. (Touncia, 2012, p.104) (As cited in Barakou and Najemie)

On the other hand, parents care about the educational attainment as an indicator for the development and for the educational and cognitive promotion for their children, when they progress from one class to another. It can be said that any society seeks growth and development; its children have to continue their educational attainment. (Touncia, 2012, p.104) (as cited in Barakou and Najemie)

### **2-3) Types of Educational Attainment**

Educational attainment differs from one pupil to another because of their respective mental and cognitive capacities, and their psychological and social desires. Thus, there are two types of attainment to the pupils: good attainment and academic delay. The former is a behaviour that shows the overcoming of attainable performance of a learner to the expected level according to his \her special capabilities and preparations. That is, the learner who has higher attainment can fulfil scholastic and attainable levels that overcome his/her peer performance average of the same mental age. The latter is an educational problem. On the other hand, academic delay can happen to the pupils and it tires the parents at home and the teacher at school. This delay is observed when the level of the person is below his or\her normal or expected level of mental capacities and that of intelligence. The academic delay is generally caused by creative or formative causes, environmental and social ones. The first factor refers to the insufficiencies in the growth of the mental organ or in the nervous systems, and in the body processes that are connected there to. The second one is about forbidding the child from the mental stimulations, and the family culture. (Amour and Bounaama, 2009, p.80-81) (As cited in 'Educational Attainment', (n.d.)

## **2-4) Influential Factors on Educational Attainment**

Researchers have worked on identifying the concept of educational attainment. They have agreed about many sides that are relevant to the subject of the study but they have diverged as to specifying its true meaning. As a result, this concept has many definitions. Two definitions concern the psychological direction and the educational one. The first direction relates the weakness of educational attainment to mental capacities of the pupil; whereas the second one is connected to the pupils' interest with the external surroundings. The factors that have an impact on educational attainment can be divided into two groups, which are personal factors and environmental factors. The former mean they comprise factors that are related to the personality of the pupil, his/her mental capacities, physical health and psychological state. Zidan (1983) (as cited in "Educational Attainment", n.d., p.84) mentions that the physical factors are associated with the weak health, malnutrition and developmental disabilities of the child. Therefore, all these physical factors restrict the capacity of the child to work hard and to cope with his/her colleagues in class.

Mansie (n.d.) (as cited in "Educational Attainment", n.d., p.85) says that the mental factors involve the cognitive ability of the child, his/her intelligence and his/her special mental preparations. According to Vanzin (1976) (as cited in "Educational Attainment", n.d., p.85-87), the psychological factors refer to the healthy psyche of the pupil, which is very important to the educational process. In addition, the scientists have explained the impact of psychological and emotional sides on the academic failure for two causes. The first cause is concerned with the self-adaptation and the bad psychological adaptation that have resulted from the states of worry and fears that the pupil suffers from. These states may create psychiatric disturbances constituting thus a barrier for the pupil's growth. As a result, he /she cannot pay attention, concentrate and follow the lessons. Therefore, there is a

negative impact on his / her educational attainment. Many causes have led to these psychiatric disturbances such as: unwillingness of the pupil to study a particular kind of sciences and the subsequent wrong method of treatment chosen by the parents. The second reason is about the children that have undergone bad experience that prevented them from having safe social growth. Consequently, those children become unable to adapt to school and social surroundings, and start suffering from the emotional deprivation at home, which influences their attainment. The environmental factors affect the whole family and scholastic indicators that surround the pupil, and have a discouraging influence on his /her educational attainment. Some of these factors are scholastic factors which include approaches and school programmes, the teacher and his /her way of teaching, and the learner.

The approach is a group of design activities for the formation of the teacher and it includes the goals, the tools and the preparations that concern the suitable formation for the teachers. The educational approaches and the academic programmes are developed according to the pupils' capacities and desires in relationship with the needs of the society, in order to fulfil their goals. Abed Allah, 1998, p.26-28. (as cited in "Educational Attainment", (n.d.)

Besides, the teacher and his or/her way of teaching implies that the shortcomings of the ways of teaching and the prevailing of noise at school can lead to the ineffectiveness of teacher-student relationship. It can also result in the ambiguity or absence of a model for the pupil, which can motivate him /her to be interested in his or/her study. The academic subject can be taken as additional factor that may be related to the personality of the teacher. Thus, his/her personality with his or/her way of teaching have a great impact on the cognitive capacities of the pupil and his/her activity inside the school because the personality of the teacher can have a much more powerful influence on the student than the effect of the textbook." (Makloufe, n.d, p.98) (as cited in "Educational Attainment", n.d)

## **2-5) Measuring Educational a Attainment**

Educators are concerned with and interested in teaching and educational attainment, which is usually assessed through exams. Abed (2008) (as cited in Klimanie and Dahbie, p.36) mentions that exams are prepared by the teacher himself or/herself due to the difference of the special and direct purpose for teaching. The exams of attainment are of several types that are oral exams and objective ones. These exams are a basic instrument which helps the learner to know his /her mistakes and his or/her insufficient learning. They also make him /her realize the reasons of his /her under achievement. Furthermore, they motivate him /her to work harder for correcting these mistakes and to complete what he /she lacks and to treat his /her weakness and to satisfy his /her educational and cognitive needs in order to reach the path of success.

According to Mansie (1997) (as cited in Klimanie and Dahbie, p.36), exams of attainment are one of the vital means of educational measurement and the most common in organizing teaching.

## **Conclusion**

This chapter dealt with certain definitions of educational attainment and its types. It also clarified the personal factors and some environmental factors that affect the pupil's educational attainment, and how it is measured and it is important as well. The next chapter, which represents the practical part, will provide the collected data with analyses and discussion revolving around the research questions.

# CHAPTER THREE

## RESEARCH DESIGN

## AND METHODOLOGY

## **Introduction**

This chapter covers the research methodology which includes the following: re-search design, sample, instrumentation, data collection and data analysis, discussion of the results and recommendations.

### **3-1) Research Design**

This research aims to show the importance of classroom management and its positive impact on the learners' educational attainment especially among third year secondary school pupils in order to prove that managing a classroom is designed before instruction, and that it helps the learner to improve his/her level. The research methodology that the researcher used is the quantitative method. This research depends on the case study re-search method. The actual investigation is a descriptive case study with the purpose of understanding the positive impact of classroom management on educational attainment of pupils mentioned above.

### **3-2) Sample**

The researcher has selected ten pupils of third year secondary school of El-Mansouria "Ben Kheira Fatah". These participants are from different branches.

### **3-3) Research Instrument**

The instrument that is used for collecting the data is a questionnaire that the researcher has distributed among the third year pupils. The type of this questionnaire is yes/no close-ended question.

### 3-3-1) The Questionnaire of Research

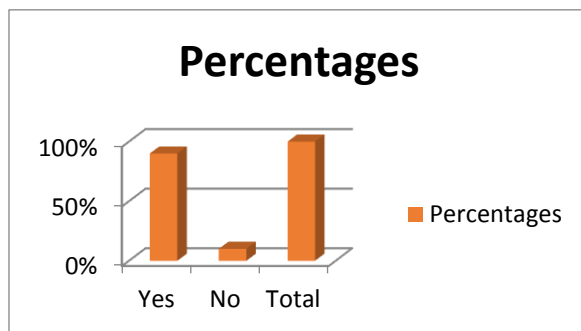
This questionnaire is very important and contains questions about the impact of classroom management on educational attainment.

### 3-4) Data Analysis

This step of data analysis is after the collection of data.

#### Seating:

**Question 01:** Does the way of seating as ordered rows make you feel at ease?

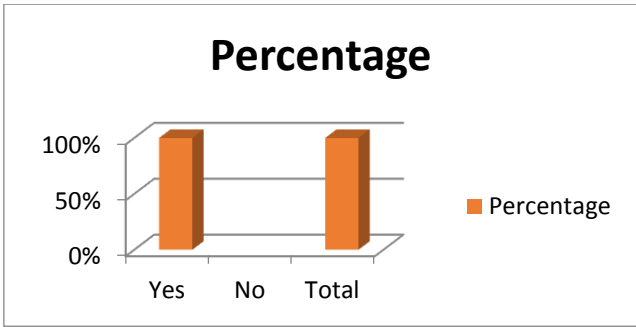


**Graph 3.1:** Seating as ordered rows

The graph shows that 90% of the pupils feel at ease when they are sitting in ordered rows, whereas 10% of them do not feel relaxed with this form of seating.

The above responses prove that having a suitable style of seating for learners is necessary. For this style of arranging seats offers an advantage for the learners, which is relaxation. Therefore, classroom management is important. It aids in organizing the physical environment.

**Question 02:** Does this way of seating enable you to see the teacher well?

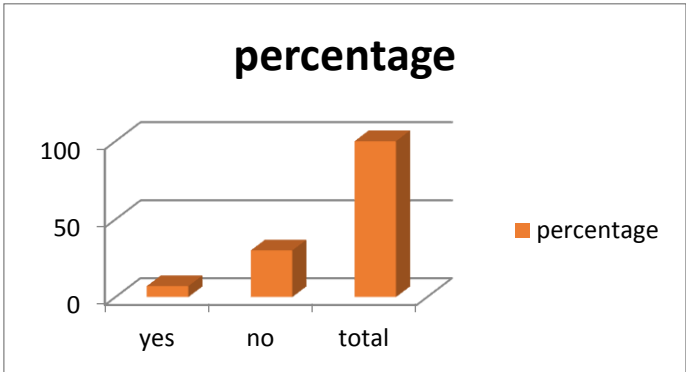


**Graph3.2:** Seeing the teacher well

The graph shows that 100% of the pupils view that the ordered rows form enables them to see the teacher well.

As a result, this way of seating, i.e., ordered rows, is suitable for the pupils to learn, for instance, they can see the teacher well when he/she is using gestures and facial expression, so that, they can understand the explanation of the lesson. In addition, sight is very essential and helpful for the learners in their study.

**Question 03:** Do you benefit from the lesson when you are sitting in one of the ordered rows?



**Graph3.3:** Benefiting from the lesson

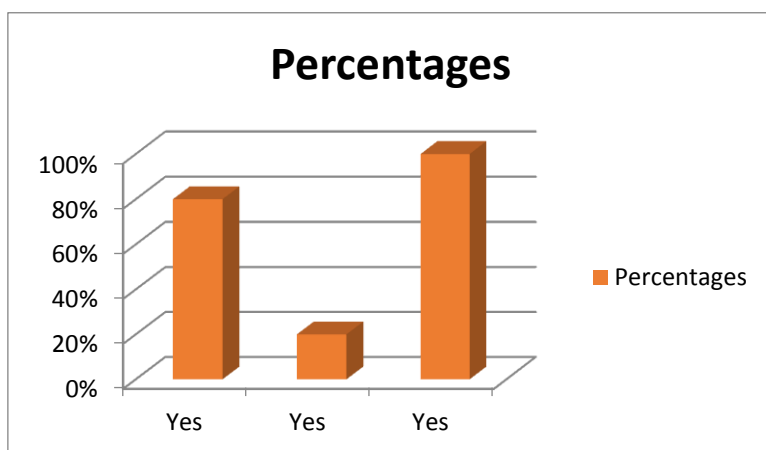


The graph implies that 70 % of the pupils benefit from the lesson, when they are sitting in the ordered rows. However, 30 % of them do not benefit from the lesson with this way of seating.

Through the above answers, the majority of the informants see that seating in one of the ordered rows is beneficial. Thus, they have a positive effect on their educational attainment.

**Teacher -student relationship:**

**Question 01:** Does the positive relationship between you and your teacher affect your educational attainment positively?

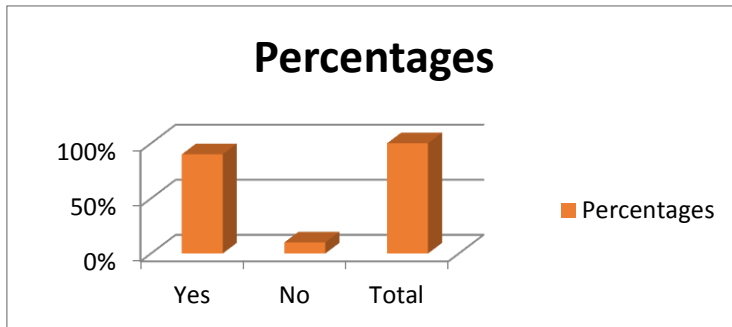


**Graph3.4:** The impact of the positive teacher-student relationship

The graph demonstrates that 80 % of the third year pupils see that the positive relationship between them and their teacher affects their educational attainment positively, but 20 % of these respondents do not have this positive impact.

The above answer proves that the good teacher-student relationship plays an essential role, since it affects the educational attainment of the majority of the informants positively. Accordingly, it can contribute greatly in creating a positive environment for learning and teaching.

**Question 02:** Do you think that the respectful treatment of the teacher is a positive stimulus on your educational attainment?



**Graph3.4:** The impact of the respectful treatment on educational attainment

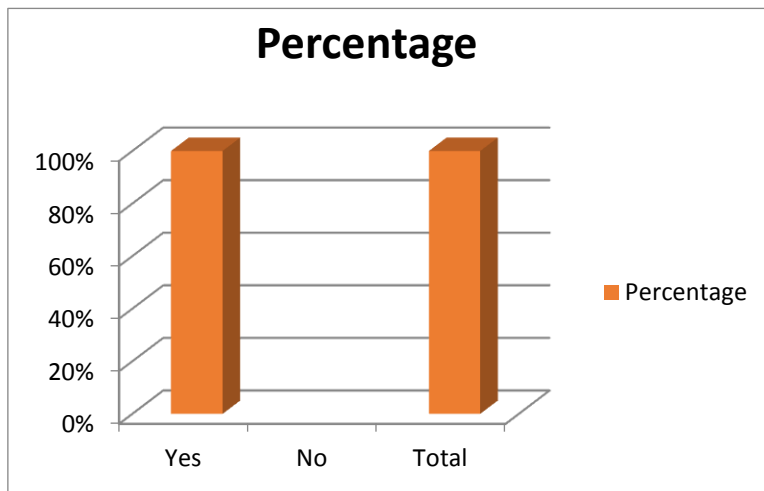
The graph illustrates that 90 % of the pupils think that the respectful treatment of the teacher is a positive stimulus on their educational attainment. On the other hand, 10 % of these participants do not regard that this kind of the teacher's treatment is a positive stimulation on their educational attainment.

The above results reveal that the respect of the teacher for his / her learners has a great impact because the majority of the pupils profit from it for doing well in their study.

**Teacher's roles:**

**-As a leader:**

**Question 01:** Do you benefit from the encouragement of the teacher in improving the level of your educational attainment

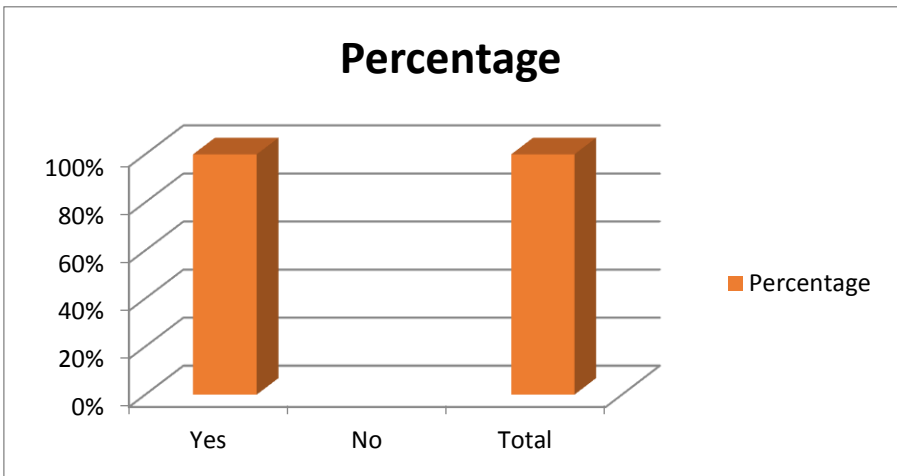


**Graph3.5:** The benefit of the teacher's encouragement

The graph shows that 100% of the third year pupils benefit from the encouragement of the teacher to improve the level of their educational attainment.

The respondents' view about the teacher's encouragement confirms that the teacher's role as a leader is one of the basic requirements of the classroom because, as shown in the above results, it is helpful for all the pupils to enhance their educational attainment's level.

**Question02:** Does the teacher' encouragement affect the level of your educational attainment positively when you behave well?

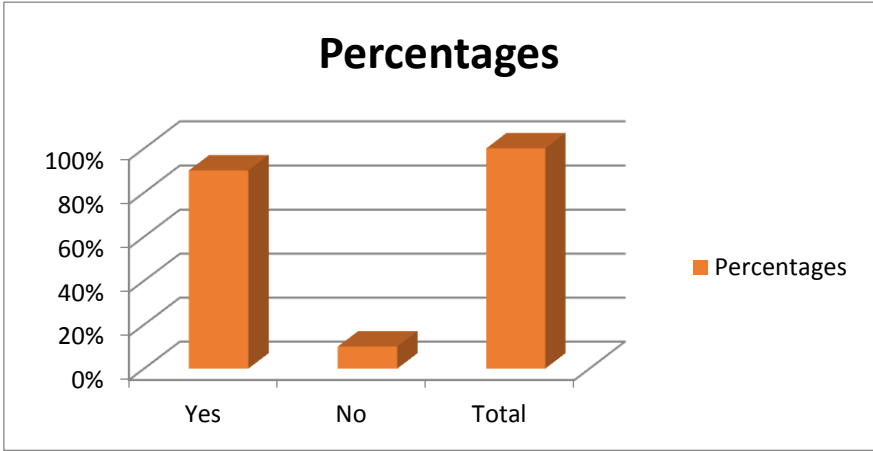


**Graph3.6:** Impact of teacher's motivation

The graph indicates that 100 % of the pupils say that the teacher’s encouragement affects the level of their educational attainment positively when they behave well. Therefore, the leadership of the teacher is necessary as the reply of the pupils reveals.

**As a director:**

**Question 01:** Does the keenness of the teacher on directing you for learning make you improve the level of your educational attainment?



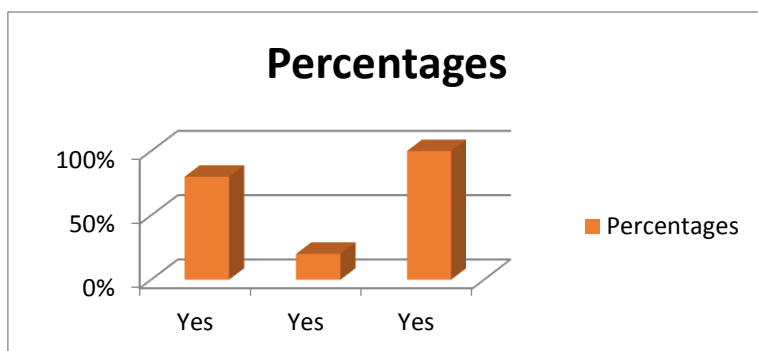
**Graph3.7:** Impact of teacher’s keenness on directing the pupils

The graph displays that 90 % of the pupils report that the teacher’s keenness on directing them in order to learn makes them improve the level of their educational attainment. Nevertheless, 10 % of these informants say that the keenness of the teacher on directing them in order to learn does not motivate them to improve the level of their educational attainment.

The majority of the pupils view that the keenness of the teacher on directing them in order to learn makes them improve the level their educational attainment. As a result, the role of the teacher as a director is an essential factor for the success of learners.

**As a friend:**

**Question 01:** Does the treatment of the teacher for you as a friend facilitate your interaction with him/her?



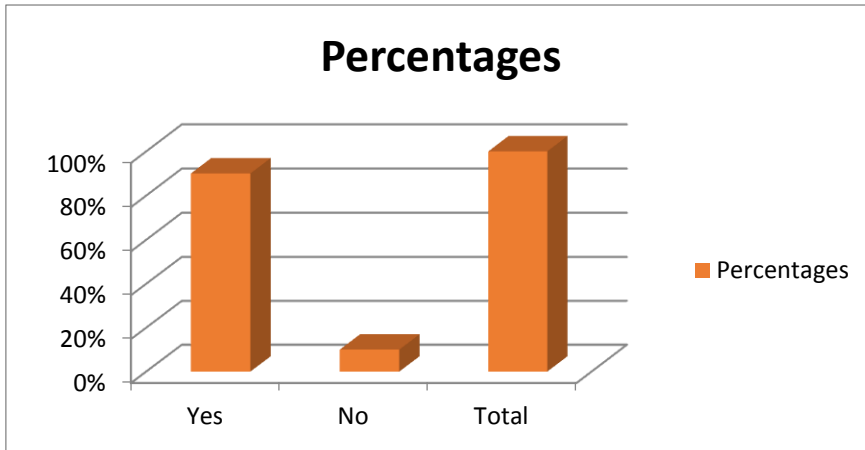
**Graph: 3.8:** Impact of teacher's treatment as a friend

The graph shows that 80% of the pupils state that treatment of the teacher for them as a friend facilitates their interaction with him or/ her , while 20 % of them say that being treated by the teacher as a friend does not ease their interaction with him/her .

The majority of the participants find communication with their teacher easy when he or/she deals with them as a friend, so the role of the teacher as a friend is important.

**As a manager:**

**Question 01:** Does the teacher’s good management of the classroom contribute in making you obtain a good educational attainment?



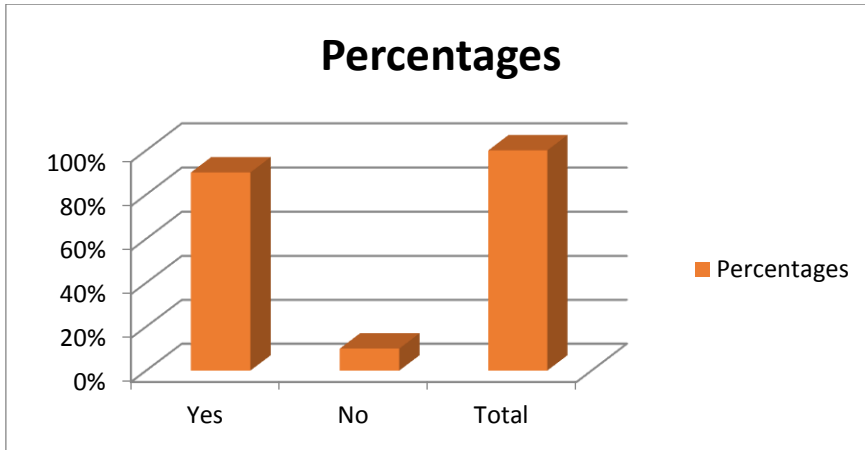
**Graph3.09:** Impact of teacher's management

The graph indicates that 90 % of the pupils respond with the option 'yes', while 10 % of them reply with the option 'no' .

In consequence, the teacher's management to his/her classroom is so valuable, since it motivates most of the pupils to have good educational attainment.

**Discipline:**

**Question 1:** Does developing rules by the teacher, for creating respect between you and your mates, make you listen to each other, help you to have a good educational attainment?

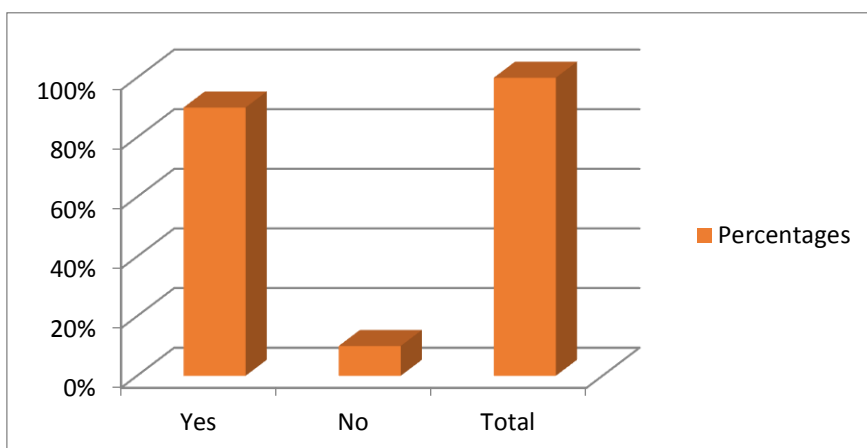


**Graph3.10:** Impact of the developed rules by the teacher

The graph illustrates that 90 % of the pupils say that implementation of rules by the teacher for establishing respect between them and their mates and making them listen to each other helps them to have good educational attainment. By contrast,10% of these informants retort that the teacher's action of setting rules in order to create the respect among them and their companions and to make everybody engaged to listen to his or/her colleague when he or/ she speaks does not aid them to get good educational attainment .

Accordingly, the discipline in the classroom is useful.

**Question2:** Do you consider the attention of the teacher about your undesirable behaviour in the classroom at the end of the lecture and after the departure of your colleagues a positive behaviour?



**Graph3.11:** Impact of teacher's attention about unwanted behaviour

The graph shows that 90% of the pupils have answered with the option 'yes', while 10 % of them reply by the option 'no'.

The majority of the pupils recognize that the teacher's reminder with regard to their undesirable behaviour in the classroom is a positive performance.

### **Interpretation of the Results:**

After collecting and analysing the data of the research through the questionnaire, the research questions have been answered. Concerning the first question, the results show that classroom management has an impact on the educational attainment of the pupil. For, the majority of the informants have expressed their point of view, by answering with the option 'yes', about this impact of classroom management. For instance, they mention that the leadership of the teacher in the classroom and his/her management to the classroom is helpful for them to enhance the level of their educational attainment. Regarding the second question, the findings reveal that the influence of classroom management on the educational attainment of the pupil is positive, since the majority of the pupils have approved of



many advantages of this effect. These participants admit that the good rapport between them and their teacher provides them with a positive stimulus in order to have the good educational attainment. They say that the teacher's roles: a leader, a director and a manager assist them to attain good results and to develop the level of their educational attainment, and the role of the teacher as a friend eases their communication with him/her, as well. Further, the teacher's use of discipline to solve problems, for example, the trouble of unwanted behaviour, affects them positively, so they make better in their study. Further, the results confirm that the teacher represents the influential power on the attainment of the learner although this learner is the first person who is responsible about his or her results of study at school.

Finally, both hypotheses under the first and the second question are correct. Classroom management has an impact on the educational attainment of the pupil. This impact of classroom management is positive.

## **Conclusion**

The methodology and research design that has been used for collecting data and the questionnaire of the research as a tool for investigating about the research topic has been helpful to reach findings and facilitate interpretation

## **General conclusion**

Managing a classroom is very important and it is the teacher's role and responsibility. The present investigation concerns the impact of classroom management on the educational attainment of the pupil through creating a conducive environment for learning. This current work also investigates about the positive side of classroom management.

The results of this researcher are interesting. Classroom management has an effect on the pupil's educational attainment and it is positive. The results show that the positive impact of classroom management on educational attainment is through the creation of a favourable learning environment by taking care of the following: the physical environment like organizing seating, creating a positive learning and teaching environment through establishing good teacher-student relationship and using the discipline.

Depending on the results that the researcher has obtained, teachers are recommended to give much more interest to the management of their classrooms before they start teaching for supporting learners to make progress in their educational attainment. They also should take into account the psychological side of the learners.

This research work may make the teachers aware that they should support their learners for improving their educational attainment. It also leads to another topic that is about the negative impacts of classroom management on the educational attainment of the pupil.

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## Appendix

### The questionnaire of the research

Hello! My dear pupils

The title of my dissertation is "Impact of Classroom Management on Educational Attainment" which I am working on, and I would like you to help me by answering my questionnaire, please.

**Remark:** put cross (x) in front of the answer, you choose.

#### Seating:

1. Does the way of seating in ordered rows make you feel at ease?

Yes

No

2-.Does this way of seating enable you to see the teacher well?

Yes

No

3-Do you benefit from the lesson when you are sitting in one of the ordered rows?

Yes

No

#### Teacher-student relationship:

1- Does the positive relationship between you and your teacher affect your educational attainment positively?

Yes

No

2- Do you think that the respectful treatment of the teacher is a positive stimulus on your educational attainment?

Yes

No

**Teacher's roles:**

-A leader:

1-Do you benefit from the encouragement of the teacher for improving the level of your educational attainment?

Yes

No

2-Does the teacher' encouragement affect the level of your educational attainment positively when you behave well?

Yes

No

-A director:

1- Does the keenness of the teacher on directing you for learning make you improve the level of your educational attainment?

Yes

No

A friend:

1- Does the treatment of the teacher for you as a friend facilitate your interaction with him/her?

Yes

No

A manager:

1-Does the good management of the teacher to the classroom contribute in making you obtain a good educational attainment?

Yes

No

**Discipline:**

1- Does implementation of rules by the teacher, for creating the respect between you and your mates and making you listen to each other help you to have a good educational attainment?

Yes

No

2- Do you consider the teacher's reminder about your undesirable behaviour in the classroom at the end of the lecture and after the departure of your colleagues a positive behaviour?

Yes

No

**Thank you**