

Classroom Management and its relation to Students' Academic Performance as Perceived by Academic Teaching Staff and Nursing Students

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Abstract:

Background: Classroom Management is one of the neglected areas universities, despite the fact that the success or failure of any teaching and learning process depends on the way classroom are managed. **Aim of study:** Was to assess classroom management and it`s relation to students' academic performance as perceived by academic staff and nursing students. **Design:** Descriptive correctional design was utilized to conduct this study. **Sample:** simple random sample of 942 undergraduate nursing students from all four academic years and 127 academic staff in the study subjects. **Setting:** The present study was conducted at Faculty of Nursing Benha University. **Tools of data collection:** Two tools were used for data collection. **I:** Classroom management questionnaire and **II:** Student's academic performance questionnaire. **Results:** The highest-class management performance domain among the studied teaching staff was psychological and social classroom environment (76.30%) and interaction during the lecture (76.16%) and the total class management mean score was 72.05% and 82.70% of the studied teaching staff has as satisfactory class management performance. **Conclusions:** Several factors as age, educational level, academic year and residence pose a high impact on the class management performance of student nurses. Presentation of data for responses technique was the highest technique that affects class management academic performance domains reported by the studied students, followed by verbal instructions technique then delegations of authority technique and use of instructional supervision. **Recommendation:** Academic teaching staff should use varied strategies in teaching to help students improving their academic performance.

Key words: Academic performance, Classroom management, Nursing students, Teaching staff

Introduction

Education is a creative and dynamic process that is a fundamental human right and the corner stone of every society. Within the education process, opportunities are provided for learners to attain the desired goals through variety of both structured and unstructured learning experiences (**Baraket, 2014**). Also education is a learning process that increases students' knowledge and awareness about the surrounding environment and identifies life challenges to create the required skills and knowledge to deal with faced challenges and enhances attitudes (**Singh, 2011**).

Classroom management refer to the set of strategies used by the Teacher to increase student's cooperation and engagement and to decrease student's disruptive behavior's and keeping an appropriate learning environment, time take with misbehavior is a significant cause of classroom time loss and a source of impoverished students' performance. Classroom management is the actions teachers take to create supportive environment for the academic and social emotional learning of students (**Korpershoek et al., 2016**).

Social constructivist practices are also in the spotlight of educational research, entailing the promotion of social activities and interaction in the classroom along with a personal critical thinking process to facilitate engagement and learning. There is evidence that teaching in a way that fulfills student needs for autonomy, competence and relatedness [i.e., ‘the need to establish close bonds and secure attachments with others, [which] reflects the desire to be emotionally connected to and interpersonally involved in warm, caring relationships’ is beneficial for student engagement and motivation (Vizeshfar & Torabizadeh, 2018).

Numerous factors affect the academic progress and learning performance of students: age, gender, school education, residential area students come from, medium of instruction in schools, tuition trends, daily study hours, accommodation and the socio-economic background of the parents or guardians. According to available literature, there are some impediments to good academic performance by student nurses. They include excessive homework assignments for the students, poor facilities, inadequate provision of basic needs by parents and inappropriate student perceptions (Moghtadaie & Hoveida, 2015).

Classroom management techniques at producing conducive learning environment where students can learn ease and perform better academically and has highlighted across numerous research studies as a major variable that affect students' academic performance and achievement

Significance of the study:

Nursing students are the core stakeholders of any learning institution and they are involved in the teaching and learning process. Classroom management plays an important role in the teaching and learning

process. It is veritable tool in the process of passing instructions from staff to students. The success of any educational system is a function of the effectiveness classroom management. Study helps a number of individuals and educational stakeholders such as Ministry of Education, researchers to ascertain the extent to which effective classroom management affects students' academic achievement and help to understand how disruptive behavior can hamper students' academic achievement and it will create awareness among staff and parent for need to establish conducive learning environment for improve academic achievement (George et al., 2017).

Aim of the study:

This study aimed to assess classroom management and it's relation to nursing students' academic performance as perceived by academic staff and nursing students.

Research questions:

What is the level of perception academic teaching staff regarding classroom management and students' academic performance?

What is the level of perception nursing students regarding?

Is there it's relation between classroom management and students' academic performance?

Subjects and method:

Research design:

Descriptive correctional design was utilized to conduct this study.

Setting:

The present study was conducted at Faculty of Nursing Benha University

Sampling:

This study included simple random sample of 942 undergraduate nursing students

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from all four academic years and 127 academic staff in the study subjects.

Tools for Data Collection: Two tools were used for data collection.

First tool: Classroom Management Questionnaire:

This tool was developed by **Delphi et al., (2018)**, this tool include five domain (inside the classroom -organization of the lecture-integration during the lecture-communication- psychological and social environment) include 27 items and was modified by the investigator to assess classroom management as perceived by academic staff.

Scoring system:

The items of the sheet were scored according to 3 point Likert scale arranged as the following:-

Items	Score
Never	0
Sometimes	1
Always	2

Second tool: Student's Academic Performance Questionnaire:

This tool was developed by **George et al., (2017)** this instrument include three domain included 13 items (verbal instructions (5 items) -supervision affect (4 items) and delegations affect (4 items)) and was modified by the investigator to assess student's academic performance as perceived by nursing student.

Scoring system

Student's academic performance was measured on a three points likert scale ranged from (0) never (1) uncertain to (2) always. Total scores of student's academic

performance were summed up and converted into percent score

Validity of the tools

Content validity of the tools of data collection for the current study was done by 5 Experts in the related field to check the relevancy, clarity, comprehensiveness, and applicability of the items of the tools of data collection. Jury Experts involved two Assistant Professors of Nursing Administration at Faculty of Nursing working at Menufia University, two Assistant Professor of Nursing Administration working at Benha University and one Assistant Professor of Nursing Administration working at Ain Shams University according to experts opinions, minor modifications and rephrasing for the tools.

Reliability of the tools

Testing reliability of the proposed tools was done with the Cronbach's Alpha test. The results were as following:

Scales	Cronbach's Alpha
Classroom Management Questionnaire	0.85
Student's Academic Performance Questionnaire	0.90

Ethical consideration

Before any attempt to collect data, written approval letter was submitted from the Dean of Faculty of Nursing Benha University. The letter contains the title, aim of the study and method of data collection. Data collection procedures, analysis and reporting of finding were undertaken in a manner designed to protect confidentiality of subjects. The study was conducted with careful attention to ethical standards of research and rights of the participants. The ethical committee at faculty

of nursing, Benha University revised study protocol and accepts the topic as they assured this study did not violate the rights of participants. The sample rights were protected by ensuring voluntary participation. So that informed consent was obtained by explaining purpose, nature, time of conducting study, potential benefits of the study and how data will be collected.

Pilot study

The investigator conducted a pilot study before administering final questionnaire. The purpose of pilot study was to ascertain clarity, relevance, applicability, sequence of the study instruments and to determine obstacles that may be encountered during data collection. It also helped to estimate time required to fill the questionnaire sheets. The pilot study was carried out on (94) nursing students and (12) academic staff, who represented 10% of studied students and academic staff to ensure clarity of the tool, also they were excluded from the main study subjects to fill out the questionnaire. Based on the results of pilot study, rephrasing of some questions was done to ensure clarity of questions and to be easily understood by nurse supervisors.

Fieldwork

Collection of data consumed two months at Faculty of Nursing, Benha University at the beginning of 1 April 2021 to the end of 30 May 2021, two visits per a week.

Data had been collected from nursing students at Faculty of Nursing, Benha University. Each Nursing student was interviewed after explaining the purpose and the nature of the study and getting oral consent to participate in the research. In the first two weeks, the investigator met with the nursing students

from first and second years on (Saturday and Sunday)

In the second two weeks, the investigator met the third and fourth year' nursing students, two days (Monday and Tuesday).The investigator distributed the questionnaire sheets to the nursing students and presented with them for any clarification. The questionnaire sheets were completed by nursing students then collected by the investigator to check each filling questionnaire and ensuring its completeness.

Statistical analysis

Descriptive statistics: in which quantitative data were presented in the form of mean (\bar{X}), standard deviation (SD), range, and qualitative data were presented in the form numbers and percentages.

Analytical statistics: used to find out the possible association between studied factors and the targeted disease. The used tests of significance included:

Spearman's coefficient: is a non-parametric measure of rank correlation (statistical dependence between the ranking of two variables).it is appropriate for both continuous and discrete variables, including ordinal variables

P value of >0.05 was considered non-significant

P value of <0.05 was considered significant

P value of <0.001 was considered statistically high significant.

Results

Table (1): Illustrates that more than half of the studied staff 62.2% had age group

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from 30-<40 years , with mean of 32.89 ± 6.27 , and near half of them 48.8% were lecturers .in addition 60.6% of them were lived at urban settings.

Table (2): Illustrates that more than one third of the studied students 39.3% had age group from 20-<22 years, with mean of 21.56 ± 1.03 , and near half of them 76.0% had a Secondary school education before attaching the BSN program. In addition 56.1% of them were lived at rural settings.

Table (3): Shows that 96.1% of the studied staffs always take into account different learning styles when preparing the lecture, and 82.7% of them sometimes make sure that the learning goal are clearly stated for the students to understand and assign advanced students as assistants to help weaker learner in completion for their tasks. Moreover 10.2% of them never take into account student's previous knowledge to plane the activities based on their level.

Table (4): Indicates that the highest-class management performance domain among the studied teaching staff was psychological and social classroom environment (76.30%) and interaction during the lecture (76.16%).and the total class management mean score was 72.05%.

Figure (1): Illustrates that 82.70% of the studied teaching staff has as satisfactory class management performance.

Table (5): Indicates that there was a statistically significant difference between the class management performance level and their academic degree ($p<0.05^*$). While there was no statistically significant difference between their age and residence and their total class management performance level.

Table (6): Indicates that 32.7% and 26.3% of the studied students agreed that their teacher is against malpractice during test and examinations. 67.3% of them were uncertain that their teacher always goes round the classroom to ensure that students are actively participating in learning activities. On the other hand, 44.8% of them disagreed that their teachers not permit malpractice during test and examination.

Table (7): Indicates that there was a highly statistical significant difference between total effect of management performance techniques on academic performance as reported by studied students and their educational level, academic year and their residence ($p<0.001^{**}$). While there was no statistical significant difference between their age and their total effect of management performance techniques on academic performance as reported by studied students.

Table (1): Distribution of personnel characteristics of the studied teaching staff (N= 127).

Personnel characteristics	Frequency	%
Age in years		
20-<30	22	17.3
30-<40	79	62.2
≥40	26	20.5
Mean ±SD	32.89±6.27	
Academic degree		
Demonstrator	18	14.2
Assistant lecturer	47	37.0
Lecturer	62	48.8
Residence		
Rural	50	39.4
Urban	77	60.6

Table (2): Distribution of personnel characteristics of the studied students (N=942).

Personnel characteristics	Frequency	%
Age in year		
18-<20	290	30.8
20-<22	370	39.3
≥22	282	29.9
Mean ±SD	21.56±1.03	
Educational level		
Secondary school	716	76.0
Technical nursing	226	24.0
Academic year		
1 st	263	27.9
2 nd	253	26.9
3 rd	231	24.5
4 th	195	20.7
Residence		
Rural	528	56.1
Urban	414	43.9

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Table (3): Distribution of Organization of the lecture performance of the studied teaching staff (N= 127).

Organization of the lecture	Never		Sometimes		Always	
	No	%	No	%	No	%
I take into account different learning styles when preparing the lecture	0	0.00	5	3.9%	122	96.1%
I take into account student's previous knowledge to plane the activities based on their level.	13	10.2%	108	85.0%	6	4.7%
I make sure that the learning goal are clearly stated for the students to understand.	9	7.1%	105	82.7%	13	10.2%
I assign advanced students as assistants to help weaker learner in completion for their tasks.	10	7.9%	105	82.7%	12	9.4%
I organize the activities into logical stages to fulfill the objectives of the lesson.	8	6.3%	89	70.1%	30	23.6%

Table (4): Distribution of class management performance domains of the Studied teaching staff (N= 127).

Class management – performance	Minimum	Maximum	Mean ±SD	% of mean score
Inside the class room	10.00	17.00	12.72±1.21	70.69
Organization of the lecture	9.00	12.00	10.04±.57	66.98
Interaction during the lecture	9.00	14.00	11.42±.93	76.16
Teacher student's personal communication	6.00	12.00	8.14±1.63	67.84
Psychological and social classroom environment	13.00	19.00	16.02±1.26	76.30
Total class management	54.00	64.00	58.36±2.44	72.05

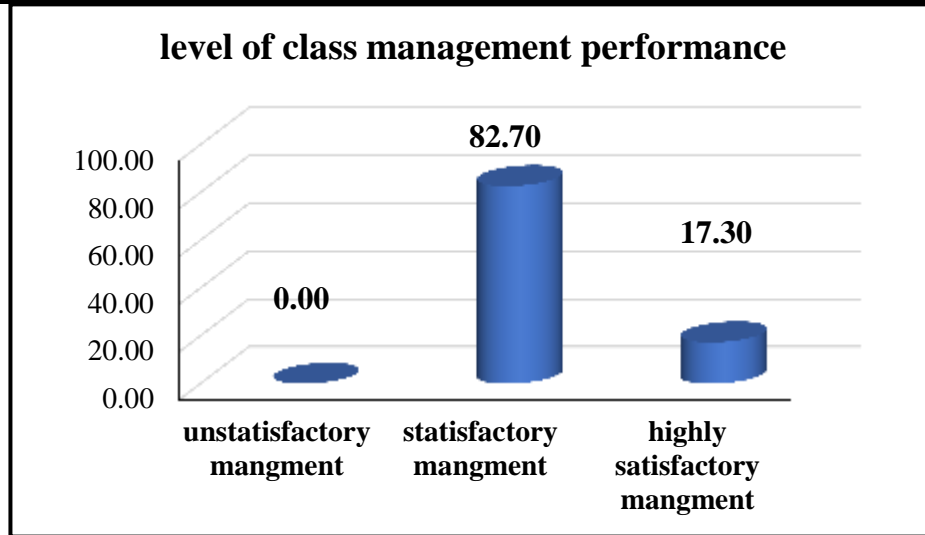


Figure (1): Percentage distribution of level of class management performance of the studied teaching staff (N= 127).

Table (5): Relation between total level of class management performance domains of the studied teaching staff and their personnel characteristics (N= 127).

Personnel characteristics	Total staff class management level				Chi square test	P value
	Satisfactory class management		Highly satisfactory management			
	No	%	No	%		
Age in years						
20-<30	20	19.0%	2	9.1%	1.58	>0.05
30-<40	63	60.0%	16	72.7%		
≥40	22	21.0%	4	18.2%		
Academic degree						
Demonstrator	17	16.2%	1	4.5%	11.60	<0.05*
Assistant lecturer	44	41.9%	3	13.6%		
Lecturer	44	41.9%	18	81.8%		
Residence						
Rural	40	38.1%	10	45.5%	0.413	>0.05
Urban	65	61.9%	12	54.5%		

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Table (6): Distribution of effect of use of instructional supervision technique on academic performance as reported by the studied students (N=942).

Use of instructional supervision technique	Disagree		Uncertain		Agree	
	No	%	No	%	No	%
My teacher always goes round the classroom to ensure that students are actively participating in learning activities.	136	14.4%	634	67.3%	172	18.3%
While teaching, my teacher moves around the classroom to spot out learners who make a noise.	249	26.4%	507	53.8%	186	19.7%
While teaching my teacher conducts himself around to note students who fail to copy from the chalk board.	343	36.4%	372	39.5%	227	24.1%
My teacher not permit malpractice during test and examination	422	44.8%	272	28.9%	248	26.3%
My teacher is against malpractice during test and examinations.	373	39.6%	261	27.7%	308	32.7%

Table (7): Relation between total level of class management performance domains as reported by studied students and their personnel characteristics (N= 127).

Personnel characteristics	Total class management technique						Chi square	P value
	Low affected N=166		Slightly affected N=469		Highly affected N=307			
	No	%	No	%	No	%		
Age in year							12.23	<0.05*
18-<20	51	30.7%	166	35.4%	73	23.8%		
20-<22	62	37.4%	173	36.9%	135	44.0%		
≥22	53	31.9%	130	27.7%	99	32.2%		
Educational level							21.35	<0.001**
Secondary school	88	53.0%	232	49.5%	203	66.1%		
Technical nursing	78	47.0%	237	50.5%	104	33.9%		
Academic year							215.85	<0.001**
1 st	97	58.4%	119	25.4%	47	15.3%		
2 nd	32	19.3%	184	39.2%	37	12.1%		
3 rd	29	17.5%	80	17.1%	122	39.7%		
4 th	8	4.8%	86	18.3%	101	32.9%		
Residence							30.20	<0.001**
Rural	60	36.1%	180	38.4%	174	56.7%		
Urban	106	63.9%	289	61.6%	133	43.3%		

Discussion:

The present study illustrates that more than half of the studied staff 62.2% had age group from 30-<40 years, with mean of 32.89 ± 6.27 , and near half of them 48.8% were lecturers .in addition 60.6% of them were lived at urban settings. In the study by **Abdelrazek and El-Hosany, (2016)** on the relationship between academic environment of nursing faculty staff regarding emotional abuse and leadership environment and their potential leadership and creativity abilities. All faculty staff were female with mean age 30.1 years (SD 7.1) and mean years of experience 5.3 (SD 4.6). The highest percentages of them were assistant lecturer with master degree (45.8%) whereas the least percentages of them were lecturer with doctorate degree (20.8%)

The present study indicated that 32.3% of the studied staffs always use self-assessment forms for students to evaluate their own behavior, and 92.1% & 82.7% of them sometimes redirect inappropriate behavior on the spot, using loud voice or eye contact and ignore misbehavior that is non-disruptive to the class. Moreover 18.9% of them never involve students in establishing rules and procedures. In the same line, the study by **Piario, (2018)** found that there is a significant relationship between the Influence of use of classroom reward system and students' academic performance. Additionally, illustrated that 81.6% of the studied nursing educators' staff had complete and correct knowledge regarding performance of an efficient nursing educators' staff in facilitating the learning process, 55.3% of them had incomplete knowledge regarding concept of competence performance and 10.5% of them don't know stages of competence performance. Moreover, **Cato et al., (2009)** utilized the Lasater Clinical Judgment Rubric (LCJR) as

a framework for student self-assessment in the simulation setting and found that the rubric provided the language and developmental progression needed to foster sharing of experiences among students and faculty. Using the rubric also actively engages students in their learning by providing a framework to organize and plan patient care in the simulation setting and a framework for self-reflection on their practice during a simulated scenario. **Nana, (2021)** used non-verbal signals to stop misbehaviors (e.g., make eye contact, approach and touch disruptive students) and redirect inappropriate behaviors on the spot using loud voice. Also, provided positive reinforcement to students for appropriate behavior (e.g., special helper extra computer time and tangible rewards and involved students in establishing rules and regulations. These research findings support **Klopper et al., (2019)** that training on proactive behavioral management had positive influence on teachers' self-efficacy, emotions, and teaching style.

In the same line, the study by **Awad, (2015)** found that, there was a significant positive relationship between the quality dimensions of the nursing courses and the students' achievements. This relationship was found between students' achievements and the following quality dimensions such as explaining objectives of the course at the beginning of the course, the contents of the course, teacher characteristics, **Al-Shammari et al. (2017):** students/teacher interaction, course evaluation, teacher competencies, and teaching methodology and students' achievements. This could be because the courses objectives, were clear, logic, explained at the beginning of the course and relevant to the course topics, courses contents were interested, covered all topics and subjects of the course and delivered in a way

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that convenient to students, satisfactory courses evaluation process, fair evaluation, comprehensive exams and covered most of the course topics, teachers were competencies, efficient and well prepared. Where students' achievements reflect their understanding and knowledge acquired through course taught. This is in agreement with **Marzano, (2000)** who reported that grades provide students with information related to how well they understand course material. This is consistent with who reported that the perceptions of Iranian nurse educators and students regarding the teaching effectiveness in university-based program identified specific teacher behaviors that contribute to student's achievements, and recommended better and more comprehensive measures of teaching effectiveness to be developed.

In the same line, the study by **Nisar et al., (2019)** found that, the relationship between teachers' perceived classroom management practices and academic achievement scores of secondary school students. The value of coefficient of correlation was found (0.37) and level of significance was (0.031) which was greater than 0.05, therefore, there is significant moderate positive relationship between teachers' perceived classroom management and students' academic achievement scores. This shows that those teachers who have good classroom management practices, their students' academic achievement. Teachers, who prepare quality lesson plan, organize students' behavior, use effective teaching methods, communicate message in simple way and manage time efficiently and effectively will provide conducive environment for learning. Also, the study by **Wilson , (2006)** and **Wilson and Lipsey, (2007)** revealed that, teachers can reduce aggressive, violent and severely aggressive

behavior through classroom management practices and students' social as well as emotional skills had positive effects on the academic achievement of primary school students. It was found that teachers' classroom management practices have direct relationship with students' academic achievement. Teachers' classroom management is clearly associated with students out comes. It was found that effective classroom management significantly increases academic achievement of students and decreases behavioral problems of the students **Korpershoek et al., (2016)**. It was also identified that the students and teacher's direct relationship in academic matters not only encourage the learners in academic examinations but it also improves their general learning capabilities and skills. Additionally, the study by **Nanyeke et al., (2018)** reported that, there was a significant difference in the classroom management styles adopted by well experienced, experienced and less experienced teachers. Also, at the same context this is consistent with **Reyes, (2007)** who examined that relationship between university nursing student's classroom management activities and academic performance, the findings revealed that there was a statistically significant relationship with the course grade was revealed at significance level ($p < 0.05$).

According to use of instructional supervision technique, the current study indicated that 32.7% and 26.3% of the studied students agreed that their teacher is against malpractice during test and examinations. More than half 67.3% of them were uncertain that their teacher always goes round the classroom to ensure that students are actively participating in learning activities. While, 44.8% of them disagreed that their teachers not permit malpractice during test and examination. In this line,

George et al., (2017) revealed that instructional supervision significantly influences senior secondary school One students' academic performance. This significantly influences student's academic performance. Also, **Essien (2009)** asserted that instructional supervision creates an avenue for an interactive session between teachers and students and this gives teachers the opportunity to discover their students' weakness, strength talent etc. and render academic assistance when the need arises. The results are also in line with the remark of **Babalola & Ayeni (2009)** which stipulate that student will develop keen interest in academic activities if teachers show concern in their academic well-being and encourage them through instructional supervision. Another agreement by **Hand, (2006); Schalge and Soga, (2008)** reported that effective clinical practice promoted learning and helped students to achieve learning outcomes and competencies through the diversity of learning opportunities. The number of tutors and clinical instructors that match with student numbers could facilitate effective supportive supervision. Previous research studies such as those of **Cooley and De Gagne (2016)** have indicated the importance of having good supervision to facilitate a smooth transition and ongoing support into new environments. In nursing education, supervision refers to the clinical support provided to students in the educational environment **Jervis and Tilki, (2011)**.

The current study indicated that there was a highly statistically significant difference between total effect of management performance techniques on academic performance as reported by studied students and their educational level, academic year and their residence. While there was no statistically significant

difference between their age and their total effect of management performance techniques on academic performance as reported by studied students. On the other hand, found that, age and gender, showed no significant effect of influence on academic performance of nursing students. Also, **Geburu et al., (2015)** revealed that, although female students had a higher Academic Achievement (AC) mean score than male students, there was no relationship between learning styles (LS) and Gender. As well, **D'Amore et al (2012)** indicated that there was no statistically relationship between learning style and age classification, academic level. However, there was relationship between AC learning style and academic achievement and AE learning style and academic achievement as a component.

Conclusion

Several factors as age, educational level, academic year and residence pose a high impact on the class management performance of student nurses, Teachers are the engine room of the classroom enhancement and instructional activities and Presentation of Data for responses technique was the highest technique that affects class management academic performance domains reported by the studied students, followed by verbal instructions technique then delegations of authority technique and use of instructional supervision.

Recommendations:

For Teaching Staff:

Academic Teaching Staff should use varied strategies in teaching to help students improving their academic performance.

For Nursing Students:

The nursing student should know effective ways to study, how to manage their

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time effective and proper lifestyle to achieve good academic performance.

Further Reaches:

The study should be replicated in different colleges and regions.

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إدارة الفصل وعلاقتها بالأداء الأكاديمي من منظور أعضاء التدريس وطلاب التمريض

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تشير إدارة الفصل إلى مجموعة الاستراتيجيات المستخدمة من قبل المعلم لزيادة تعاون الطلاب ومشاركتهم ولتقليل سلوك الطلاب المدمر والحفاظ على بيئة تعليمية مناسبة ، بعد قضاء الوقت مع سوء السلوك سببا مهما لفقدان وقت الفصل الدراسي وفقدان الطلاب الأداء. لذا هدفت هذه الدراسة الي تقييم ادارة الفصول الدراسية وعلاقتها بالأداء الأكاديمي من منظور اعضاء التدريس وطلاب التمريض. وقد اجريت الدراسة في كلية التمريض جامعة بنها علي عينة عشوائية من الطلاب بكلية التمريض من مختلف السنوات الدراسية الاربعة وعددهم ٩٤٢ طالب و١٢٧ من هيئة التدريس . حيث كشفت هذه الدراسة عن وجود فروق ذات دلالة إحصائية بين مستوى أداء إدارة الفصل ودرجتهم الأكاديمية. بينما لا توجد فروق ذات دلالة إحصائية بين العمر والإقامة وبين مستوى الأداء الإداري الكليه. كما توجد فروق ذات دلالة إحصائية عالية بين التأثير الكلي لتقنيات الأداء الإداري على الأداء الأكاديمي كما ورد من قبل طلاب الدراسة والمستوى التعليمي والسنة الأكاديمية ومحل إقامتهم. بينما لا توجد فروق ذات دلالة إحصائية بين سنهم والتأثير الكلي لأساليب الأداء الإداري على الأداء الأكاديمي كما ورد من قبل طلاب الدراسة. كما اوصت الدراسة الاستماع الجيد وتشجيع مشاركة الطلاب داخل القاعة الدراسية وتقييم الذات وتطوير الذات لدي أعضاء هيئة التدريس. كما يجب على أعضاء هيئة التدريس استخدام استراتيجيات متنوعة في التدريس لمساعدة الطلاب على تحسين أدائهم الأكاديمي.