

**UNIVERSITY OF EDUCATION, WINNEBA**

**THE IMPACT OF CLASSROOM MANAGEMENT ON EFFECTIVE TEACHING  
AND LEARNING: A CASE STUDY AT AGRIC CIRCUIT IN KUMASI**

**METROPOLIS**



**AUGUSTINE KWARTENG**

**7141770020**

**2016**

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**A Project Report in the Department of Educational Leadership, Faculty of  
Education and Communication Sciences, submitted to the School of Graduate  
Studies, University of Education, Winneba, in partial fulfilment of the requirements  
for award of the Master of Arts (Educational Leadership) degree.**

**AUGUST, 2016**

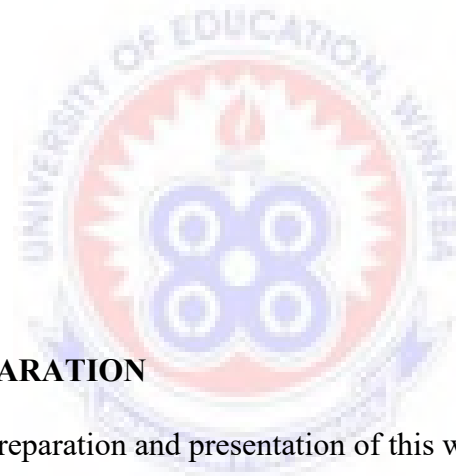
## DECLARATION

### STUDENT'S DECLARATION

I, **AUGUSTINE KWARTENG**, declare that this project report, with the exception of quotations and references contained in published works which have been identified and duly acknowledged, is entirely my own work, and it has not been submitted, either in part or whole, for another degree elsewhere.

**SIGNATURE:** .....

**DATE:** .....



### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

**NAME OF SUPERVISOR:** PROF. FRANCIS OWUSU MENSAH

**SIGNATURE:** .....

**DATE:** .....

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## **DEDICATION**

This work is dedicated first and foremost to God Almighty for the wisdom and protection throughout my one year of Masters in education programme. I also dedicate to my wife, Mrs. Florence Kwarteng and my two kids, Derrick and Ellsy for their financial, spiritual and moral support during my education.



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## ABSTRACT

The purpose of this study is primarily to assess the impact of classroom management on teaching and learning in Ghanaian basic schools. The study employed quantitative research approach as well as case study strategy in investigating the problem. Through random sampling, ninety (90) teachers were selected for the study. The research used questionnaire consisting of closed ended likert scale items to collect data. SPSS was used to analyse the data collected and presented using descriptive and inferential statistics. The study revealed among others, that teachers as well as school authorities have instituted some measures toward proper classroom management in their schools, proper classroom management has greater impact on effective teaching and learning in basic school and classroom management can be improved towards effective teaching and learning in basic schools through appropriate strategies. The study recommended that, educational authorities as well as other stake holders in the educational system should institute enabling environment to help teachers to implement proper classroom management in their classrooms and teachers should continue to improve their knowledge and skill towards improving classroom management for effective and efficient teaching and learning in basic schools. Finally, the study recommends further research into quantitative measurement of the impact of classroom management towards pupils' performance.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The fallen standard of education in Ghana is a major concern to the Ghana Education Service and most educational researchers (Nsiah-Peprah & Kyiiliyang-Viiru, 2005). The Ghana Education Service through the district directorates organize School Performance Appraisal Meeting (SPAM) every year in schools that perform poorly in the Basic Education Certificate Examination (BECE) to ascertain causes of the poor performance in order to render remedial measures. Some universities also target communities that have high rate of illiteracy or perform poorly in the academic pursuits and research into finding measures to remedy the situation. School authorities and teachers on their own way try to find out why their students could not perform well in examinations, texts and quizzes. Students from the colleges of education and universities of education also try every year to find problems in our educational system especially in the teaching and learning process in order to bring about improvement in the performance of students.

Effective education refers to the degree to which schools are successful in accomplishing their educational objectives. The findings of numerous studies have shown that teachers play a key role in shaping effective education (Hattie, 2009). The differences in achievement between students who spend a year in a class with a highly effective teacher as opposed to a highly ineffective teacher are startling. Marzano (2003) synthesized 35 years of research on effective schools and found out that teachers play a major role in effective teaching and learning.

Few aspects of education have generated as much concern as classroom management and organization. They are among the most frequently addressed topics for teachers in service; they head the list of concerns of school administrators and have recently attracted more attention from teacher educators and researchers because a teacher's ability to effectively manage the classroom and to organize instruction are basic components of teaching (Nakpodia & Urien, 2011). Moreover as classroom management strategies have a strong potential to positively influence student achievement and learning, they are paramount concern for many teachers, especially novices and teachers who are contemplating new instructional approaches for the first time (Yaşar, 2008).

Effective teaching and learning cannot take place in poorly managed classrooms (El-Yakub Bala, 2013; Jones & Jones, 2012; Van de Grift, Van der Wal, & Torenbeek, 2011). Effective classroom management strategies (CMS) support and facilitate effective teaching and learning. Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships (Wubbels, Den Brok, Veldman, & Van Tartwijk, 2006). Evertson and Weinstein (2006) define classroom management as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning" (pp. 4-5). This definition concentrates on the responsibility of the teacher and relates the use of classroom management strategies to multiple learning goals for students. Following this definition, effective CMS seem to focus on preventive rather than reactive classroom management procedures (Lewis & Sugai, 1999). An example of a

widely used – and generally effective – preventive strategy among teachers in primary education is that classroom rules are negotiated instead of imposed (Marzano, 2003).

There are many studies indicating that classroom management is one of the crucial factors that influence learning. For example, in their study, Wang, Heartel and Walberg (1993) identified classroom management as being the first in a list of important factors that influence school learning. Also, Marzano (2003) reached the same results with Yaşar (2008) by identifying classroom management as the most important factor influencing school learning. Ben (2006) states that effective classroom management strategies are significant to a successful teacher's delivery of instruction. This statement of the researcher explains the reason why classroom management is important. Effective classroom management prepares the classroom for an effective instruction which is crucial for the progress of learning.

Managing the classroom is a major challenge to most new and even some old teachers since it requires certain skills and attitudes to be able to organize, co-ordinate, control, communicate and lead the class effectively (Adeyemo, 2012). Managing the classroom has seen a major concern recently since it is an essential tool for any effective teaching and learning process. It is an aspect of educational system which contributes massively on achieving results in the teaching and learning process. Osakwe (2014), states that, effective classroom management maximizes children's learning opportunities. The educational system since the concept of education was introduced into our system, through various governments has tried to improve on classroom management in order to promote the standard of education in the country. They have been providing educational

facilities, teaching and learning materials and organizing training workshops, seminars and inspection of schools through the Ghana Education Service.

Non Governmental organizations and development partners such as Catholic Relief Services (CRS), Adventist Development Relief Agency (ADRA), Action Aid-Ghana; and Canadian International Development Agency(CIDA), Japan International Co-operation Agency (JICA), Department for International Development (DFID), United State Agency for International Development (USAID), and Danish International Development Agency (DANIDA) are also doing their part by providing educational infrastructure and facilities such as classrooms, desks, teaching and learning materials and resources to facilitate teaching and learning (Bizimana & Orodho, 2014). They are also involved in the organization of seminars, in-service training workshops for teachers and educational workers in order to promote the standard of education in the country.

Training institutions such as colleges of education and some universities like University of Education Winneba and University of Cape Coast are also doing their part to train effective and resourceful teachers who can improve the management in the classroom as a tool of providing effective teaching and learning in our schools (Otami, 2012). Croninger et al (2007), mention in their paper that, the qualities and qualifications that needs to be promoted in teachers, in order to achieve better educational outcomes is a fundamental question. Cara, Litster, Swain, and Vorhaus (2008), also supported that many researchers, practitioners and policy makers of educational systems argue that, teacher quality is vital to student achievement and progress.

Communities are also contributing to the management of classroom by providing facilities to upgrade the standard of the classroom (Schapps, 2003). They are also



providing physical, spiritual and emotional support to teachers in order to boost their moral of managing the classroom effectively. According to Harris and Goodall (2008) community engagement in children's learning has greatest impact in student achievement, and therefore must be encouraged.

Individual teachers are in the habit of finding ways of improving their managerial skills in the classroom (Hénard, & Roseveare, 2012). Teaching is a challenging job and teachers need to perform well in order to deliver their lessons effectively. According to Khan (2008), one major prerequisite for effective performance is the need for teachers to engage in continuous professional development. They are doing this by reading books, attending in-service training workshops and seminars; and also upgrading their knowledge in the fields of higher learning through distance learning programs and study leaves in order to become effective in the classroom.

Despite all these attempts by various stake holders to improve the management of the classroom, most of our classrooms are still not managed adequately for successful teaching and learning process. There is therefore the need for all stake holders in the educational system to be aware of the effects of classroom management in order for all to contribute their quota in developing, implementation and strengthening the concept of classroom management in all levels of education to upgrade the standards of education in the country.

## **1.2 Statement of the Problem**

Effective and efficient teaching and learning depends massively on proper classroom management (Jones & Jones, 2012). The classroom cannot be properly

managed without adequate provision of resources and teacher preparedness. In Ghana, teachers as classroom managers are not adequately equipped with the necessary resources and pragmatic strategies in the delivery of their duties in most schools especially in deprived communities (Norviewu-Mortty, 2012). As a result, most classrooms are not well managed to facilitate effective teaching and learning.

Classroom management as an important aspect of the educational system is on the decline in most schools. Various stakeholders in the educational system show little or no interest on ensuring adequate and proper management of the classroom yet Darling-Hammond (2012) states that, the preparation of teachers for their jobs does not end with their pre-service education at the college or university. This has resulted in poor performance in our educational system in recent times. This research seeks to bring out the impact of classroom management to all stakeholders in our educational system. This will enhance their collaboration in the development, provision, implementation and strengthening of proper classroom management in our schools to promote effective and efficient educational system in the country.

### **1.3 Purpose of the Study**

The purpose of this study is primarily to assess the impact of classroom management on teaching and learning in Ghanaian basic schools.

### **1.4 Objectives of the Study**

The study seeks to achieve the following objectives:

- The status of classroom management in basic schools of Agric circuit in Kumasi.

- The impact of classroom management on effective teaching and learning
- The strategies of improving classroom management

### **1.5 Research Questions**

- What is status of classroom management in basic schools of Agric circuit in Kumasi?
- What is the impact of classroom management on effective teaching and learning?
- What are the strategies of improving classroom management?

### **1.6 Significance of the Study**

This research was carried out to outline the impact of classroom management to all stakeholders in the educational system. It will unveil the importance of proper classroom management to all stake holders in the educational system. It will also to assist classroom teachers to be able to implement adequate and effective management in their classroom. This will promote effective teaching and learning in our classroom to encourage student's performance to raise the standard of education in the country. This will also help parents to assist their children with the necessary learning materials as a contributing factor to proper classroom management.

In conclusion, this study will help the maintenance of proper classroom management in all schools to improve the performance of students. The improvement of the performance of students will help raise the standards of education in the country, thereby improving the human resource base to develop the economy of the nation.

### **1.7 Delimitation of the Study**

The scope of the study was limited to assessing the impact of classroom management on teaching and learning in Ghanaian basic schools. The study was restricted to only public basic schools in Agric circuit in the Kumasi metropolis with the participants being teachers and pupils.

### **1.8 Limitation of the Study**

The study was conducted in the Agric Circuit in the Kumasi Metropolis, which has about 15 basic schools. However, only public basic schools were selected for the study. The findings therefore may not represent adequately what pertains in the schools in the entire Kumasi Metropolis. Also, there were challenges such as difficulties in getting information from respondents who thought that it was a way of infringing on their personal affairs. Finally, busy schedule of teacher and their ability to thoroughly read the questions well before responding may affect the validity of the outcome. However, it is worth noting that in spite of these limitations, the researcher worked tirelessly to ensure that these limitations did not affect the validity of the data and findings of the study.

### **1.9 Organization of the Study**

This study is divided into five chapters. Chapter one provides introduction for the study, background information to the study, the problem statement, the purpose and objectives of the study, the research questions, and significance of the study, delimitation and finally organization of the study. Chapter Two includes a review of the literature related to the study. Chapter Three provides information about the methodology that was

used to answer research questions and these includes: the research design, description of the population, sample and sampling procedure and research instrument. It also contains the data collection procedure, data analysis procedure and ethical consideration. Chapter Four also focuses on data presentation and analysis while Chapter Five contains the summary, conclusions and recommendations of the study.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter discusses the review of related studies under the following headings: Meaning of classroom management, Status of classroom management, Elements of classroom management, Teacher as a classroom manager, Classroom management approaches, Impact of classroom management and Strategies of improving classroom management.

#### **2.1 The Meaning of Classroom Management**

Classroom management is the term use to highlight all of those positive behaviours and decisions teachers make to facilitate the learning process of their students. It refers to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom and certainly the establishment and enforcement of routines and rules (Yidana & Lawal, 2015).

Classroom management is closely linked to issues of motivation, discipline and respect. Many teachers establish rules and procedures at the beginning of the school year. They also try to be consistent in enforcing these rules and procedures. Many would also argue for positive consequences when rules are followed and negative consequences when rules are broken. There are newer perspectives on classroom management that attempt to be holistic. One example is affirmation teaching, which attempts to guide students toward success by helping them see how their

effort pays off in the classroom. It relies upon creating an environment where students are successful as a result of their own efforts. According Austin & Omomia (2014) specialists in the field of education, school and classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behaviour. Thus academic achievement, teacher efficacy, and teacher and student behaviour are directly linked with the concept of school and classroom management.

Classroom management is certainly concerned with behaviour, but it can also be defined more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experience (Krause, Bouchner & Duchesne, 2003). Whereas according to Doyle, 1986 (as cited in Krause, Bouchner & Duchesne, 2003) the classroom environment not only provides a context for learning and includes the physical space, furnishings, resources and materials, but also the class atmosphere, participants' attitudes and emotions, and the social dynamics of the learning experience.

Managing student behaviour has always been a primary concern of teachers for student misbehaviours have interfered with a positive learning environment (Shin & Koh, 2007). From the beginning of teaching experience, teachers commonly express their concern about controlling the students and creating a disciplined environment in order to create a proper atmosphere for learning; and classroom management is commonly mentioned as the most intricate aspect of teaching. Yaşar (2008) also states that maintaining order in a classroom is a basic task of teaching as management activities lead to the establishment and maintenance of those conditions in which

instruction can take place effectively and efficiently. There is accumulating evidence from meta-analyses of variables that influence school learning and that classroom management has been identified as one of the variables that has greatest influence on school learning (Ekwueme, 2011). Today, classroom management is becoming an increasing problem for teachers and administrators in primary schools because of changes in educational environments. Firstly there should be clarity about what classroom management is so that its effect on learning environment could be understood. Since classroom management is a multifaceted concept, it is defined differently by various writers. Conceptions of classroom management are influenced by changes in research perspectives at various points since the late 1960s (Youcef, 2015). Since that time the meaning of the term classroom management has changed from describing discipline practices and behavioural interventions to serving as a more holistic view of teachers' actions in orchestrating supportive learning environments and building community.

Marzano (2003) stated that classroom management is a key to high student achievement. In their research, they found out that teachers actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement. Effective classroom manager provides effective instruction, so management is an integral part of learning process.

Classroom management may increase or decrease the value of teaching and learning basing on its appropriateness (Aras, 2012). While assessing the self-efficacy beliefs of teachers, classroom management constitutes one of the six main domains of



teacher functioning. Teacher efficacy has been related to teachers' behaviours in the classroom, affecting their levels of effort, aspiration, planning, and organization, and their persistence and resilience in complicated conditions (Richardson, 2011). Specifically, teachers with a higher sense of efficacy tend to be more enthusiastic about teaching and committed to teaching. In the study about dimensions of teacher self-efficacy carried out by Richardson (2011), classroom management domain is the one that teachers had the lowest confidence about; which means that this is a major obstacle for effective learning environments. Both the definitions of classroom management and the studies that prove the crucial role of an effective management for successful learning environments direct us the conclusion that researches in educational settings have to enrich our literature in this area.

## **2.2 The Status of Classroom Management**

In the past, classroom management received comparatively little attention in teacher education. This was because it was thought that anybody who called him/herself a teacher could easily manage a classroom (Little, 2005). This means that stakeholders in the educational system did not lay much emphasis on classroom management. They never saw it as a major contributing factor to effective teaching and learning process. Therefore stakeholders in the educational system laid little emphasis on proper management of physical environment, psychosocial environment, instructional resources and effective way of maintaining discipline which are factors to effective teaching and learning process.

The trend changed through the various reforms by respective governments, especially the 1987 educational reforms by the PNDC government. Agbemabiese (2007), states one of the major elements of the reforms was to increase the relevance and efficiency of the educational system by expanding the curriculum of the junior secondary school to provide for academic, cultural, technical, vocational objectives of the reforms to improve the quality, efficiency and relevance of pre-university education by expanding the curriculum of both the primary and Junior secondary schools. He further added that the reforms can be implemented by the construction of classrooms and workshops in areas which lacked these facilities as one of the provisions. Since then the perception on classroom management has changed among all stakeholders. The government is trying all it can to provide adequate facilities. Teacher educational institutions are laying more emphasis on the proper managerial skills of teachers undergoing training. The Ghana Education Service is also doing their best to organize in-service training workshops for practicing teachers to upgrade their knowledge on classroom management. Individual teachers are also doing their best to upgrade their knowledge and skills on effective classroom management.

Owusu-Banahene (2008), reports that, there has been a change in the best way to implement classroom management. He states that, the older view emphasized creating rules and applying them to control students' behaviour. The newer view focuses more on students needs for nurturing relationships and opportunities for self-regulations". This means that the concept and implementation of classroom management has changed from a static and rigid to a more diverse, flexible and effective way of managing the classroom.

Igbinoba and Marvelous (2015) examined the classroom management differences between teachers in rural settings and those in urban settings and they found that urban teachers were significantly more interventionist than rural teachers in terms of people management. In another study, Martin and Shoho (2000) investigated the differences in the classroom management approaches of traditionally certified and alternatively certified teachers. The results revealed that teachers in alternative certification programs were significantly more interventionist than were traditionally certified teachers regarding instructional management. However, these alternatively certified teachers were not more interventionist regarding people management or behaviour management. Martin, Yin and Mayall (2006) conducted a study to investigate the difference classroom management styles of teachers regarding their classroom management training, teaching experience, and gender. The study revealed significant differences between males and females and between novice and experienced teachers on Instruction Management subscale scores. Females scored more interventionist than males and experienced teachers scored significantly more controlling than the less experienced counterparts.

Sowell (2013) studied the classroom management beliefs and practices of middle school teachers. The purpose of her study was to determine if there was difference in classroom management beliefs and practices of teachers regarding two years of teaching experience or type of teaching certification. The study indicated that neither source of certification nor experience level alone affect teachers' orientation to classroom management. However, teachers with traditional certification and many years of experience exert significantly less control over classroom activities and students'

behaviours than do the other group with less experience level and different certification type.

Yaşar (2008) compared the classroom management approaches of classroom teachers, intern teachers and senior level practicum students by using the Inventory Classroom Management Style (ICMS). The results indicated that while senior level practicum students were not interventionist, intern teachers were found to be interventionist; and the more experienced teachers were not interventionist again.

Garrett (2005) also studied the student-centered and teacher-centered classroom management strategies by employing qualitative research methods. The purpose of her study was to explore the classroom management strategies used by three teachers who apply student-centered approach to their instruction and to examine the relationship between their managerial and instructional approaches. As a result, she found that the way teachers think about the relationship between their instructional and managerial approaches was influenced by what they see as the overall goal of classroom management. While two of them have a classroom management strategy consistent with their way of instruction, one does not.

Foxworthy (2006) utilized the qualitative research techniques to investigate teachers' beliefs about classroom management and the importance of this aspect's of teaching. Interviews with the teachers, observations of classes and field notes revealed that participants believed in respect and the notion that students' needs must come first. Also, the important result of this study for us is that aspects of their beliefs and strategies about classroom management have changed since they began

teaching. Participants have two explanations for the reason of this change; gaining experiences or gaining knowledge through professional development.

### **2.2.1 The Organization of the Classroom**

Classroom management and organization are intertwined. While rules and routines influence student behavior, classroom organization affects the physical elements of the classroom, making it a more productive environment for its users. How the classroom environment is organized influences the behavior in it. For example, actions as simple as color-coding folders, establishing fixed locations for lab supplies, maintaining folders for students to pick up missed work after being absent, keeping extra copies of “Back to School Night” items to share with new students, and designating specific places for other classroom supplies can have a dramatic effect on classroom organization and, consequently, on student learning. While these procedures and a multitude like them are simple matters, they nonetheless can be essential components for a smoothly operating classroom.

Classroom organization is evident in a room even if no one is present. Furniture arrangements, location of materials, displays, and fixed elements are all part of organization. Effective teachers decorate the room with student work, they arrange the furniture to promote interaction as appropriate, and they have comfortable areas for working (Rubio, 2009). They also consider student needs in arranging the room by leaving space for wheelchairs to maneuver; having walkways so students can access materials, pencil sharpeners, and the trashcan with minimal disturbance to others; and

organizing in such a way as to allow the teacher to freely move around the room to monitor student progress (MacLeod, Dodd, Sheard, Wilson, & Bibi, 2003).

Teachers are observers of behavior and understand the rhythm of the classroom. Placing materials near the pencil sharpener may seem like a good idea, until one considers that at the start of a lesson this area may become congested with some students retrieve materials for their group and others waiting to use the pencil sharpener. However, the pencil sharpener and the trashcan may be a good pairing if the pencil sharpener tends to break regularly, spilling its contents on the floor; this way shavings fall into the trash instead. Effective teachers think about the little details that enhance the use of available space in the classroom as well as the big issues.

## **2.3 Elements of Classroom Management**

### **2.3.1 Physical Environment of the Classroom**

The physical classroom environment influences students' learning, participation, and involvement in class activities. Classroom management begins with the physical environment of the classroom itself. This consists of the interior part of the classroom. It includes floor spaces, wall space, students' desk, teachers' desk, cupboard, shelf space and other supplies. Gererd (2007), states that, the way a classroom is laid out, the quality of pupils' work displays, the condition and tidiness of the room all play a part in conveying positive or negative messages to the pupils about your expectations. This makes the management of the physical environment very important to teaching and learning. Physical environment must be conducive for any effective teaching and learning. In Ghana, most classes in the rural areas are held under trees, cladded and

uncladded pavilions, sheds, huts and dilapidated structures. All these do not create a conducive atmosphere for proper teaching and learning. Some classrooms are structured close to very noisy environment such as heavy industrial machines, heavy traffic passage and populated market centres. In addition, some classrooms lack adequate physical facilities like pupils desk, teachers desk, cupboard, shelves and others structures for pasting teaching and learning materials.

### **2.3.2 Psychosocial Environment of the Classroom**

This consists of psychological and social climate of the classroom. In other words, it is the relationship that exists in the classroom. It can be the relationship that exists between the teacher and the students or the students themselves. This relationship must be cordial and healthy to promote effective teaching and learning atmosphere in the classroom. One of the importance of cordial relationships in the school is that the objectives of the school are easily achieved as members realize their common objective and work towards it (Yukl, 2012). It also consists of teachers' ability to control the class through routine activities. The teacher must also be able to control students' attitudes to maintain discipline in the classroom. The teacher's personal attitude is also a factor to the psychosocial climate in the classroom.

### **2.3.3 Classroom Routines and Procedures**

A classroom routine is simply a well-rehearsed response to a teacher's directive. The alternative is usually noise, milling around, and time wasting on the part of students, as well as nagging on the part of the teacher. Teacher's classroom management practices

have a significant, positive effect on decreasing problem behaviour in the classroom (Oliver, Wehby & Reschly, 2011). A classroom routine is, therefore, one of a teacher's primary labour-saving devices. Yet, classroom routines are not free. They are not simply to be announced. They must be taught and practiced. Acceptable routines need to be determined for the classroom. Disorganization wastes instructional time. When students are not sure of expectations, they often react with insecurity or discomfort and exhibit problem behaviours that take time away from instructional activities. Establishing routines, then, is important. To help students learn the routines, explain each (demonstrate when helpful), allow students to practice them, provide feedback, and continue to re-teach as necessary, particularly after vacation breaks.

#### **2.3.4 Instructional Time**

This is the period allocated purposely for teaching and learning in the classroom. According to Rivkin and Schiman (2015) instructional time may include time scheduled for the purpose of instruction and other activities for children where direct pupil–teacher interaction and supervision are maintained. Classroom activities are pre-planned by the school management and the educational authorities. The teacher is the one who implement these activities directly. There are a number of behaviours which can affect this negatively. Some of them are teacher absenteeism, lateness, lack of preparation of lessons, misuse of instructional or contact hours. Also, other interruptions such as marking of register, collection of money such as school fees and canteen fees, giving announcements and other information in between instructional hours and sending



students on errands. All these reduce the effectiveness and efficiency of the teaching and learning process.

### **2.3.5 Instructional Materials**

These are materials that are needed for the teaching and learning process. According to Sarfo (2007, p.34), instructional materials can be grouped into two; primary (which consist of real objects), secondary (which includes models, pictures and charts) and tertiary (eg. television, radio and computers). All the materials that would be needed by both teachers and students must be pre-planned and gathered by the teacher before the actual lesson, so that effective and efficient lesson can be achieved. This will help the teacher to use the available materials effectively to cater for all students. It will also help the teacher to repair worn-out materials. Materials that are also needed to be constructed, searched or bought can be obtained before the lesson. This will avoid a situation whereby lessons are halted to search for materials or repair parts of equipment since they were not prepare before the lesson.

### **2.3.6 Motivation of Students**

According to Owusu-Banahene (2008), to be motivated means to be moved to do something. Oseyomon and Ojeaga (2011), also defines motivation as an inner drive that activates behaviour and gives it a direction. It is a management tool that managers employ in the process of achieving organizational objectives. For the purpose of this study I will say that motivation is a process of creating, sustaining and directing interest towards a desirable outcome or behaviour. Most students especially in the early stages of

education lack the interest in learning. It is therefore the duty of the classroom teacher to assist these students, in other words motivate them to learn. Sometimes lessons may be complex and difficult to achieve by students yet the teacher has to find ways of breaking it to the level of students understanding. Again he/she must use ideal, interesting and effective strategies in presenting lessons. The teacher must also use praises and reward to arouse student's interest in learning. Smith and Laslett (2002) states that, some teachers feels reinforcement such as reward, is a sign of weakness, if not an admission of defeat'' yet they followed that it helps to strengthen the frequency, duration and intensity. In addition students must be motivated to maintain disciplinary measures in the classroom. All these can be possible through certain theories and principles, and the teacher's ability to apply them effectively.

### **2.3.7 Classroom Rules**

McManus (1989) cited in Smith & Laslett (2002) sensibly points out teaching is more than the sum of its parts but it is possible from research, observation and autobiographical anecdote to discern the rules of classroom management applied by successful teachers. Too often it is assumed that standards of classroom discipline are understood or that students already know how to behave. Furthermore, standards are frequently communicated indirectly rather than directly. This often results in students learning the rules through trial and error, and it also results in more classroom behaviour problems. Therefore, it is important to clearly communicate the classroom rules to students.

### 2.3.8 Classroom Discipline

Effective student discipline requires effective school management and effective classroom management. Probably the biggest fear a teacher faces is how to deal with classroom discipline. Discipline is the cornerstone of good classroom management. The annual Gallup poll of the public's attitude toward public schools reveals that classroom discipline is considered the biggest problem at school. The study showed also that teachers feel unprepared to deal with disruptive behaviour.

Some scholars believe that dealing with behaviour problems requires no disciplinary measures. Kohn (2001) argues that disciplinary interventions are not only ineffective, but can also be counterproductive. However, research and theory show that a balanced approach, including also appropriate disciplinary techniques, is needed to have discipline in the classroom.

Marzano (2004), in his book *Classroom management that works* points out five groups of disciplinary practices: the teacher reaction includes the teacher's verbal and physical reaction to disruptive behaviour; tangible recognition includes interventions rewarding students for positive behaviour with some kind of symbol; direct cost includes practices for direct consequences for bad behaviour; the fourth group consists of group contingency practices which focus on a group of students who have to reach a certain standard of good behaviour; and the fifth category comprises of home contingency strategies in which students' behaviour is controlled at home. Marzano concluded that all of these five disciplinary categories result in a decrease in students' disruptive behaviour at all grade levels. However, the lower the grade, the bigger the disciplinary effect of the practices.

Having good classroom discipline involves a number of steps with the first of all having a clear discipline plan at the start of the year. From the first day at school, teachers must establish reasonable and doable rules and not allow disruptive behaviour. Students have to be informed about the standards of behaviour and follow them; they have to know that actions that disturb the educational process are not acceptable.

Teachers, however, have to be fair, students have a very good sense of fairness and teachers should treat all students equitably in order to become respected. If the class is disrupted, teachers should react immediately taking as little time as possible out of the lesson. Teachers have to have high expectations from students and are within their rights to expect that students will not disrupt the class and will rather behave.

#### **2.4 The Teacher as a Classroom Manager**

Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom (Wilson, 2012). If students are disorderly and disrespectful, and no apparent rules and procedures guide behaviour, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create and the person who is most responsible for creating it is the teacher.

The teacher is probably the single most important factor affecting student achievement in our educational system (Ehrenberg, Brewer, Gamoran & Willms, 2001). Effective teachers appear to be effective with students of all achievement levels

regardless of the levels of heterogeneity in their classes. If the teacher is ineffective, students under that teacher's tutelage will achieve inadequate progress academically, regardless of how similar or different they are regarding their academic achievement.

Effective teachers have a wide array of instructional strategies at their disposal. They are skilled in the use of cooperative learning and graphic organizers; they know how best to use homework and how to use questions and advance organizers, and so on. Additionally, they know when these strategies should be used with specific students and specific content. Although cooperative learning might be highly effective in one lesson, a different approach might be better in another lesson. Some general strategies that have a good research “track record” in terms of enhancing student achievement have been detailed in *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (Marzano, Marzano & Pickering, 2003).

Effective teachers are skilled at identifying and articulating the proper sequence and pacing of their content. Rather than relying totally on the scope and sequence provided by the district or the textbook, they consider the needs of their students collectively and individually and then determine the content that requires emphasis and the most appropriate sequencing and presentation of that content. They are also highly skilled at constructing and arranging learning activities that present new knowledge in different formats (e.g., stories, explanations, demonstrations) and different media (e.g., oral presentations, written presentations, video presentations, Web-based presentations, simulations, hands-on activities).

## 2.5 Classroom Management Approaches

Classroom management is a multifaceted concept and views about classroom management styles can be categorized in various ways. Writers categorize different classroom management approaches basing on the different aspects of classroom management. Nevertheless, most generally degree of teacher-control over classroom issues and students is taken as the organizer for classification by researchers.

Rudiyanto (2014) stated that the most useful organizer for classroom management is the degree of control that teacher exerts on the students and the classroom. A continuum showing a range of low to high teacher control illustrates the educational views. Burden grouped the different classroom management approaches under three main headings:

- The Intervening Model which consists of high control approaches includes Behaviour Modification, Assertive Discipline, Positive Discipline, and Behaviourism and Punishment
- The Interacting Model which are medium-control approaches include Logical Consequences, Cooperative Discipline, Positive Classroom Discipline, Non cohesive Discipline, Discipline with Dignity, and Judicious Discipline.
- The Guiding Model which can also be called as low-control approaches include Congruent Communication, Group Management, Discipline as Self-Control, Teaching with Love and Logic, Inner Discipline and from Discipline to Community.

Like Burden, considering the degree of teacher control as an organizer for their categorization, which classroom management strategies are classified as interventionist, noninterventionist, or interactionist illustrates a continuum. According to this, interventionist teachers -at one end of this continuum- believe that students learn appropriate behaviours primarily when their behaviours are reinforced by teacher generated rewards and punishments. Consequently, they contend that teachers should exercise a high degree of control over classroom activities. At the other extreme, non-interventionists teachers believe that students have an inner drive that needs to find its expression in the real world. As a result, non-interventionists suggest that students should be allowed to exert significant influence in the classroom and that teachers should be less involved in adjusting student behaviours. In the middle, interactionist teachers believe that students learn appropriate behaviours as a result of encountering the outside world of people and objects. Therefore, interactionists suggest that students and teachers should share responsibility for classroom management. They believe that teachers will act according to all three models of discipline, but one model usually predominates in beliefs and actions. Thus; the application of these various theories emphasizes teacher behaviours that reflect the matching degrees of power possessed by student and teacher (Yaşar, 2008).

In addition, Rogers and Freiberg (1994) identified two approaches based on the locus of control in the classroom as organizer; teacher- and student-centered approaches. They have developed a chart comparing and contrasting the aspects of these two approaches. Similar to the classification of Garrett (2008) these two approaches are

the opposite ends of a continuum; and it is difficult to say that a teacher has just student-centered approach or teacher-centered.

However, these classes are useful to discover which orientation is dominant on teacher's classroom management approach. In the chart, basic strategies used in some key areas of classroom management are presented for both of the approaches. Discipline Comparison Teacher-Centered and in Person-Centered Classroom (Garrett, 2008).

Traditional classrooms can be called as teacher-centered classrooms that are directly affected by the principles of behaviourist approach emerged from the work of Skinner. The child is often viewed as the recipient of knowledge and teacher has the control over the students and subject matter. As a result of behavioural approach to instruction, teachers prefer behavioural classroom management techniques consistent with their way of instruction. The behavioural model requires strong intrusion and management techniques on the part of the teacher (Garrett, 2005). Traditionally, student behaviour management has heavily depended on behaviourism theory, which is primarily based on rewards and punishments as reinforcement. Behaviourism mainly focuses on modifying individual behaviour to lead the student to build positive behaviour in the classroom. Behaviourism essentially forces external controls over the student to shape his or her behaviours in a desirable way (Lerner et al, 2003). Teacher is the dominant person in the classroom and has the responsibility of all ongoing issues in the classroom; from students' motivation to misbehaviours. Teacher exerts control over students. Teacher's job is to mediate the environment where possible, and by incorporating a reward and punishment approach to redirect the student's behaviour when



needed. In these teacher-centered classrooms students are passive learners and compliance is valued rather than initiative (Garrett, 2008). From the perspective of behaviourism, teachers can easily reach the conclusion that student misbehaviours can be decreased by rewards or punishments. Some educators, however, have criticized behaviourism because of the passive role of the learner while the teacher is in control; for instance, students always sit and wait for teacher directions. Many educators contend that a fundamental deficiency in behaviourism lies in the lack of learners' initiative within the learning process (Garrett, 2008).

According to Rogers and Freiberg (1994), the child-centered classroom management model started from criticizing the perspective of behaviorism, a teacher-centered classroom discipline strategy. The child-centered theory places the learner at the center of classroom management models. This approach is derived from cognitive learning theory that emphasizes a child's capacity to lead his or her own learning and thinking, developing self-automaticity (Lerner et al, 2003). Cognitive learning theorists perceive the learning as process. Thus, they are concerned more about individual differences than individual academic outcomes. Current classrooms are more student-centered (learning-centered) since educators recently have been affected by the principles of cognitive theory and constructivism which emphasize the importance of learners' construction of knowledge. According to new principles, student learning is most effective in student-centered classrooms where students are encouraged to develop their own meaning. Constructivist teachers encourage and accept student autonomy, allow student responses to drive lessons, shift instructional strategies, and alter content (Brooks & Brooks, 1993). Creemers (2007) asserts that interactive

instructional approaches bring about “powerful changes in the dynamics of the classroom. While students’ role changes from passive recipient of knowledge to active participant in construction of the knowledge; for teachers, the role is to facilitate rather than to directly control all aspects of the learning process, to serve as a resource person, to coach, to give feedback, to provide the needed assistance (Brophy, 1999). Garrett (2005) described two kinds of teachers as a custodial and a humanistic educator. While the educator with custodial orientation is likely to be high controlling, employing highly impersonal relationships with students and has a major focus on the maintenance of order, the educator with more humanistic orientation is likely to maintain a classroom climate that supports active interaction and communication, close personal relationships, mutual respect, positive attitudes, as well as student self-discipline. When these two teacher models are considered in terms of learning environments, a humanistic teacher is needed in new classrooms since a custodial teacher will display behaviours contradictory to the principles of social constructivist learning environment. Current conceptions of learning that emphasize students’ active construction of knowledge, including how to regulate their behaviour and interact socially with the others; do not fit with conceptions of management such as behavioural control, compliance, and obedience (McCaslin & Good 1992). Therefore, shift in educational settings; teachers’ and students’ roles and classroom environments necessitate a change in classroom management techniques. In learning-centered classrooms, teachers recognize the importance of explicitly integrating management and instructional strategies to attain broader and more challenging learning goals for all students. Some researchers propose that teachers

implement more student-centered classroom management techniques to help accomplish their goal (Brophy, 1999; Evertson & Weinstein, 2006). The purpose of classroom management in student-centered classrooms is for teachers to actively engage students in learning, encourage self-regulation, and build community (Evertson & Weinstein, 2006). Teachers release their over-control on the students and learning environment in order for creating democratic learning communities where the students feel themselves safe and improve their social skills. Teachers share their leadership with the students and students are responsible for their behaviours in classes that student-centered classroom management is present. Classroom management can and should do more than elicit predictable obedience; indeed it can and should be one vehicle for the enhancement of student self understanding, self-evaluation, and the internalization of self-control (McCaslin & Good, 1992).

Nevertheless, certain basic classroom management principles such as clarifying what students are expected at the beginning, or careful planning of activities before the lesson, appear to apply across all potential instructional approaches (Brophy, 1999).

On the other hand, another basic principle that management system needs to support instructional system should not be forgotten. In a social constructivist learning environment that emphasizes promotion of self-regulated and active learning, higher order thinking and construction of knowledge, a management approach that orients students towards compliance and passivity will be an impediment for achievement of the learning outcomes. The development of personal identity is developed when classrooms are organized as places where students feel they belong and where they have a sense of

ownership. Students spend considerable time in classrooms during an academic year; so it must be a place where they feel comfortable in order for it to be an environment that is conducive to learning. Also feelings of ownership and personal identity are enhanced by allowing students to participate in decision-making about the use of the space, the grouping of desks, and room decorations (Savage, 1999).

## **2.6 The Impact of Classroom Management**

An effective teaching-learning process cannot take place in the context of a poor classroom management. It can be rightly argued that the teacher is the biggest influence on how well students behave in a classroom. According to Wright, Horn and Sanders (1997), the most important factor directly influencing learning is the teacher. This means that, any procedure to optimize school performance should aim to educate teacher effectiveness in the classroom. It is also believed that, it is not the quality of the students, the involvement of the parents, or the administration that make the most impact, but the teacher's attitude. This is premised on the fact that some students tend to live up to the teacher's expectations. In this instance when the teacher expects great things from them, they would surely rise to the challenge. The corollary is that when you expect poor classroom behaviour they would also meet that challenge. It must be appreciated that effective classroom management is probably the most difficult aspect of a teacher's duty and role. It is opined by Austin and Omomia (2014) that, it is not simply to teach curriculum content but it is to also guide, direct and empower students to govern their own behaviour so that their life within a social setting can be an enjoyable and productive one.

The overall value of effective classroom management and its positive effect in guaranteeing the achievement of outstanding educational outcomes is well captured by Emmer and Stough (2001). They argued that the ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes. Although sound behaviour management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduces but does not eliminate classroom behavioural problems.

It is posited by the many writers that, effective classroom management requires some basic classroom procedures or routine. According to Austin and Omomia (2014), the classroom procedures can be used to provide consistent momentum or transitions. Some of them include entering or leaving the classroom. The procedure involves students coming in quietly, take out the needed materials for the class, and place their bags and other items neatly under their desks. In starting the class, the students should be quiet before the teacher walks in. The next procedure which is the taking of role can be accomplished quickly if you have assigned seats to each student and you have a seating chart readily with you.

It is important to consider the importance of maintaining order in effective classroom management. This has become necessary because establishing and maintaining order is central to what educators do. According to Doyle (2011), the underlying assumption is that classroom order encourages student engagement which supports learning. Without order, a teacher is hard pressed to promote student learning. The implication of this, according to him is that, classroom management results in the

coupling of order and learning. He therefore, saw classroom management as the progression of strategies that teachers utilize to promote order and student engagement and learning. The consequence of this position is the prompt enhancement of the right learning outcomes. Some pro-active principles in maintaining order in classroom management according to Doyle (2011) include the following: Develop coherent list of expected behaviours (usually only four or five rules), Equip students with the skills needed to execute appropriate behaviour, Continually assess the success of an implementation, and Create and sustain a positive environment in which this can take place.

Embracing the essence of order in classroom management enables the teacher to apply all facets of discipline within the classroom which centres on the three fundamentals of teaching. That is, content, conduct and covenant management. Content refers to the curriculum; conduct has to do with discipline while covenant has to do with relationship (Doyle, 2011). School and classroom management according to specialists in the field of education, aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behaviour. Thus, academic achievement, teacher efficacy and teacher and student behaviour are directly linked with the concept of school and classroom management. This focuses on three major components: content management, conduct management and covenant management.

The research carried out by Froyen & Iverson (2014) showed that a high incidence of classroom disciplinary problems has a significant impact on the effectiveness of teaching and learning. It has been found that teachers facing such issues fail to plan and design appropriate instructional task. They also tend to neglect variety in

lesson plans and rarely prompt students to discuss or evaluate the materials that they are learning. In addition, students' comprehension or seat work is not monitored on a regular basis. In contrast, strong and consistent management and organizational skills have been identified as leading to fewer classroom discipline problems (Froyen & Iverson, 2014). On the strength of this, according to Doyle (2011), 'order' in the classroom prompts 'engagement', whereas the teacher uses 'discipline' to curb 'misbehaviour'. The result is 'cooperation'. He further argued that 'cooperation' rather than 'engagement' (in the sense of involvement with content) is the minimum requirement for student behaviour. Hence, 'engagement' is learning, 'cooperation' is 'passivity'. He further noted that order is not 'absolute silence' or 'rigid conformity' to rules, although these conditions are sometimes considered necessary for specific purpose (e.g. a major test). 'Order' in a classroom simply means that within acceptable limits, the students are following the programme of action necessary for a particular classroom event to be realized in the situation (Doyle, 2011).

It is argued that a tremendous body of research attests to the fact that classroom management/organization and behaviour management competencies significantly influence the persistence of new teachers in their teaching careers (Ingersoll and Smith, 2003). The consequence is that new teachers are quick to express their concerns over lack of competence in handling disruptive behaviour of students (Browsers & Tomic, 2000). This category of ineffective teachers often report high level of stress and symptoms of burnout concerning their job (Browsers & Tomic, 2000, Espin & Yell, 1994).

## 2.7 The Strategies of Improving Classroom Management

Teaching is my passion and I always believe that unless teaching practitioners' workout to find the solutions to the problems, reformation cannot take place in teaching practices. Action research helped me to polish classroom management skills. Mills (2003) defined action research as any systematic inquiry conducted by teachers, administrators, counsellors, or others to know about particular teaching practice or learning process. Guskey & Yoon (2009) focused on teachers as the key to successful reform and stated, "The overwhelming majority of educators are thoughtful, inquiring individuals who are inclined to solve problems and search for answers to pressing questions. Similarly, Brown (2002) stated that those teaching practitioners who engage in the process of action research are more reflective. Suter (2006) asserted that teachers can make exemplary contributions to instructional improvement if they conduct action research.

Many teachers find it difficult to maintain discipline in classroom. It is moderately difficult for them to use effective techniques to prevent the development of classroom discipline problems (Hart, Wearing & Conn, 1995; Johnson, Oswald & Adey, 1993; Lewis, 2001; Oswald, Johnson & Whittington, 1997). Many of the researchers believe that there are at least three main approaches to maintain classroom discipline (Lewis & Sugai, 1999; Wolfgang, 1995). Researchers believe that teachers must develop clear expectations and apply a range of rewards and recognitions for good behaviour as well as punishments for misbehaviour (Canter & Canter, 2002; Swinson & Melling, 1995; Swinson & Cording, 2002). Others argue that discipline can only be attained by student self-regulation which is facilitated by using techniques such as negotiating,



discussing, and contracting (Pearl & Knight, 1998; Wade, 2000; Vitto, 2003). The third orientation favours team work, whereby the team takes responsibility for ensuring the appropriateness of the behaviour of all its members (Schneider, 1996; Edwards & Mullis, 2003; Johnson & Johnson, 2006).

Recent researches suggest a number of strategies to maintain discipline. Some of these strategies include the application of punishment, humiliations, yelling, and teachers' aggression, which is believed to increase hostility (Lewis, 2001). In contrast, there are few strategies that may be more productive such as positive reinforcement, recognition of responsible behaviour and giving attention to misbehaving students.

Discipline is one of the important areas for teachers to maintain for achieving timely educational goals. It is normally associated with command and control and is often taken as synonymous with punishment or regulation. Afolabi (2013) defined discipline as an important contributing factor to develop a caring community. Three pillars form the basis for this type of discipline: Respect for authority figures, a system of rewards and punishment, and a set of consequences (Sonn, 2002). Pienaar (2003) believes that discipline is a process in which a person learns.

Discipline in a classroom aims at securing children's compliance with adult demands (Kohn, 1996) for which, teachers often adopt approach of punishment. It is a very popular method for influencing behaviour in schools. Punishment suppresses behaviour, either by the presentation of something negative or by the removal of something positive (Woolfolk, 1998).

Punishment consists of delivery of an unpleasant or aversive stimulus following a response (Sadrudin, 2012). It is usually viewed as negative since it is designed to force

an individual to remove, or to unlearn some unwanted cognitive or affective behaviour (Van Wyk, 2000). It does not generally motivate learners to improve their behaviour; it simply teaches them to avoid the punishment (Galvin, Miller & Nash, 1999).

Another strategy teachers' use to maintain discipline is by de-motivating students in front of others. Dornyei (2005) defines de-motivation as specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action.

Teachers may use harsh language, threat students to complete their work on time and criticize students, which may lead to less class participation or behaviour problem among students. Lack of respect for teachers is one of the main causes of discipline problems in the classroom. When students are asked to do something in class, they protest, and refuse to carry out the instruction. It only happens when teacher uses strict rules or apply other such methods to de-moralize students. Contrary to that, if the rights are given to the students' to be liberal, they often abuse the so-called 'rights' and at times, the teachers are unable to curb the situation. The decline of learner's performance could also be due to tighter academic standards where hard work and creativity are necessary to cope, in addition to less personal attention and fewer opportunities to participate in classroom decision-making (Berg, Kalleberg & Appelbaum, 2003).

Sonn (2002) believes that positive discipline is the best form of discipline as it focuses on positive aspects of behaviour in the class, reinforcing good behaviour through rewards and involves learners in decision-making about rewards and punishment. Psychologists have dominated debates on school discipline and classroom management (Slee, 1995)

In order to reduce student de-motivation, Williams and Burden (1997) suggested strategies: to recognize the complexity of motivation; be aware of both initiating and sustaining motivation; discuss with the learners why they are carrying out activities; involve learners in making decisions related to learning the language and in setting language-learning goals; recognize people as individuals; enhance intrinsic motivation; build up a supportive learning environment and give feedback that is informational.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This Chapter outlines the manner in which the study was conducted. The key components are the research design, population, sample size and sampling technique, research instruments, procedure and data analysis.

#### **3.1 Research Design**

The researcher used a cross-sectional survey design because the study intended to pick only some representative sample elements of the cross-section of the population (Creswell, 2007). The study was cross-sectional because it was conducted across participants over a short period of time and it did not necessitate the researcher to make follow-ups of the participants. The survey was also preferred because it allowed the researcher get detailed inspection of the influence of home base factors on the performance of pupils in primary schools in Agric circuit (Creswell, 2007).

The study employed quantitative approach in investigating the problem. This aided the researcher to get respondents to provide appropriate data, both in terms of relevance and depth to the study (Creswell, 2009).

#### **3.2 Population**

A population is defined as the targeted group the researcher is interested in. This allows a researcher to establish boundary conditions which specify who to include in or exclude from the population from which a sample will be drawn (Tuckman, 1985). There

were 15 basic schools in the Agric circuit at the time of data collection and there were 200 teachers which constituted the population of the study.

### **3.3 Sample and sampling technique**

The simple random technique was used and provided appropriate data both in terms of relevance and depth of the study. For the purpose of this study, the researcher chose a sample size of 90 teachers which is 45% of the population. According to Asamoah-Gyimah and Duodu (2007), about a sample size of 10-30% of the population is acceptable for quantitative research. The staff list of each school was used to generate random numbers. Six teachers were randomly sampled from each school for the study.

### **3.4. Data Collection Instrument**

This is about research design and organization of the questionnaire. A self-administered and research designed questionnaire was used to collect data from all subjects in the sample. The questionnaire was made up closed ended 5-point likert scale items. A questionnaire technique was adopted because it assures anonymity and permit wider coverage of respondents who are geographically dispersed. The questionnaire consisted of forty items. The first section was designed to collect personal data like gender, age, number of years taught among others. The second section of the questionnaire consisted of the status of classroom management. The third section focuses on the impact of classroom management. The fourth section looks at the strategies of improving classroom management.

### **3.4.1 Validity and Reliability**

Validity is the degree to which definitions and explanations of the phenomena under study match accurately with the realities of the environments in which they exist (McMillan & Schumacher, 1993). Reliability on the other hand, is a quantitative research study that refers to the researcher's ability to be transparent, consistent and dependable upon his/her research activities so that research bias is minimized. Best and Kahn (1998), contend that reliability is the degree of consistency purported by the research instruments and procedures.

Consistency means the ability to provide replicable data when similar data collection methods were utilized by different researchers at different research settings. This means that the research instruments which were used to collect the data must be relied upon. McMillan and Schumacher (1993) maintained that reliable data collection instruments collect these data with accuracy so that, the researcher does not risk a condition wherein he/she collects different information he/she initially did not intend to collect.

The questionnaires were pre-tested by ten teachers conveniently selected from the study area to assess validity reliability items (Dillman, 2005). After the pre-testing of questionnaire, it was revised accordingly based on the feedback received from those groups. The factors had a reliability statistics of Cronbach's Alpha of 0.894.

### **3.5 Data Collection Procedure**

According to Creswell (2002), respecting of the site where the research takes place and gaining permission before entering a site is very paramount in research. An

introductory letter was obtained from the Department of Educational Leadership, University of Education Winneba, stating purpose of the study and the need for the participants to give their consent and co-operation. This was sent to the Education Directorate in order to gain access to the schools, participants, and other document that would facilitate the study. A copy of the letter was given to the Heads of the selected basic schools where the research was carried out. The set of questionnaire was administered by the researcher and other trained assistants to the respondents. To ensure a high response rate, the researcher waited to collect the answered questionnaire from respondents after some time has been given them to complete it. Focus group discussion was done peacefully, lessons were observed and relevant documents were obtained from schools. The raw data obtained were then arranged into a format from which some meaningful conclusions were drawn.

### **3.6 Data Analysis**

After sorting out the questionnaires, the responses were coded and computed into Statistical Package of Service Solutions (SPSS) Version 20. Both descriptive and inferential statistics were employed in the data analysis. The results were presented in tables and charts using means, standard deviation frequencies and percentages. Relevant responses from the data were discussed in themes.

### **3.7 Ethical Consideration**

Some researchers have discussed and summarized the ethical dilemmas that confront the educational researcher, notably the issue of gaining access, informed

consent, confidentiality, and usage of sensitive data (Miles & Huberman, 1994). These ethical considerations, aimed at reducing risk to participants and enhancing the trustworthiness as well as credibility of the research, have been observed in this study.

In this research work therefore, respondents willingly took part in the study though they also had the right to withdraw from the research. Protection of confidential data given by identifiable respondents and their anonymity and reactions of respondents were also observed. A comprehensible account of the rationale and type of access required was therefore provided.





## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.0 Introduction

The purpose of the study was primarily to assess the impact of classroom management on teaching and learning in Ghanaian basic schools, with the view of revealing the importance of classroom management in gearing towards good work performance and improvement in pupil's achievement. This chapter presents the data obtained from the study through the questionnaires. Again, the chapter discusses the results of the study. This chapter is divided into two main sections. The first part presents the data collected from the field study through the questionnaires. This analyses the data by using percentages, means and standard deviations and presenting the data with the help of charts and tables. The analysis was done based on the research questions. The second part also discusses the results of the findings obtained.

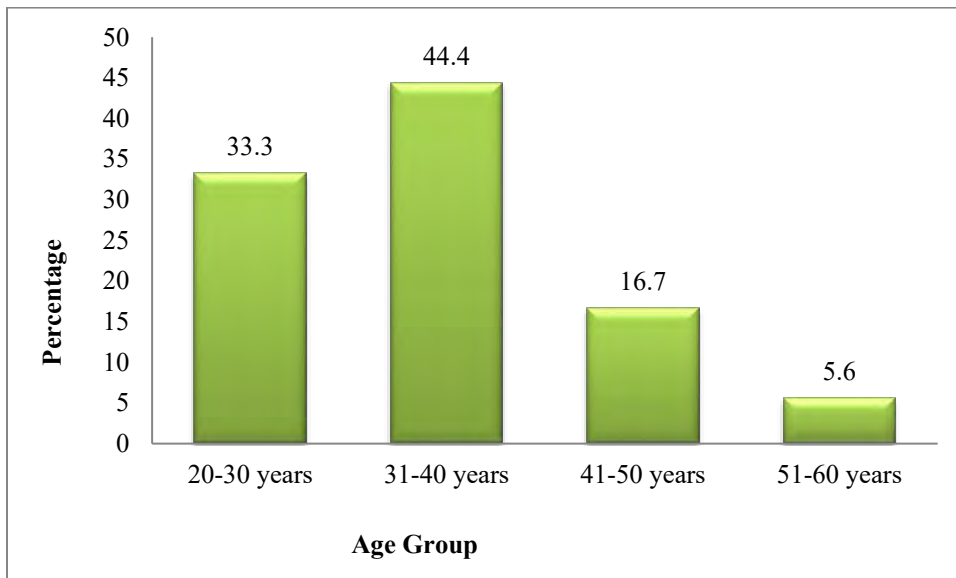
#### 4.1 Personal Information of Respondents

The personal information of respondents was established to know the nature of the respondents who participated in the study as related to their sex, age, marital status and educational background. A summary of the personal information of the teachers is presented in Figure 4.1, Figure 4.2, Figure 4.3, Figure 4.4, Figure 4.5 and Figure 4.6.

##### 4.1.1 Age of Respondents

Figure 4.1 indicates that majority of the teachers (40) were between the ages of 31 and 40 years. This accounted for 44.4% of the teachers whilst 30 teachers representing

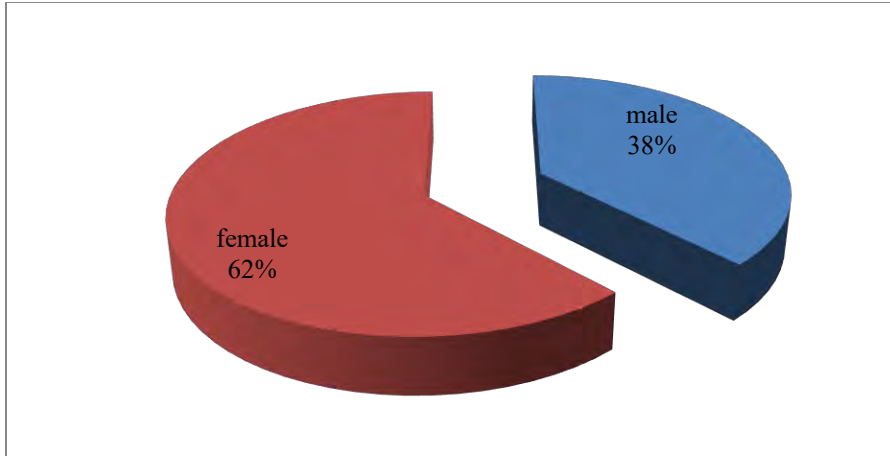
33.3% were between 20-30 years. Again, 15 teachers representing 16.7% were between the ages of 41 and 50 years. Also, 5 teachers representing 5.6% were between 51-60 years. The data indicates that, about 94% of the teachers had at least ten years to their retirement. As a result, effective and efficient classroom management can help improve teaching and learning towards good work performance and improvement in pupil's achievement.



**Figure 4.1: Age of Respondents**  
Source: Field Data, 2016

#### 4.1.2 Sex of Respondents

The gender characteristics of the respondents were obtained. The data obtained as presented in Table 1 shows that majority of the teachers were females which accounted for 62% of the respondents whilst a partly 38% were males. It may be that, the number of female teachers in the study area far outweighs that of male teachers.



**Figure 4.2: Sex of respondents**  
Source: Field Data, 2016

#### 4.1.3 Marital Status of Respondents

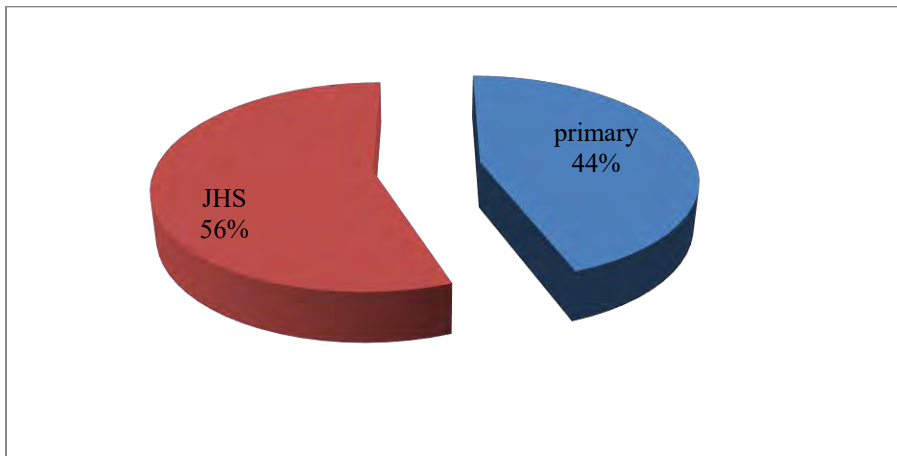
From Table 4.3, out of the 90 teachers covered, majority (55.6%) of them were married, 35.6% were single, 5.6% of them were either widows or widowers and 3.3% were divorced. This means that, most of the teachers may have some level of experience in managing pupils since the home is similar to the school with the exception that the home is informal.



**Figure 4.3: Marital Status of Respondents**  
Source: Field Data, 2016

#### 4.1.4 Level of Teaching

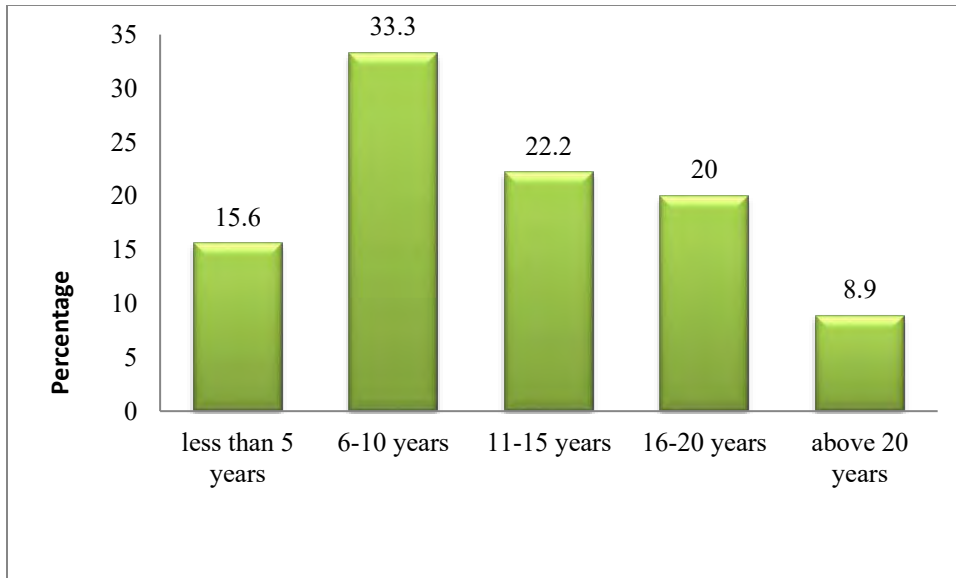
The data obtained as presented in Figure 4.4 shows that majority of the teachers were teaching at the JHS level which accounted for 56% of the respondents whilst a partly 44% were at the primary level.



**Figure 4.4: Level of Teaching**  
Source: Field Data, 2016

#### 4.1.5 Years of Experience of Teachers

Table 4.1 indicates that majority of the teachers (30) have served for 6-10 years. This accounted for 33.3% of the teachers whilst 20 teachers representing 22.2% have served for 11-15 years. Again, 18 teachers representing 20% have served for 16-20 years. Also, 14 teachers representing 15.6% have served for less than 5 years while 8 teachers representing 8.9% have served for more than 20 years.

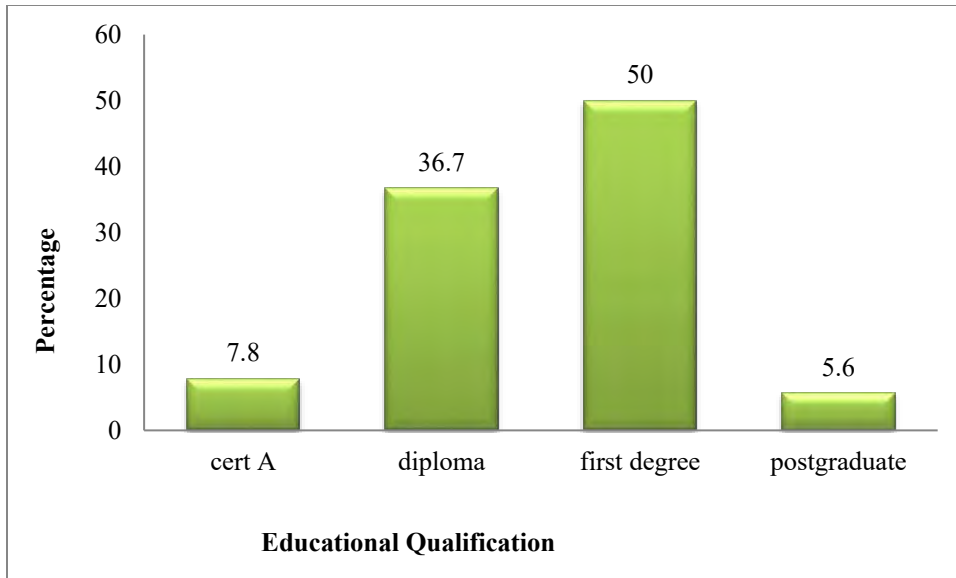


**Figure 4.5: Years of Experience of Teachers**

Source: Field Data, 2016

#### **4.1.6 The Educational Qualification of Respondents**

Table 4.6 indicates that majority of the teachers (50%) had Bachelors Degree qualification. It is also depicted in Table 4.6 that, 33 teachers representing 36.7% had Diploma qualification, 7 teachers representing 7.8% had Certificate 'A' qualification whilst 5 teachers representing 5.6% had Masters Degree qualification. This means that, most of the teachers have been able to upgrade themselves to a higher level. As result, their knowledge and skills in managing pupils in the classroom may be sharpened.



**Figure 4.6: Educational Qualification of Respondents**  
Source: Field Data, 2016

### **Analysis of Research Questions**

#### **4.2 Research Question 1: What is status of classroom management in basic schools of Agric circuit in Kumasi?**

The status of classroom management is very essential to proper classroom management in any efficient and effective teaching and learning in the Ghana Education Service. This was necessary to ascertain the level at which classrooms are been managed in basic schools of Agric Circuit in Kumasi.

**Table 4.1: The Status of Classroom Management**

<b>Statement</b>	<b>Mean</b>	<b>Std. Deviation</b>
Properly planned instructional time	4.0333	.92954
Well planned lessons	4.0222	.94783
There are enough teachers desks	3.9444	1.11538
Use of effective instructional methods	3.7667	1.25465
Classroom rules are clearly communicated to pupils	3.6444	1.11488
Well structured classroom disciplinary measures	3.5667	1.37432
Good pupil-teacher relationship	3.5333	1.23798
Good methods of creating, sustaining and directing interest towards a desirable outcome	3.4111	1.16979
Well structured routine activities	3.3667	1.24927
There are enough pupils desks	3.2111	1.28513
Proper storage facility in the classroom	3.0667	1.34749
Classroom situated in a serene atmosphere	2.8333	1.31756
There are conducive classroom	2.7778	1.29630
Chalkboard is well positioned	2.7667	1.39863
Enough floor space	2.7000	1.20346
Adequate instructional materials	2.6111	1.33824

**Source: Field Data, 2016**

Table 4.1 indicate that, instructional time are properly planned (mean=4.03, SD=0.92), lessons are well planned (mean=4.02, SD=0.94), there are enough teachers desks (mean=3.94, SD=1.11), effective use of instructional methods (mean=3.76, SD=1.25), classroom rules are clearly communicated to pupils (mean=3.64, SD=1.11), classroom disciplinary measures are well structured (mean=3.56, SD=1.37) and there is good pupil-teacher relationship (mean=3.53, SD=1.23). It was also clear that, teachers use good methods of creating, sustaining and directing interest towards a desirable outcome (mean=3.41, SD=1.16), routine activities are well structured (mean=3.36, SD=1.24), there are enough pupils desks (mean=3.21, SD=1.38), and there are proper storage facility in the classroom (mean=3.06, SD=1.34).

On the other hand, most of the classrooms studied were not situated in a serene environment (mean=2.83, SD=1.31), most of the classrooms were not conducive for proper classroom management (mean=2.77, SD=1.29), most of the chalkboards are not

well positioned (mean=2.76, SD=1.39), floor spaces are not enough (mean=2.70, SD=1.20) and adequate instructional materials (mean=2.61, SD=1.33)

The data shows that, teachers as well as school authorities have instituted some measures toward proper classroom management in their schools such as instructional time are properly planned, lessons are well planned, there are enough teachers desks, effective use of instructional methods, classroom rules are clearly communicated to pupils, classroom disciplinary measures are well structured and there is good pupil-teacher relationship. These are some of most important factors to proper classroom management (Korpershoek et al., 2014). According to El-Yakub Bala (2013), effective teaching and learning cannot take place in poorly managed classrooms.

In contrast, most of the classrooms studied were not situated in a serene environment, most of the classrooms were not conducive for proper classroom management, most of the chalkboards are not well positioned, floor spaces are not enough and adequate instructional materials. This means that, most schools in the study area do have proper physical environment conducive for proper classroom management yet Okyere-Kwaky (2013) opined that, working environment of teachers has been identified by many researchers as one of the key predisposition for quality teaching. Teaching will be effective when all necessary accoutrements are available and put into practical operation. According to Adane (2013) most basic schools in Ghana lack proper and conducive physical facilities for effective teaching and learning which does not contribute to the performance of pupils.



### 4.3 Research Question 2: What is the impact of classroom management on effective teaching and learning?

Table 4.2 indicate the impact of classroom management on effective teaching and learning in basic schools of agric circuit in Kumasi. This was necessary to ascertain the impact of classroom management in the study area.

**Table 4.2: The Impact of Classroom Management**

<b>Statement</b>	<b>Mean</b>	<b>Std. Deviation</b>
Good class control	4.4667	.79606
Encourages pupils performance	4.1778	.89415
Motivation of pupils in meaningful learning	4.1111	1.04338
Arousal of pupils interest in lessons	3.9889	1.02216
Active participation of pupils in lessons	3.9444	1.04248
Engage pupils in a meaningful discussion	3.8889	1.08560
Maintenance of orderliness in the classroom	3.8889	1.12624
Achievement of general educational outcomes	3.7444	1.10729
Pupils are able to grasp concepts taught	3.7333	1.04720
Lessons are always completed on time stipulated	3.7000	1.17512

**Source: Field Data, 2016**

The data shows that, proper classroom management can enhance good class control (mean=4.46, SD=0.79), encourages pupils performance (mean=4.17, SD=0.98), motivate pupils in meaningful learning (mean=4.11, SD=1.04), pupils interest in lessons may be aroused (mean=3.98, SD=1.02), active participation of pupils in lessons (mean=3.94, SD=1.04), engage pupils in a meaningful discussion (mean=3.88, SD=1.08) and maintenance of orderliness in the classroom (mean=3.88, SD=1.12). It was also clear that, proper classroom management may enhance achievement of general educational outcomes (mean=3.74, SD=1.10), pupils are able to grasp concepts taught (mean=3.73, SD=1.04) and lessons are always completed on time stipulated (mean=3.70, SD=1.17).

The data obtained indicate that, proper classroom management has greater impact on effective teaching and learning in basic school. This is in line with Sowell (2013) that,

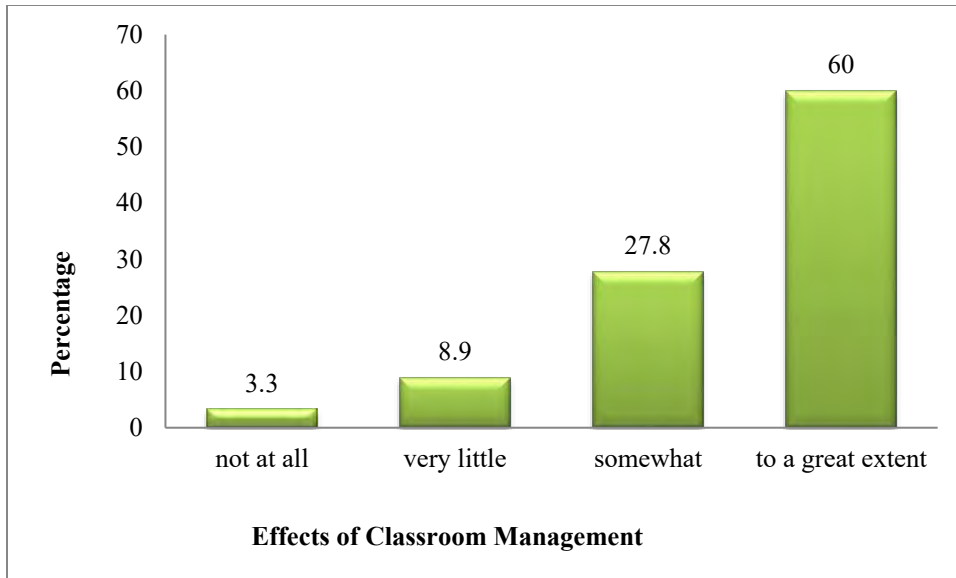
classroom management plays a major role in a student's classroom achievement yet many of the education reforms have failed to mention or address the relationship between student achievement and student discipline. It is therefore necessary for teachers as school authorities to institute measures to control and manage their classrooms for effective and efficient teaching and learning.

According to Sadruddin (2012) many teachers find it difficult to maintain discipline in classroom. It is moderately difficult for them to use effective techniques to prevent the development of classroom discipline problems. Notwithstanding, Canter and Canter (2002) believe that teachers must develop clear expectations and apply a range of rewards and recognitions for good behaviour as well as punishments for misbehaviour.

Contributing factors to achievement of learning outcomes such as good class control, motivation of pupils in meaningful learning, arousing pupils interest in lessons, active participation of pupils in lessons, engaging pupils in a meaningful discussion and maintenance of orderliness in the classroom cannot be achieved without proper classroom management. Ballard and Bates (2008) reported that, there are many factors other than instruction that can influence how students perform and these factors should be taken in proper consideration for successful performance of pupils.

#### **4.3.1 Effects of Classroom Management on Pupils' Performance**

Figure 4.7 indicate the effects of classroom management on pupils' performance. This was assessed to determine whether classroom management has any impact on pupils' performance.



**Figure 4.7: Effects of Classroom Management on Pupils Performance**  
Source: Field Data, 2016

The data shows that, majority of the teachers (54) emphatically believe that proper classroom management affect pupils' performance to a great extent. This accounted for 60% of the teachers whilst 25 teachers representing 27.8% were of the view that it has moderate effect on pupils' performance. Again, 8 teachers representing 8.9% it has very little effect on pupils' performance. In contrast, 3 teachers representing 3.3% it has no effect on pupils' performance at all.

It was evidently clear that, proper classroom management has greater effects on pupils' performance. Wenglinsky (2001) that school characteristics and proper classroom management can have a greater effect on student outcomes than would be expected based upon student background. This means that, when teachers are able to manage their classroom well pupils performance may be improved.

### 4.3.2 The Relationship between Classroom Management and Pupils' Performance

Table 4.3 shows the relationship between the classroom management and pupils' performance base on pertinent descriptive statistics and ANOVA results. This was necessary to ascertain whether there is any significant relationship between classroom management and pupils' performance.

**Table 4.3: Relationship between Classroom Management and Pupils Performance**

<b>Statement</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>F</b>	<b>Sig.</b>
Achievement of general educational outcomes	90	3.7444	1.10729	4.110	.009
Good class control	90	4.4667	.79606	5.831	.001
Lessons are always completed on time stipulated	90	3.7000	1.17512	3.607	.017
Active participation of pupils in lessons	90	3.9444	1.04248	3.716	.014
Engage pupils in a meaningful discussion	90	3.8889	1.08560	4.351	.007
Pupils are able to grasp concepts taught	90	3.7333	1.04720	3.143	.029
Encourages pupils performance	90	4.1778	.89415	5.858	.001
Maintenance of orderliness in the classroom	90	3.8889	1.12624	5.958	.001
Arousal of pupils interest in lessons	90	3.9889	1.02216	4.067	.009
Motivation of pupils in meaningful learning	90	4.1111	1.04338	4.709	.004

Source: Field Data, 2016

From Table 4.3, all the responses for various factors were rated above the theoretical mean of 3 from a 5 point likert scale items. This means that, classroom management has greater effects on pupils' performance. Confirming the differences, the F-values with their alpha values were significant, leading to the conclusion that there were significant differences on classroom management and pupils' performance at ninety-five percent level of significance. The results indicate that, there was significant difference in the ratings of the respondents on classroom management and pupils' performance at  $p < 0.05$  for 5% alpha level. This means that, applying proper classroom management will improve pupils' performance.

#### 4.4 Research Question 3: What are the strategies of improving classroom management?

Table 4.4 indicate the strategies of improving classroom management on effective teaching and learning in basic schools of agric circuit in Kumasi. This was necessary to determine how classroom management can be improved in the study area.

**Table 4.4: Strategies of Improving Classroom Management**

<b>Statement</b>	<b>Mean</b>	<b>Std. Deviation</b>
Know your subject area	4.5000	.58540
Have an adequate lesson plan	4.2111	1.01111
Encourage pupil self-regulation	4.2000	.93856
Applying positive reinforcement	4.1556	.73303
Give proper recognition for good behaviour	4.0667	.89694
Team work of responsibility for ensuring appropriate behaviour	4.0667	1.04720
Have opportunity to attend in-service training	4.0444	1.11084
Be exposed to educational seminars	3.9222	1.03019
Apply a range of rewards	3.8333	.98586
Develop clear expectations	3.7667	1.02825
Giving attention to misbehaving pupils	3.7000	1.38572
Receive regular feedback on his /her performance	3.6667	1.06000
Use of appropriate punishments for misconduct	3.5778	1.43768
Using de-motivation	3.0000	1.56507

**Source: Field Data, 2016**

The data shows that, classroom management can be improved when teachers know their subject area (mean=4.50, SD=0.58), classroom management can also be improved through the preparation of adequate lesson plan (mean=4.21, SD=1.01), encourage pupil self-regulation (mean=4.20, SD=0.93), applying positive reinforcement (mean=4.15, SD=0.73), give proper recognition for good behaviour (mean=4.06, SD=0.89) and team work of responsibility for ensuring appropriate behaviour (mean=4.06, SD=1.04). It was also clear that, classroom management can also be improved by teachers having opportunity to attend in-service training (mean=3.95, SD=1.06), be exposed to educational seminars (mean=3.92, SD=1.03), apply a range of

rewards (mean=3.83, SD=0.98), develop clear expectations (mean=3.76, SD=1.02), giving attention to misbehaving pupils (mean=3.70, SD=1.38), receive regular feedback on his /her performance (mean=3.66, SD=1.06), the use of appropriate punishments for misconduct (mean=3.57, SD=1.43), and using de-motivation (mean=3.00, SD=1.56).

The data shows that, classroom management can highly be improved when teachers know their subject area, the preparation of adequate lesson plan, encourage pupil self-regulation, applying positive reinforcement, give proper recognition for good behavior, team work of responsibility for ensuring appropriate behavior and teachers having opportunity to attend in-service training. According to Sadruddin (2012), many researchers argue that discipline can only be attained by student self-regulation, applying positive reinforcement, giving proper recognition for good behavior, team work of responsibility for ensuring appropriate behavior which is facilitated by using techniques such as negotiating, discussing, and contracting. These factors are very necessary to any meaningful teaching and learning in the classroom (Williams & Williams, 2011). Teachers must therefore try as much as possible to inculcate of these factors into their teaching and learning activities to raise the performance of their pupils.

Also, classroom management can also be improved by teachers been exposed to educational seminars, apply a range of rewards, develop clear expectations, giving attention to misbehaving pupils, receive regular feedback on his/her performance, the use of appropriate punishments for misconduct and using de-motivation. According to Sadruddin (2012), most researchers believe that teachers must develop clear expectations and apply a range of rewards and recognitions for good behaviour as well

as punishments for misbehaviour. These will help to maintain discipline which is a necessary factor for effective teaching and learning towards the performance of pupils.

In addition, using punishments and de-motivation were the least rated, this means that most teachers are now becoming discouraged to use punishments for misconduct. The desirability and effectiveness of corporal punishment have been called to question in recent times because strongly opposed by most parents, teachers and school administrators (Nakpodia, 2010). According to Lewis (2001) the application of punishment such as humiliations, yelling, and teachers' aggression increases pupils hostility. This will make them more rebellious and aggressive towards teaching and learning in the classroom.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

The purpose of the study was primarily to assess the impact of classroom management on teaching and learning in Ghanaian basic schools, with the view of revealing the importance of classroom management in gearing towards good work performance and improvement in pupil's achievement. This chapter presents the summary, conclusion and the recommendations for the study.

#### 5.1 Summary of the Major Findings

The following are the summary of the findings of the study in relation to the research questions.

##### 5.1.1 What is status of classroom management in basic schools of Agric circuit in Kumasi?

The status of classroom management is very essential towards the assessment of the impact of classroom management on teaching and learning in the study area. The study revealed that:

1. Instructional time is properly planned.
2. Lessons are well planned.
3. There are enough teachers' desks.
4. Teachers use effective instructional methods.
5. Classroom rules are clearly communicated to pupils.



6. Classroom disciplinary measures are well structured.
7. There is good pupil-teacher relationship.
8. Most of the classrooms studied were not situated in a serene environment.
9. Most of the classrooms were not conducive for proper classroom management.
10. Most of the chalkboards are not well positioned
11. Floor spaces are not enough.
12. Inadequate instructional materials.

### **5.1.2 What is the impact of classroom management on effective teaching and learning?**

Proper classroom management has greater impact on effective teaching and learning in basic school. The study uncovered that, proper classroom management:

1. Enhances good class control.
2. Encourages pupils' performance.
3. Help to motivate pupils in meaningful learning.
4. Arouses pupils' interest in lessons.
5. Enhances active participation of pupils in lessons.
6. Help to engage pupils in a meaningful discussion.
7. Encourages maintenance of orderliness in the classroom.
8. Enhances achievement of general educational outcomes.
9. Pupils are able to grasp concepts taught.
10. Lessons are always completed on time stipulated.

11. There was significant difference on classroom management and pupils' performance

### **5.1.3 What are the strategies of improving classroom management?**

Classroom management can improve towards effective teaching and learning in basic schools through appropriate strategies. The study revealed that classroom management can be improved:

- 1 When teachers know their subject area.
- 2 By the preparation of adequate lesson plan.
- 3 By encouraging pupils self-regulation.
- 4 Through the application of positive reinforcement.
- 5 When teachers give proper recognition for good behavior.
- 6 Through team work of responsibility for ensuring appropriate behavior.
- 7 When teachers have the opportunity to attend in-service training
- 8 When teachers are exposed to educational seminars.
- 9 By applying a range of rewards.
- 10 Through developing clear expectations.
- 11 By giving attention to misbehaving pupils.
- 12 When teachers receive regular feedback on his /her performance.
- 13 Through the use of appropriate punishments for misconduct.
- 14 By using de-motivation.

## **5.2 Conclusion**

The study set out to assess the impact of classroom management on teaching and learning in Ghanaian basic schools. Several conclusions can be drawn from the data analysis and findings of the study in relation to the relevant literature reviewed.

Teachers as well as school authorities have instituted some measures toward proper classroom management in their schools. But their efforts have been hampered by inadequate enabling environment to operate. This is because, most schools in the study area do have proper physical environment conducive for proper classroom management.

Proper classroom management has greater impact on effective teaching and learning in basic school. This is for the reason that, there was significant difference of classroom management on pupils' performance. It is therefore necessary for teachers as well as school authorities to institute measures to control and manage their classrooms for effective and efficient teaching and learning.

Classroom management can be improved towards effective teaching and learning in basic schools through appropriate strategies. Most teachers are adequately prepared with the necessary knowledge and skill to effectively and efficiently implement the strategies towards improving classroom management in basic schools.

## **5.3 Recommendations**

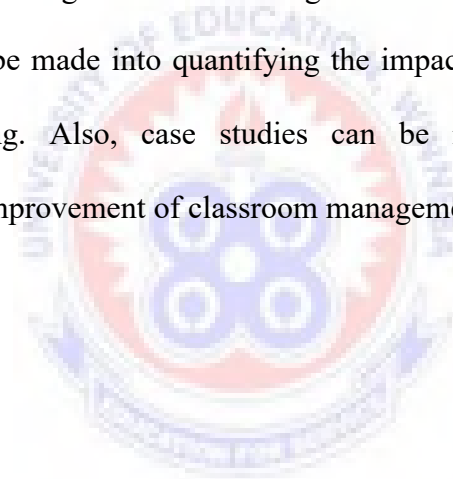
Based on the conclusions the following recommendations are made:

1. Educational authorities as well as other stake holders in the educational system should institute enabling environment to help teachers to implement proper classroom management in their classrooms.

2. Teachers as well as school authorities should institute measures to control and manage their classrooms for effective and efficient teaching and learning.
3. Teachers should continue to improve their knowledge and skill towards improving classroom management for effective and efficient teaching and learning in basic schools.

#### **5.4 Suggestions for further Research**

The study can be replicated in other areas of the country to assess the general impact of classroom management on teaching and learning in Ghanaian basic schools. Further research can be made into quantifying the impact of classroom management on teaching and learning. Also, case studies can be made into challenges to the implementation and improvement of classroom management in Ghanaian basic schools.



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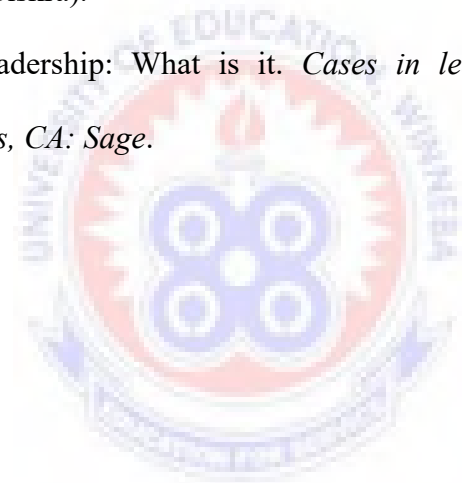
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## APPENDIX

### QUESTIONNAIRE FOR TEACHERS

This exercise is in partial fulfillment of the requirement for the award of Master of Arts in Educational Leadership on the topic “THE IMPACT OF EFFECTIVE CLASSROOM MANAGEMENT ON TEACHING AND LEARNING: A CASE STUDY AT AGRIC CIRCUIT IN KUMASI METROPOLIS”. All information elicited herein would be used purely for academic purpose and none of it whether in part or full will be used for any other purpose whatsoever. You are therefore assured that any information given will be handled confidentially and anonymously. Although you deserve the right not to respond to the questionnaire, your participation will be highly appreciated.

#### Sec A: Personal Information

Instruction: Please tick appropriate box (✓)

1. Age range of respondents

AGE	20-30yrs	31-40yrs	41-50yrs	51-60yrs

2. Sex: Male  Female

3. Marital status: Single  Married  Widowed

Divorce

4. Level of teaching Primary  JHS

5. How long have you worked as a teacher? a. less than 5 years  b. 6-10 years

c. 11-15 years  d. 16-20 years  e. above 20 years

6. Highest Academic Attainment

Highest Educational level	Postgraduate	First Degree	Diploma	Pupil Teacher

**Sec B: The Status of Classroom Management**

For each of the following statement about the status of classroom management indicate by ticking the extent to which you agree, using the following scale: (Strongly Agree, Agree, Disagree, Strongly Disagree).

No	Statement	SA	A	D	SD	Decision
7	There are conducive classroom					
8	There are enough pupils desks					
9	There are enough teachers desks					
10	Chalkboard is well positioned					
11	Enough floor space					
12	Proper storage facility in the classroom					
13	Classroom situated in a serene atmosphere					
14	Good pupil-teacher relationship					
15	Well structured routine activities					
16	Properly planned instructional time					
17	Adequate instructional materials					
18	Use of effective instructional methods					
19	Good methods of creating, sustaining and directing interest towards a desirable outcome					
20	Classroom rules are clearly communicated to pupils					
21	Well structured classroom disciplinary measures					
22	Well planned lessons					

**Sec C: Impact of Classroom Management**

For each of the following statement about the impact of classroom management indicate by ticking the extent to which you agree, using the following scale: (Strongly Agree, Agree, Disagree, Strongly Disagree).

No	Statement	SA	A	D	SD	Decision
23	Achievement of general educational outcomes					
24	Good class control					
25	Lessons are always completed on time stipulated					
26	Active participation of pupils in lessons					
27	Engage pupils in a meaningful discussion					
28	Pupils are able to grasp concepts taught					
29	Encourages pupils performance					
30	Maintenance of orderliness in the classroom					
31	Arousal of pupils interest in lessons					
32	Motivation of pupils in meaningful learning					

33. How does classroom management affect pupils' performance?

Not at All  Very Little  Somewhat  To a Great Extent

**Sec D: Strategies of Improving Classroom Management**

For each of the following statement about the impact of classroom management indicate by ticking the extent to which you agree, using the following scale: (Strongly agree, Agree, Disagree, Strongly Disagree)

No	Statement	SA	A	D	SD	Decision
34	Be exposed to educational seminars					
35	Have opportunity to attend in-service training.					
36	Receive regular feedback on his /her performance.					
37	Know your subject area					
38	Have an adequate lesson plan					
39	Develop clear expectations					
40	Apply a range of rewards					
41	Give proper recognition for good behaviour					
42	Use of appropriate punishments for misconduct					
43	Encourage pupil self-regulation					
44	Team work of responsibility for ensuring appropriate behaviour					
45	Applying positive reinforcement					
46	Giving attention to misbehaving pupils					
47	Using de-motivation					