UNIVERSITY OF EDUCATION, WINNEBA

INSTRUCTIONAL LEADERSHIP AND CLASSROOM MANAGEMENT

AMONG PUBLIC BASIC SCHOOLS IN DORMAA MUNICIPALITY

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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

NOVEMBER, 2016

DECLARATION

STUDENT'S DECLARATION

I, ISAAC NSIAH EDWARDS, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original 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.

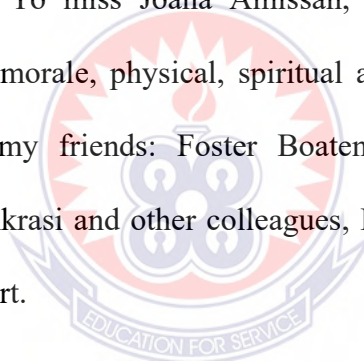NAME OF SUPERVISOR: REV. DR. ALEXANDER K. EDWARDS

SIGNATURE:…………..…………................

DATE: ………………………………………….

ACKNOWLEDGEMENTS

DEDICATION

To my children, Kwabena Adjei-Benco Edwards, Kwabena Agyapong Edwards,

Opanin Osafo Edwards, Owura Nsiah Edwards and Akosua Ampong Edwards.

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ABSTRACT

This research sought to investigate instructional leadership delivery and classroom management of teachers among Public Basic Schools in Dormaa Municipality in the Brong-Ahafo Region. The target population for this study comprised of all public basic school teachers in the study area. (N= 1, 225). A sample of 130 teachers were randomly selected to participate in the study. Out of this sample selected, 124 representing 95% responded in the study. The study was conducted with descriptive survey design executed through questionnaires. The questionnaire was with closed items and open ended items. The data collected were subjected and reported using frequency, percentages and Means. Findings indicated that teachers' instructional delivery and classroom management breed Good School environment that is conducive and therefore influence effective teaching and learning. Based on these findings the researcher recommends the need for teachers to exhibits professionalism in their instructional delivery and classroom management. It was also recommended that teachers should incorporate classroom management in their instructional delivery process and in-service training, workshops and seminars should be made available to teachers to upgrade themselves.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a necessity of life, according to the great American philosopher, John Dewey who entered "Johns Hopkins University, a new institute based on German research model, for a doctoral study in philosophy" (Dewey & Gutek, 2005, p. 11). In his book: *Democracy and Education* published in 1916, the classical authority on philosophy of education stated that education in any economy is primarily to equip students with the knowledge, skills, attitudes, and competencies that enable citizens to function in the society. Todaro (1992) noted that the formal education system of a nation is the main mechanism used for developing human skills and knowledge. John Dewey, a renowned American educational philosopher stated that education is a social function (Dewey & Gutek, 2005). Education is therefore viewed as an indispensable catalyst that strongly influences the development of an economy of a nation and the quality of life of its people. According to John Dewey, to appreciate education is to look at it as a "necessity of life" without which the individual may get lost in the darkness without being blind (Aguba, 2009).

In this context, nations, organizations and individuals spend huge sums on the provision and consumption of education for the citizenry. In many developing countries formal education is the largest industry and greatest consumer of public revenues (Todaro, 1992). In Ghana, for example, a great deal of human and financial resources is spent to support the public school system. As part of its expenditure, the government of Ghana invests significantly in designing and implementing policies, including the training of personnel, to supervise instruction in the schools.

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Most governments claim priority to improve the quality of education and the achievement of its students as citizens (De Grauwe, 2001). Governement budgets and manifestoes are jeered towards educational outcomes, emphasizing quality of education. Barro (2006) further noted that higher quality education fosters economic growth and development. But quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to education delivery (Lockheed & Verspoor, 1991). De Grauwe (2001) posited that national authorities rely strongly on the teacher instructions and school supervision system to monitor both the quality of schools and key measures of its success, such as student academic achievement.

However, most systems of education have evolved over the centuries from ancient education to a curriculum-based teaching and learning. Most countries are also making efforts to change forms of instruction in the classroom to meet the challenges of the evolution in education. Ghana, like most countries has also experienced the evolution in education yet one wonders why instructional methods in Ghanaian public schools have not responded to this evolution (Kuusangyele, 2013). Few aspects of education have concerned itself with instructional delivery, leadership and even classroom management and the school as an organisation. At best these are frequently addressed during teachers in service as part of a list of concerns for school administrators. Of late there have been an attention from teacher educators and researchers because a teacher's ability to effectively organize instructions and deliver methodologically have been seen as influence on teaching and learning outcomes (Evertson, Emmer, Sanford & Clements, 1983).

In talking about *Supervision and Instructional Leadership*, Glickman, Gordon, and Ross-Gordon (2010) wrote: "the history of instructional supervision is viewed

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most often is an instrument for controlling teachers" (p. 8). So that, the meaning of supervision has been "'watch over,' direct,' 'oversee,' and 'superintend'" (p. 8). It is also important to realize that the best planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques, are not in evidence. Research has shown that there is a direct correlation pertaining to lesson development and instructional delivery and classroom management and learning outcomes. These are skills that must be acquired, structured to teaching, implemented in a teacher and learning situation, and constantly evaluated for improvement.

In the Ghanaian context, instructional method is a carry-over from colonial period (Agbenyega & Deku, 2011). It is believed that education evolved to suit situations and prevailing needs. If instructional methods are also given such priority, a lot could be done to help pupils to learn. Currently, the questioning method, explanation, discussion, group work and demonstration are the available instructional methodologies at the disposal of the teacher. In the classrooms of Ghanaian basic public schools however, the main teaching methods used are the questioning and explaining methods referred to as "eclectic" (Otame, 2009), a form of teaching where more than one instructional methods are combined to teach. The questioning and explaining methods according to teachers are used mostly because they complement each other. If pupils are asked a question and they do not understand, explanation has to be made for clarification. On the other hand if an inaccurate answer is given to a question, a teacher needs to explain for better understanding (Kuusangyele, 2013).

The greatest factor that impacts a teacher's effectiveness may lie in his/her ability to use varying and engaging strategies to deliver knowledge and skills to the students in their classroom. Instructional strategies are the various ways in which a teacher delivers instruction to students in order to achieve learning goals and

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positively impact student achievement. In planning for instruction, teachers should first identify learning goals and develop the assessment measures to be used (Barge, 2013). By focusing first on what students should learn and how it will be assessed, teachers can then select instructional strategies that engage students and assist in reaching the identified learning goals. The goal of an instructional strategy is to enable learning, motivate students, and engage them in learning and mastering the curriculum. There is no one best strategy that a teacher should choose, but rather varying instructional strategies will assist students in maintaining interest, interacting with content, and eventually achieving learning goals (Barge, 2013).

Effective teachers develop and utilize a range of research based strategies to help reach their learners who have varying backgrounds, abilities, and interests. Teachers can easily access a variety of resources for their toolbox of instructional strategies via collaboration with colleagues, internet searches, professional journals, books, and many other quick finds (Delong & Winter, 1998). Teachers who are models of using effective and varying strategies in the classroom typically have a more student centered classroom where learners are actively engaged in building upon existing knowledge. In these classrooms, time is used efficiently; information is communicated clearly and consistently reinforced with differing instructional strategies. Effective teachers also utilize questioning on behalf of both the teacher and student as key components in daily instruction. Asking higher order, clarifying questions, utilizing wait time, and using student answers to drive further instruction have a significant effect on daily student learning (Delong & Winter, 1998).

Effective teachers use the information they receive during questioning to accommodate students and differentiate their teaching strategies so that all students are involved in meaningful, standards-based learning. Moreover as classroom

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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 (Delong & Winter, 1998). 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 and Marzano (2003) reached the same results with Wang and his colleagues (1993) 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.

A teacher's classroom management approach evolves throughout his or her career and serves as a means to promote order, engage students and increase learning. It is very possible that teachers' philosophies can change depending on the make-up of their class and the goals that they want their students to achieve by the end of the school year (Russo, 2014). Teachers may also attend professional development, read texts or engage in professional conversations which encourage them to try a new strategy. Another way this evolvement can occur is through trial and error to find out what works best for the students in that particular class during that specific school year. It is important to remember that what works for one group of students one year may not work the next. This is why teachers need to be proactive in adapting their

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approach and remain flexible as they explore the best fit for each individual class (Russo, 2014).

Extensive literature on classroom management exists; the same can be said of supervision, instructional methods, however, studies tend to provide generic ideas rather than specific activities. Lasley (1987) elaborately states that teachers receive conflicting ideas about classroom management, instructional supervision, and delivery; and that there are no "... reasoned approaches to helping teachers cope with the multiple problems of classroom life" in realities. This then leaves the teachers in the dilemma of not knowing how and when to act when behaviour problems arise in their classrooms. The inability of teachers to deal with classroom behaviour problems may have a direct effect on the teaching-learning process. Kyriacou (1993) supports this notion by stating that "... being able to deal with such misbehaviour is extremely important in complementing their ability to set up and sustain effective learning experiences ". The unavailability of literature and research investigations in Ghana renders the delivery of instruction and the management of the classroom extremely difficult because not much research is evident in this area. This is why this study intends to explore classroom management and instructional leadership among public basic school using the Dormaa municipality as a case study. It is believed that both can bring about effective teaching and learning in the area.

1.2 Statement of the Problem

The issue addressed here is that of practical classroom management and instructional leadership that bring about effective teaching and learning. Trained teachers from universities and Colleges of Education come out with knowledge and skills in teaching but managing their classrooms, supervising students, and finding most effective teacher or instructional leadership have been a subject for discussion.

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To compound the problem is the lack of Ghanaian-based research and literature on proper instructional delivery and supervision in context of specific areas. Every locality in Ghana has its own contextual challenges, socio-cultural activities, and hence, teaching and learning issues.

Out of frustration some teachers face real classroom situations, they become frustrated. Some teachers lose patience with learners either by caning them, breaking down to cry, yelling and arguing face to face with learners, or storming out of the classroom and vowing not to teach them again. These reactions seldom help, but rather tend to make the problems escalate. Therefore, the inadequacy of the teacher education curricula to cover these aspects of classroom management thoroughly and realistically presents great problems for teachers. Teacher education curricula place emphasis on teaching theories and lesson structure, and ignore classroom management challenges which nevertheless influence classroom teaching activities.

For instance, in Dormaa Municipality, the 2015 West Africa Examination Council result (BECE) that was released, the best pupils had grade 8 and the last pupil had grade 35. You realised that the gap between the two grades are very wide. This was as a result of some teacher's inability to manage their classroom. This shows clearly that classroom management is one of the major ingredients of effective teaching and learning. It equips teachers with knowledge and skills to alleviate problems that teachers encounter in the classrooms.

Johnson (1994) says that the effects of teacher education in preparing teachers for the classroom have been questioned. Storey, et al. (1994) say that "many teachers report that they do not have adequate training and experience in classroom management to address the problems" of disruptions in the classroom. Such

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expressions are what scholars refer to as "reality or practice shock" (Kruger & Muller, 1990). This occurs when the ideal classroom situation conflicts with what actually happens in the classrooms.

This study therefore explores instructional delivery and classroom management among public basic school: a case of Dormaa municipality of the Brong Ahafo Region of Ghana.

1.3 Purpose of the Study

The purpose of this study was to identify instructional delivery and classroom management practices among public basic school teachers with the Dormaa municipality of the Brong Ahafo Region of Ghana as a case study for further improvement.

1.4 Objectives of the Study

To achieve the purpose of this study, the investigation is to look into:

1. The teachers' general opinions on instructional delivery and classroom management practices.

2. How teachers implement instructional delivery and classroom management in the Dormaa municipality.

3. Challenges related to instructional delivery and classroom management in the Dormaa municipality.

4. Suggest some solutions to the challenges of instructional leadership and classroom management in the Dormaa municipality for effective teaching and learning.

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1.5 Research Questions

The following questions were used to guide the study:

1. What are the teachers' general opinions on instructional delivery classroom management practices in the Dormaa Municipality?

2. How do teachers implement of instructional delivery and classroom management practices in the Dormaa Municipality?

3. What are some of the challenges related with instructional delivery and classroom management in the Dormaa Municipality?

4. What are some solutions to the challenges of instructional leadership and classroom management in the Dormaa Municipality for effective teaching and learning?
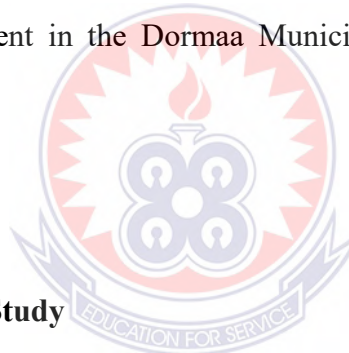
1.6 Significance of the Study

This study was designed to investigate supervision of classroom activities and instructional delivery and/ or leadership approaches of public basic school teachers in the Dormaa municipality. There is not another issue in education that receives greater attention or causes more concerns for teachers, parents and students than instructional delivery and classroom management as the lack of effective classroom management skills is the major block for a successful career in teaching (Long, 1987). Accordingly, the present conceptions about classroom management as an important aspect of school system must be changed if there will be a reform for schools (McCaslin & Good, 1992) since unless classroom management supports the instructional approach, they will work at cross-purposes.

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The results of the study will be helpful to explore whether the appropriate classroom management approaches which is requisite for an efficient instructional delivery is present in the current classrooms of the Dormaa Municipality or not. On the other hand, identifying teachers' classroom management approaches might offer insights to curriculum decision-makers about what is going on in the classrooms for maintenance of efficient learning environments with the help of classroom management. Moreover, the findings obtained might be useful for the pre- and in-service teacher training programs to improve their management skills for constructive learning environments. This study may also contribute to program design in the field of teacher training by supporting the classroom management course providing information about classroom management skills necessary for new and more complex learning environments.

1.7 Delimitations of the Study

Instructional delivery is a broad subject that cannot be reduced to a single study. This study confined itself to the understanding of the term as this formed the basis for teachers to clearly understand what classroom management entails and how it influences the classroom situation. The sample participants are restricted to basic school teachers in the Dormaa Municipality.

1.8 Limitations of the Study

There were several limitations to this study. First of all, a noticeable limitation of this study was that it relied on only teachers' self-reported data. It may be more preferable to support teachers' self-reported data with a variety of measurement tools, such as direct observation and interviewing participants.

A second limitation is related to the population of the study. The population of this study is limited to the public basic school teachers working in the Dormaa Municipality. So the results of the study cannot be generalized directly to all basic school teachers all Ghana. The results can only provide us with insights and a general opinion from this specific sample.

1.9 Organization of the Study

The study was organized into five chapters. Chapter one consisted of the introduction, which is basically the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitation of the study, organization of the study. Chapter two outlines the previous studies conducted by other researchers (literature review) on the subject matter.

Chapter three addresses the research methodology. Under which the researcher will indicate the research design employed, target population, sample size and sampling procedures, research instruments, validity and reliability of the research instruments used, data collection procedures and how the data is analyzed. Chapter four is on the discussions of the findings analysis, interpretations and presentations

while Chapter five gives the summary of the findings based on the research objectives, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter described literature which was relevant to the research purposes of this study. It was organized into the following sections:

- Instructional delivery of the teacher

- Methods of instructional delivery

- Supervision and Instructional Assessment

- Classroom management: History and theory

- Classroom management approaches among others.

- Summary of Literature

2.2   What does instructional delivery mean?

Instructional delivery is a process in which teachers apply a repertoire of instructional strategies to communicate and interact with students around academic content, and to support student engagement (Virginia Department of Education, 2015).

2.3   Instructional delivery of the teacher

An array of studies reveal that teachers who have similar professional qualifications (e.g., degree, certification, year of experience) instruct differently in their classroom and vary significantly in their ability to help students grow academically. The primary difference between effective and ineffective teachers does not lie in the amount of knowledge they have about disciplinary content, the type of certificate they hold, the highest degree they earned, or the years they have been in the

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teaching profession; rather, the difference lies more fundamentally in the manner in which they deliver their knowledge and skills while interacting with the students in their classrooms (Virginia Department of Education, 2015).

Numerous studies reveal that schools and teachers with the same resources yield different results in terms of student learning. Thus, it seems clear that these differences depend on how the resources are used by those who work in instruction.

2.4   Methods of Instructional Delivery

Instructional strategies can be divided into two major categories: direct instruction, a teacher-centered strategy, and student-centered instruction, which focuses on guiding students to construct their own understanding. Traditionally, models of teacher-centered instruction have prevailed in the classroom. However, current research indicates student-centered instruction that considers students' prior knowledge, learning styles, affective thoughts and social or cultural environment maximizes effectiveness (Pearson Education, 2013).

2.5 Direct Instruction

Direct instruction is a teacher-centered approach that focuses on learning objectives, incorporating well-defined content with teacher-guided instruction (Pearson Education, 2013). Many scholastic concepts are initially introduced with this method. The major models of direct instruction all share four essential steps:

- An introduction and review of prior experience or knowledge to focus attention and motivate students.

- A presentation of information that might include examples, modeling and an assessment of comprehension.

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- Guided practice with supervision and scaffolding (support for gaps in understanding) provided by the teacher or other students.

- Independent practice to review and increase competence (Pearson Education, 2013).

Direct instruction has both its critics and its advocates. Critics argue that it focuses on Bloom's lower level thinking skills and fails to maintain the complexity of an authentic environment by fragmenting content. Advocates of this teacher-centered approach suggest it is one of the most effective methods for initially exposing students to concepts or instructing students with cognitive or academic difficulties.

2.6 Student-Centered Instruction

Student-centered approaches to instruction have gained popularity with the rise of constructivism (Pearson Education, 2013). Constructivism is a theory of how individuals gain knowledge. Simply stated, this view maintains that students construct their knowledge from their experiences through interaction with the environment. Students must then actually have experiences to construct knowledge as opposed to merely listening to lectures. Student-centered instruction requires teachers to provide learning situations and environments that guide students to develop authentic and transferable understanding. Students can then actively participate in the process of knowledge construction. Goals and objectives continue to drive instruction in this model (Pearson Education, 2013).

The ability to implement student-centered instruction hinges on maintaining an orderly environment where students are aware of the teacher's expectations and the goals of instruction. Five major types of student-centered instruction exist:

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- Discovery learning: associated with Jerome Bruner, occurs when a teacher organizes the class so students can learn by becoming actively involved. At the preschool level, students may experience unguided discovery when little or no direction is provided. In the elementary and secondary school, teachers should initiate guided discovery: direction is given by providing a provoking question or scenario to encourage students to explore for answers and explanations (Pearson Education, 2013).

- Inquiry learning is associated with John Dewey. In this model, students formulate a hypothesis, collect data, draw conclusions, and reflect and evaluate. Often associated with science, the inquiry model allows students to gain knowledge of content and process it simultaneously.

- Cooperative learning occurs when students work in small mixed-ability groups that encourage total participation. This model assists students in developing a sense of interdependence, encourages relationships, and facilitates the development of communication, leadership, and conflict management. The success of cooperative learning depends upon how well teachers communicate their expectations, organize student routines, and monitor the process.

According to Pearson Education (2013), the following guidelines are offered for successful cooperative learning experiences:

- Groups should be of mixed ability

- Placement in groups is determined by the students' capacity to work together

- Common goals should be established with clear guidelines on outcomes and behavior provided

- Individual tasks are delegated to encourage group interdependence

- The length of time should be predetermined

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- Final assessment must encompass both the performance of the individual and the group (Pearson Education, 2013).

There are many advantages of cooperative learning. Academically, this model benefits student by providing peer scaffolding, increased opportunities for involvement and enhanced ability to problem solve by exposing students to the perspectives of others. Socially, cooperative learning promotes the acceptance of gender, ethnic and academic diversity.

- Individualized Instruction is designed to meet the specific needs of a particular student. This type of variation on typical instruction may modify time, activities or materials. This method is often employed with students who have special needs or those who are gifted.

- Technology is the latest addition to the student-centered repertoire of instructional techniques. Videotapes, computers, calculators and the Internet provide many opportunities for students to practice skills, research topics, and interact with peers. However visually engaging and critically important for participation in today's society, the application of technology to instruction does not guarantee improved learning. Teachers must establish and clearly communicate the goals of learning when utilizing technology in the classroom (Pearson Education, 2013).

2.7 Classroom Management: History and Theory

In the 19th century it was believed that children should be seen and not heard unless called upon by the teacher. The teacher was viewed as a disciplinarian and was to be respected. It was the teacher's responsibility to focus on the fundamentals of reading, writing and arithmetic. According to Roskos and Neuman (2012), it was the expectation that children were to follow the "golden rule" and use courtesy, fairness,

and good manners. If the children did not obey they would be hit with a hickory stick. During the 20th century, it was discovered that not all classroom management strategies worked for all students. Classroom management consisted of a teacher having "withitness", which included effective transitioning and challenging lessons. Research shows that during this time, effective management strategies were linked to academic achievement (Roskos & Neumann, 2012).

Classroom management in the 21st century has changed immensely along with our society. Corporal punishment and yelling are classroom management approaches of the past. Today's teachers need to be professional and caring. The rituals and routines of the classroom need to be set and should include student input. Teachers need to have a plethora of interventions at their fingertips. There is also a need for positive teacher-student relationships (Marzano, Marzano & Pickering, 2003). Many theorists have offered their ideas as to what they think works when it comes to classroom management. After reading the work of these theorists, several ideas began to emerge. The major ideas surrounding classroom management consisted of student engagement, responsibility of students, and student/teacher collaboration. According to Jacob Kounin (1970), a teacher needs to have "withitness" (pg. 64). Withitness means that a teacher is aware of what is going on in the classroom. He specified that the teacher may not know every detail of what is going on but that the students should have the perception that the teacher is always aware. Withitness can be achieved through continual eye contact with students. He found that teachers who were good disciplinarians possessed this quality and that it assisted in keeping students on task (Kounin, 1970).

Student engagement was also addressed by Jones, Jones and Jones (2000). They noted that approximately 50 percent of the time wasted in elementary

classrooms is due to disruptive behaviors. Those disruptive behaviors include students being out of their seats, talking to neighbors, goofing off, daydreaming, and making random noise. Though these behaviors may not seem significant, it is these types of behaviors that disrupt teaching and learning. Jones, Jones and Jones recommend the, "Say, See, Do Teaching" (p. 74) approach which is similar to the gradual release theory. It involves the teacher explaining what is to be done, modeling what will be done and then the student does whatever it is that should or needs to be done. This approach also involves getting frequent responses from students. It keeps students alert and engaged in the lesson.

A teachers' body language is another important aspect of classroom management. When teachers use eye contact, close physical proximity, facial expressions, and gestures properly they can be effective in dealing with management matters (Jones, Jones &Jones 2000; Kounin, 1970). Kounin thought that teachers who had a solid system in place for gaining student attention and clarifying expectations exhibited group alerting. Group alerting consists of teachers designing their behaviors in a way that helps students to stay on task and reduce misbehavior. This means that teachers should learn how to correct a student's behavior in such a way that it encourages other students to change their behavior. His theory followed the idea that an effective teacher keeps students actively involved and attentive. In order to keep students accountable they need to be a regular participant in class activities (Kounin, 1970).

Rudolf Dreikurs' (1998) theory discusses the importance of students having self-control. Self-control is a responsibility of the learner. His idea focuses on the fact that students who are self-controlled are able to take initiative, assume responsibility, and make decisions that are reasonable. These actions benefit both themselves and

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others. When students have a social interest, they make an effort to contribute to a classroom that is productive as well as comfortable. He believed that good discipline occurs best in a democratic classroom. A democratic classroom can be defined as a classroom in which students and the teacher collaborate to make decisions on how the class will best function. Ginott agreed that effective teachers invite cooperation from their students rather than dictating or bossing them around (Dreikurs, 1998; Manning and Bucher, 2001). Another responsibility is completing class work. It is recommended by Jones, Jones and Jones, that when students demand attention for independent work, the teacher should, "praise, prompt, and leave" (2000, pg. 58). This allows the students to be redirected quickly and take responsibility for their learning (Jones, Jones & Jones, 2000).

According to Dreikurs (1998), students have an increased sense of belonging when they are included in the process of decision making in various aspects of their day. This should include not only the making of rules but consequences as well. He believes that when students aren't involved in the decision making process, they will more than likely search for attention and power in less desirable ways (Dreikurs, 1998). When students understand that they are considered as equal participants in the classroom, there is a sense of community (Dreikurs, 1998; Manning & Bucher, 2001). Ginott also thought that the teacher should lead by example. Teachers should exhibit the cardinal principal of congruent communication, which is that they should address the situation and never the students' personality or character. This approach shows the students that they are socially equal to the teacher as opposed to beneath him or her. The ability for a teacher to do so instills the mindset that the student is capable of making decisions that are good and appropriate (Manning & Bucher, 2001).

The Canters' (2001) theory of classroom management is centralized on the idea that students have rights and needs that must be met in order to effectively learn. One such need that all students have is the need for a teacher who cares. A caring teacher strives to achieve what is best in the interest of the students. They also encourage teachers to reach out to "difficult" students and interact with them personally to establish a relationship of respect and rapport (Canter & Canter, 2001). Kohn (1996) agrees that the relationships between teachers and their students need to be supported through a caring environment. This idea is supported when he mentions that in a "working with" (pg. 54) classroom, students have the opportunity to play an active role in decisions that affect them directly and the functioning of the classroom as a whole.

The teacher works with students to enhance their learning experiences. As opposed, in a "doing to" (pg. 54) classroom, the teacher focuses on getting students to strictly comply. This style of management often focuses on a system of punishments and rewards which only offer a temporary fix as opposed to working toward the specific needs of students. He explains that it is one thing to talk about a learner-centered classroom and another to make it a reality (Kohn, 1996). By creating a caring community for students, the teacher is able to instill a love of learning that focuses on the students' underlying motives (Canter & Canter, 2001; Kohn, 1996).

It is important for teachers to consider what has been discovered in the past in an effort to guide their practice in their own classroom. Chances are there isn't going to be one approach that meets the needs of all students in a classroom. This is when teachers need to adapt their strategies in order to match their own style and work toward particular goals while meeting the needs of their students (Canter & Canter, 2001; Kohn, 1996). There is certainly not a need to continually reinvent the wheel but

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what worked for students' years ago may not be suited best for the students of today's classrooms. All of the things that a teacher does in an effort to organize time, materials, students, and space, make up classroom management. The effectiveness of a teacher's classroom management strategies can determine the overall success of the school year. Therefore it is important to consider not only what is being done in classrooms today, but what has been done in the past.

Although many theorists have offered their findings and ideas on classroom management, ultimately it is up to the classroom teacher to decide what works best for a particular group of children in order to meet their needs both socially and academically.

2.8   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.
Burden (1995) 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.

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- The Interacting Model which is medium-control approaches includes Logical Consequences, Cooperative Discipline, Positive Classroom Discipline, Non-coercive 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, Wolfgang and Glickman (1986) proposed a model to classroom interaction and discipline. Their model in which classroom management strategies are classified as interventionist, non- interventionist, or interactionalist illustrates a continuum. According to this model, interventionist teachers -at one end of this continuum- believe that students learn appropriate behaviors 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 behaviors. In the middle, interactionalist teachers believe that students learn appropriate behaviors as a result of encountering the outside world of people and objects. Therefore, interactionalists 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

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these various theories emphasizes teacher behaviors that reflect the matching degrees of power possessed by student and teacher (Martin and Baldwin, 1992). 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. Similar to the classification of Wolfgang and Glickman (1986), 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. Traditional classrooms can be called as teacher-centered classrooms that are directly affected by the principles of behaviorist 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 behavioral classroom management techniques consistent with their way of instruction. The behavioral model requires strong intrusion and management techniques on the part of the teacher (Garrett, 2005). Traditionally, student behavior management has heavily depended on behaviorism theory, which is primarily based on rewards and punishments as reinforcement. Behaviourism mainly focuses on modifying individual behavior to lead the student to build positive behavior in the classroom. Behaviourism essentially forces external controls over the student to shape his or her behaviors in a desirable way (Lerner, 1997).

The Teacher is the dominant person in the classroom and has the responsibility of all ongoing issues in the classroom; from students' motivation to misbehaviors. 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 behavior when needed. In these teacher-centered classrooms students are passive learners and compliance is valued rather than initiative (Freiberg, 1999). From the perspective of behaviorism, teachers can easily reach the conclusion that student misbehaviors can be decreased by rewards or punishments. Some educators, however, have criticized behaviorism 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 behaviorism lies in the lack of learners' initiative within the learning process (Freiberg, 1999).

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, 1997). 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, 1999). Leinhardt (1992) asserts that interactive instructional approaches bring about "powerful changes in the dynamics of the classroom. While students' role

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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; Larrivee, 1999).

Willower, Eidell and Hoy (cited in 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 behaviors 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 behavior and interact socially with the others; do not fit with conceptions of management such as behavioral 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). The purpose of classroom management in

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student-centered classrooms is for teachers to actively engage students in learning, encourage self-regulation, and build community (Brophy, 1999). 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 behaviors 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

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students to participate in decision-making about the use of the space, the grouping of desks, and room decorations (Savage, 1999).

2.9   The Importance of Classroom Management

In any classroom regardless of grade-level, the potential for conflict is inevitable. It is the job of the teacher to address and attempt to prevent such conflicts. Wong, Wong, Rogers and Brooks (2012) explain that there are three elements which make an effective teacher. In addition to teaching for lesson mastery and practicing positive expectations, classroom management makes an effective teacher. Therefore, a teacher cannot be effective without the ability to deal with potential conflicts. In the absence of classroom management skills, the effectiveness of quality instruction is compromised as well.

Nolan (1991), Arends (1994) cite classroom behaviour management problems as most the difficult areas teachers encounter in their teaching experiences further state that teachers report that their problems arise from the teachers' lack of adequate training and expertise in dealing with disruptive learner behaviours. Kyriacou (1993) says that though research on developing classroom expertise has expanded, research conducted with student teachers on classroom management reveals that student teachers still consider classroom management as a major concern. Kyriacou (1993) further argues that recent research concentrated on "knowledge, understanding and skills regarding effective classroom teaching". Therefore, there is a need for research evidence on how to improve the quality of teaching, and an indication why classroom management has assumed tremendous importance in recent years (Copeland, 1987).

According to Doyle in Copeland (1987) and Arends (1994) classroom management emanates from classroom characteristics or properties such as

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"multidimensionality, simultaneity, immediacy and unpredictability". Thus teachers need to possess managerial skills because some classroom behaviours result from learner interaction within a classroom environment and thus may influence and shape future behaviours.

Arends (1994) and Copeland (1987) explain the characteristics as follows:

- *Multidimensionality.* The classroom is made up of a variety of classroom events that occur over time and need to be planned for and organised. For instance; classroom records must be planned for, organised and kept, the timetable of classroom activities must be drawn up to avoid clashes and confusions, assignments to be given to learners must be properly selected and learner activities must be properly organised so as to ensure that nothing disturbs the whole teaching-learning process. Furthermore, learners in the classroom are different in terms of personalities and needs. There needs to be a plan for the satisfaction of these needs and the accomplishment of learners' expectations. Hence, a properly organised classroom ensures that no disruption occurs.

- *Simultaneity.* Different classroom events can occur at the same time and this affects the teaching-learning process in that several behaviours are elicited from the simultaneous occurrence of classroom events. For example, the teacher has to present and organise lessons and classroom activities, and at the same time he or she has to monitor the classroom, keep learners attentive, watch out for disruptions and any influential factors that might interfere with the lesson being taught. All these classroom events need to be managed by the teacher if he or she wishes to achieve a well-managed classroom. It is imperative for the teacher to know that several classroom behaviours are elicited by these classroom occurrences, so that the teacher has to anticipate these and make certain that the classroom is least disturbed by them.

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- *Immediacy.* Since classroom events and activities can occur at the same time, the teacher needs to act immediately and decisively. In other words, if there is a learner who violates classroom rules the teacher has to act quickly so that the behaviour does not affect other pupils. Hence Doyle, in Copeland (1987), says that "the simultaneous occurrence of multiple elements shortens the time frame and confers immediacy to the flow of classroom experience". Decisions must be made rapidly with little time for reflection. For instance, there would not be any time for the teacher to refer to the type of technique to use when two boys at the back of the class begin to shove each other. The teacher will just have to think of a quick solution to try to calm them down. It is therefore important for a teacher to understand that some events in the classroom will require her or him to act swiftly and decisively.

- *Unpredictability.* Some classroom events and activities may occur unexpectedly and require the teacher's prompt action. It is therefore not easy to anticipate the turn of events each time the teacher goes to class, because of the unpredictable nature of the learners. There are a lot of factors that might lead learners to be distracted and interrupt their lessons. For instance, if a teacher comes to class wearing traditional attire, learners will concentrate on the attire and ignore what the teacher is teaching about or else the learners may consistently laugh at him so that the whole lesson is disrupted. Also, one learner may play a sick prank on other learners such that the teacher ends up stopping the lesson and attending to the problem. It is therefore not easy for the teacher to predict the kind of disturbances that might occur in class. The characteristics of classroom management, therefore, imply that teachers are expected to organise and coordinate classroom situations and activities while ensuring that disruptions which may occur during their lessons are handled professionally. It is therefore important for teachers to acquire the knowledge and skills that will help

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them to deal with classroom complexities, thus enhancing effective teaching and learning. Omstein (1990), McNeil and Wiles (1990), and Jacobsen et al. (1993), maintain that effective learning depends entirely on a well-managed classroom. If not well managed, a classroom may be chaotic and disruptive, and inattentiveness and poor learning may result. Therefore, to ease the teachers' anxieties and frustration, the acquisition of management skills and knowledge is important (Arends, 1994).

The skills and knowledge enable teachers to detect and diagnose management problems, because if teachers fail to correctly diagnose management problems the problems will persist (Omstein, 1990). It is, therefore, essential for teachers to learn how to organise their classrooms to identify ways of avoiding learner misbehaviour (Smith & Laslett, 1993). In support of this view, Storey et al. (1994) suggest that "teachers who have little training in behaviour management often are unable to identify functions and consequences that maintain disruptive behaviours". It is therefore necessary for teachers to be trained in this regard so that they are able to deal with problems that would interfere with their lessons. Good and Brophy (1991) assert that those teachers who view classroom management as a process of establishing and maintaining an effective learning environment tend to succeed in their teaching because they are prepared to deal with behaviour problems when they prevail in class.

2.10 Effective Teachers are Instructional Leadership and Classroom Managers

Instructional leadership includes classroom management. Duke (1979) defined classroom management as "the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur" (p. 12). In classrooms with effective teachers who positively affect student achievement, researchers (e.g., Morrow et al., 1999; Pressley et al., 1997; Wharton-McDonald et al,

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1998) found that classroom management was a necessary component of effective reading instruction. In addition to the array of instructional strategies they employ, effective teachers differentiate instruction not only by providing a balance of basic skills instruction and authentic literacy experiences, but also by using whole group, small group, and individual instructional methods to increase student achievement (Morrow et al., 1999; Pressley et al., 1997; Wharton-McDonald et al., 1998). Those good instructors are teachers who identified contents-rich classroom teaching, interacted with students positively, and provided a balanced approach to grouping students through differentiation of instruction. In order for differentiation of instruction to take place, the elements of effective teaching must be present along with the parallel components of efficient classroom management that facilitates instruction and student achievement.

Teachers have been using elements of classroom management since the days of the one room schoolhouse. The 1970s brought about a trend toward more systematic research of classroom management practices. Kounin (1970) conducted the first large-scale study of classroom management. Using 49 videotapes of first and second grade classrooms, Kounin (1970) examined differences between effective and ineffective teachers and their ability to deal with discipline problems in the classroom. What he discovered was that effective teachers did more to prevent problem behaviors before they occurred and that effective and ineffective teachers did not differ in the skills they used once problem behaviors occurred (Kounin, 1970). Additionally, he identified four critical elements of effective classroom management. First, "withitness" was observed in classrooms with the most effective teachers. "Withitness" refers to teachers' awareness of problem behavior and the immediate attention the teacher pays to that behavior (Kounin, 1970). Second, effective teachers

were able to deliver instructional lessons smoothly, while keeping the momentum of the lesson going to maintain student engagement. Third, students were aware of behavioral expectations at all times. Finally, effective classroom managers provided challenging independent tasks for students, and varied tasks to keep students motivated.

Kounin's (1970) findings indicate that there exist a set of management variables that can highly predict student behavior in the classroom. Importantly, these conclusions are co relational in nature, and it cannot be said for sure that these teacher variables solely affected student behavior.

2.12 Effective Instruction Requires Effective Classroom Management

There exists an assumption that effective teaching cannot be defined (Darling-Hammond, 1997), but interestingly, recent research on effective teachers demonstrates otherwise. In the search to define effective teaching, researchers began identifying effective teaching processes as early as the 1970s. In classrooms with accomplished teachers, student engagement is high, and occurs as a result of a combination of classroom management skills and effective instructional techniques (Taylor, Pearson, Clark & Walpole, 2000; Pressley, 1998; Taylor, Pressley & Pearson, 2000). Teachers who effectively manage their classrooms not only demonstrate an awareness of their students' diverse needs, but also possess a set of skills necessary to meet those needs (Marzano, 2003).

Effective classroom management skills fall under three categories:

a) Environmental factors,

b) Instructional variables, and

c) Teacher behaviours.

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Environmental classroom management skills relate to classroom arrangement, student grouping, and the physical attributes of the classroom (Evertson, Emmer & Worsham, 2003). Instructional variables constitute the teaching of rules and procedures, as well as planning, delivery, and methods of instruction. Teacher behaviors are related to use of reinforcement and praise, relationships of teachers and students, and teacher actions (Emmer, Evertson, & Worsham, 2003).

When classroom management is implemented effectively, an increase in student engagement occurs, disruptive behaviors decrease, and use of instructional time increases, all resulting in improved academic achievement (Wang, Haertel, & Walberg, 1993). When teachers are able to spend more time on instruction and less time dealing with discipline problems, student achievement improves. Classroom management is a key element in promoting an environment conducive to student learning (Marzano, Marzano, & Pickering, 2003).

For students with challenging behaviors, reducing problem behavior is a priority, but academic instruction, specifically reading instruction, need not be overlooked in the process. Research has shown that interventions targeting academic skills may also reduce problem behaviors (Barton-Arwood, Wehby, & Falk, 2005; DuPaul, Ervin, Hook, & McGoey, 1998).

In their research of exemplary first grade literacy instruction, Morrow, Tracey, Woo, and Pressley (1999) found that outstanding classroom management systems contributed to student learning and reading achievement. In fact, Wang, Haertel, and Walberg (1993) conducted an extensive literature review and concluded that student achievement was most affected by classroom management. Learning cannot occur in a classroom that is governed by chaos. With an alarming 12% to 22% of all students experiencing emotional or behavioral disorders (Adelman and Taylor, 2002) and 18%

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of students with combined academic and behavioral deficits requiring specialized interventions (Dunn and Baker, 2002), classrooms are bursting with students with diverse needs, making a teacher's classroom management skills more important than ever. It is no surprise that many teachers report feeling inundated and deficient in the skills necessary to effectively meet the needs of all their students (Grek, 2000).

2.13   The Effects of Classroom Management on Academics

In order for students to have academic success, teachers must first create an optimal learning environment. The term optimal learning environment focuses on the way in which teachers' set-up their classrooms with regard to physical space, academic opportunity and social interactions and growth. When discussing effective classroom management techniques discovered by researchers, it is important to be aware of how researchers define effective classroom management. Researchers typically use two elements to determine if a classroom management approach is successful. The first is a lack of inappropriate behavior. The other element is whether or not students are on-task (Babkie, 2006; Kounin, 1970; Rischer, 2008; Smart & Igo, 2010).

Kane, Taylor, Tyler and Wooten (2011) discuss that student achievement is impacted by teachers' practices. A teacher's effectiveness is directly related to the academic achievement of his or her students. Teachers are the most important factor in student achievement (Ferguson, 1991; Kane, Taylor, Tyler, & Wooten, 2011). Many aspects can cause a teacher to be deemed ineffective. One aspect is a teacher's ability to effectively manage the classroom. If a teacher is ineffective the impact can affect a student's academic career for years. Increasing teacher quality can cause the greatest increase in student achievement (Ferguson, 1991). Freiburg and Lamb (2009)

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mentioned that when students are given opportunities to exhibit responsibility, they become connected to the classroom environment. This connection also allows students to become invested in making the teaching and learning relationship work. When students are able to find their purpose within the classroom they can see themselves as learners and the door to academic achievement is opened. In order for students to become a part of the classroom community, they mentioned the differences between a "teacher-centered" and a "person-centered" (pg.101) classroom.

For instance in a teacher-centered classroom, the teacher is the leader, rewards are extrinsic, and management is viewed as oversight of student behavior. However, in a person-centered classroom, leadership is shared among all classroom members, rewards are intrinsic, and management is a form of guidance (Freiburg & Lamb, 2009). A study by Freiberg, Huzinec and Templeton (2009) investigated the effects of classroom management on academics in fourteen inner-city elementary schools. The researchers discussed that when students are self-disciplined the teachers are able to use more complex instruction that includes research projects, cooperative learning, and interactive centers. These types of approaches enhance students' learning experiences and allow for deeper understanding and retention of information. It was concluded that although classroom management is considered one of the most important factors that affect student learning, most management programs lack evidence to support that they improve student learning (Freiberg, Huzinec, & Templeton, 2009).

Rischer (2008) explains that in order to increase academic achievement within your classroom there are several management factors that need to be in place. First, a classroom has to be organized in such a way that allows students to be prepared to learn and the teacher ready to teach. Next, when dealing with inappropriate behaviors,

the teacher must prepare for the worst by having strategies in place to diffuse the situation. When a situation presents itself, the teacher has an opportunity to pass along his or her experiences and connect with students. Knowing your students and respecting their cultural values is important because it allows the teacher to have an understanding of who the student is as an individual and a learner. As well, teachers need to have an understanding of why a student may be acting out because often those behaviors cause other students to become distracted. Perhaps the student is acting out because he or she is lacking the ability to perform at a level equivalent to his or her peers. If the teacher is aware of the situation he or she can address it individually with the student. It is these connections that allow relationships to develop. As relationships develop, teachers can then raise the expectations for their students which increase accountability for their behaviour and their learning (Rischer, 2008).

According to current research, newer educators as well as veteran teachers identify classroom management as an area that significantly impacts their ability to deliver instruction to students (Rosas & West, 2009). It appears that today's educators are faced with job-related stress more than ever before. What is so concerning is the fact that these high levels of stress may potentially impact their students. This would result in a negative effect on the well-being of the students, especially if students have developed strong student-teacher relationships. As well, when a teacher is stressed the students in the classroom may also become agitated and stressed, which would negatively impact their academic, personal, and social wellbeing (Rosas & West, 2009). Teachers are required to complete a variety of tasks throughout their day to meet the diverse needs of their students. These tasks include lesson planning, differentiating instruction, managing student behaviours, and meeting students' social and emotional needs. In an effort for teachers to create a successful academic

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environment, effective classroom management is essential (Rischer, 2008; Rosas & West, 2009).

A study by Shook (2012) interviewed pre-service teachers in an effort to gain insight into what types of classroom management strategies they were using as well as the effects of those strategies. The results found that three types of strategies were used most frequently by pre-service teachers. The first was talking individually with students. This approach seemed to be most effective. Next, teachers instructed students as a group as well as individually on appropriate behavior. The last strategy used was sending the student who was exhibiting less desirable behaviors out of the classroom. The last strategy was considered the least effective.

Sending students out of the classroom deprives them of critical learning experiences and exposure to core content. The pre-service teachers suggested ways to improve their strategies. Among the suggestions were having a more structured routine, improving transitions, and decreasing negative strategies for behavior management. The study concluded that negative strategies increased problem behaviors and decreased academic achievement (Shook, 2012). The increasing pressures placed on students and teachers to perform academically are causing teachers to look for more effective ways to improve both time spent on academics as well as student learning experiences. Increasing learning time through effective transitions and decreased behavior disruptions are two ways in which student academics will be positively impacted.

2.15   Summary of Review

The researcher looked at the various ingredients that may facilitate quality instuctional delivery. Quality education involves provision of quality input, quality

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delivery process and quality output. The learning must take place in an environment that supports quality instructions and is healthy, safe and protective and gender sensitive with adequate resources and facilities.

The ability to implement student-centered instruction hinges on maintaining an orderly environment where students are aware of the teacher's expectations and goals of instruction. Some experts like Roskos and Neumann (2012) hold the assertion that, effective management strategies were linked to academic achievement. Again, in any classroom regardless of grade-level, the potential for conflict is inevitable. It is the job of the teacher to address and attempt to prevent such conflicts. The skills and knowledge enable teachers to detect and diagnose management problems.

All experts in education concluded that, teachers are required to complete variety of tasks include lesson planning differentiating instruction, managing students behaviour and meeting students' social and emotional needs. Also in an effort for teacher to create a successful academic environment, effective classroom management is essential. The teacher therefore becomes an instructional leader and classroom manager.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section of the study focused on the research design, population sample and sampling procedures, target population, research instruments, validity and reliability of the research instruments used, data collection procedures and data analysis. Research methods involve primarily the forms of data collection, analysis, and interpretation that researchers proposed for any studies (Creswell, 2009).

3.2 Research Design

The research design adopted here is a descriptive survey design. The researcher used this design for descriptive purposes with open ended items to allow respondents to give their opinions in a written form. Survey research involved acquiring information about one or more groups of people – i.e., perhaps about their characteristics, opinions and attitudes. Descriptive research design is a useful way in describing characteristics of a large population. But since the study involved individual teachers as units of analysis; their opinions were solicited to enrich their survey answers.

The descriptive survey was considered the best design for this study since it aimed to examine the ways and the methods teachers use to deliver instructions. Another advantage is that using questionnaires provides data in the same form from all respondents that can be quantitatively analysed. This design also comes with limitations, hence the use of added open-ended items to get teachers' opinions in words (Creswell, 2009).

3.3   Population, Sample size, and sampling procedure

Population is the complete set of individual cases or objects with some common observable characteristics (Mugenda, 1999). Thus, this study has a target population consists of all public basic school teachers within the Dormaa Municipality. Because the population is huge, a sample of the target population is taken for this study. This is termed the sample size – a proportion of the total population. The sample size was about 130 teachers in all.

On the other hand, sampling is the procedure the researcher uses to select people or respondents for the study. The process of selecting a sample or a sub- group for a study is referred to as sampling (Kusi, 2012). The sample technique used here is the stratified random sampling (Fraenkel & Warren, 2006, p. 96). The Dormaa Municipality is divided into strata based on Circuits. There are 10 Circuits in all and to get 130 teachers in each Circuit is the lottery type of simple random sampling was used to select 13 teachers from each of the 10 basic school circuits of the Dormaa Municipality.

3.4   Research Instruments

Questionnaires, made up of structured and unstructured question items were administered to the teachers. A structured questionnaire is a data collection instrument which is often used in quantitative studies. It contains predetermines standardized questions or items meant to collect numerical data that can be subjected to statistical analysis (Kusi, 2012). Kusi also added that most participants feel more comfortable responding to predetermined responses than items that require them to express their views and feelings. The researcher used structured questions in order to prevent much spending and time as well as to facilitate easy analysis as they would be in usable

form immediately. However the unstructured questions (open ended questions) were used so as to encourage the teachers to give their opinions without any fears or the feeling of being held responsible for revealing any information. Close-ended questions were also administered. Data collection by these instruments were more objective and usually more accurate.

3.5 Validity

Validity has to do with instruments/ techniques, data, findings and explanations. Joppe (2000) provides the following explanation of what validity is in quantitative research: Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others.

It also means the researcher checking for the accuracy of the findings by employing certain procedures. The questionnaires were given to experts in the field of educational research for corrections, suggestions and observations to ensure the content validity of the questionnaires. To finally determine the validity of the instruments, the researcher presented the questionnaires to her supervisor for analysis and critique before administering them. That was done to help the researcher rectify and be able to select good reliable instrument and also come out with credible results.

3.6   Data Collection Procedures

Some forms of data, such as interviews and observations, can be either quantitative or qualitative depending on how open (qualitative) or closed

(quantitative) the response option might be in an interview or a checklist for an observation, Creswell, 2009). The researcher visited the sampled school during their meals time as well as their instructional time. A permission letter (Appendix A) was obtained from the Head of Department and was given to the various heads to sort for permission for the administering of the questionnaires (see Appendix B) Questionnaires were delivered to the various respondents and a period of one week was agreed on for their completion. For confidentiality purposes, the questionnaires were collected after that period. Information given by respondents were put together and recorded down properly and accordingly for interpretation and analysis.

3.7   Data Analysis

Data analysis here has to do with the researcher telling readers about the type of statistical analysis that was used during the study. It depends on the nature of data, which is quantitative. Quantitative data was coded MS Excel first and then imputed into Statistical Products and Services Solutions (SPSS) and was analyzed using statistical measures such as percentages and others. That helped in the description of variables. Structure data was analyzed using content analysis to comprehend the consistence of information from various respondents. Frequency and percentage tables were used to present the results obtained.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1   Overview

This chapter presents the analysis of the data that were collected to identify instructional delivery and classroom management practices among public basic school with the Dormaa Municipal of the Brong Ahafo Region of Ghana as a case study. The study was guided by the four research questions. Data presentation is done in two sections: Section 'A' deals with the respondents' demographic data while section B deals with the analysis of research questions. The analysis was organized first by demographic information followed by the research questions for the study, which are:

1. What are the teachers' general opinions on instructional delivery and classroom management in the Dormaa Municipality?

2. How do teachers implement of instructional delivery and classroom management in Dormaa Municipality?

3. What are some of the challenges related with instructional delivery and classroom management in Dormaa Municipality?

4. What are some of the solutions to the challenges of instructional delivery and classroom management in Dormaa Municipality?

4.2   Demographic Characteristics of Respondents

The demographic questions were designed to obtain information from the teachers in some general areas such as the gender and age of participants, educational level and working experience among others. In all, one hundred and twenty four (124) teachers responded in the study.

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Table 1 below indicates the distribution of respondents by their gender. The data shows that male subjects were 68 (54.8%) and female subjects were 56 (45.2%).

Table 1: Gender Distribution of Teachers

Gender	f	%
Male	68	54.8
Female	56	45.2
Total	124	100.0

Data source: Field survey, 2016.

The ages of the respondents were also analysed. The findings revealed that majority of the respondents who participated in the study were between the ages of 26 and 30 years; they formed 39 (31.5%), followed by 34 (27.4%) between the ages of 31 and 35 years. The summary of the above analysis is clearly indicated in Table 2 below.

Table 2: Age distribution of respondents

Age (years)	f	%
20 – 25	8	6.5
26 –30	39	31.5
31 – 35	34	27.4
36- 40	27	21.8
41– 45	12	9.7
50 +	4	3.2
Total	124	100.0

Data source: Field survey, 2016.

As represented in Table 3, out of the 124 teachers involved in the study, 80 of them representing 64.5% had a Bachelor's degree qualification, and 20 (16.1%) had a Master's degree. However, significant portions of the respondents 22 (17.7%) were

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diploma holders and only a few, 2 (1.6%) had a Teacher Cert. 'A'.

Table 3: Qualification of respondents

Qualification	f	%
Teacher Cert. 'A'	2	1.6
Diploma	22	17.7
Degree	80	64.5
Postgraduate	20	16.1
Total	124	100.0

Data source: Field survey, 2016.

From Table 4, the number of years spent in the present school by the teachers is presented. Most of the respondents, 67 (54.0%) had only spent between 0 – 5 years in their present school. A significant majority also had spent between 5 – 10 years. Only a few had spent between 11 and 21+ years.

Table 4: Number of years spent in present school

Number of years	f	%
0 - 5	67	54.0
5 – 10	45	36.3
11 – 15	7	5.6
16 – 20	3	2.4
21 +	2	1.6
Total	124	100.0

Data source: Field survey, 2016.

With regards to the teachers' experience, Table 5 shows that 45 of them representing 36.3% reported that they had worked for the period less than 5 years, 40 (32.3%) indicated that they have worked for the years between 5 to 10 years, 26 (21.0%) also reported that they have taught between the years of 11 to 15, while 7 of

them representing 5.6% indicated that they have taught for 16 to 20 years. A few of the teachers, 6 (4.8%) had taught for over 21 years.

Table 5: Years of teaching experience

Years	f	%
0 - 5	45	36.3
5 – 10	40	32.3
11 – 15	26	21.0
16 – 20	7	5.6
21 +	6	4.8
Total	124	100.0

Data source: Field survey, 2016.

4.3   Analysis of Research Questions

Research Question One

What are the teachers' general opinions on instructional delivery in the Dormaa Municipality?

This research question sought to find out from the teachers their general understanding of what instructional delivery. The following are some of the responses gathered on the various sub question asked.

First, the respondents were asked about how they understood instructional delivery. There were varied responses to this question; for example, one of the respondents indicated that,

"instructional delivery is the method of teaching and classroom management means creating and maintaining a safe, supportive and challenging classroom environment (respondent no.1).

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One other respondent also indicated that,

"instructional delivery is whereby a teacher uses instructional hours to deliver a lesson efficiently and classroom management is when the teacher is able to have control over the class, mastery over the subject and make use of teaching and learning materials required for the lesson" (respondent no. 2).

"Instructional delivery is the interaction that takes place between a teacher and learners during teaching and learning. Classroom management is a technique put in place in the classroom so that teaching and learning will not be interfered" (respondent no. 38).

On the same subject matter, another respondent also stated that,

"instructional delivery is the method used in teaching and classroom management is making the classroom environment conducive for learning (respondent no.8).

Also, one respondent was of the view that, *"my understanding of instructional delivery is teaching the children the content of the subject and classroom management is what is put in place so as to teach the content"* (respondent no. 13).

Again, another respondent was of the view that *"instructional delivery is the means of imparting knowledge and skills to learners and classroom management are the procedures that are put in place to carry out ineffective teaching and learning"* (respondent no. 18).

Another indicated that *"it is the process when teachers use visual aids and audiovisual aids to teach the pupils for effective understanding. Classroom management is where the teacher ensures that the teaching learning materials are adequate and use judiciously to enhance good results"* (respondent no. 26).

"Instructional delivery is the effective teaching and learning in the classroom and classroom management is the efficient use of the scanty resources in the classroom to ensure that instructional goals are achieved" (respondent no.43). Respondent no. 52 was also of the view that *"instructional delivery is planning very well in lesson making sure TLMs and text books are available for pupils and teaching that topic. Classroom management is making sure the class is quiet and the children are seated"*. Again, one other respondent was of the view that *"instructional delivery are the procedure in which teachers apply the method and repertoire of instructional strategies to interact with students and classroom management are terms used by teachers to describe the process of ensuring that the classroom run effectively"* (respondent no. 104).

Secondly, the views of the respondents were sought on what they thought was the role of the teacher in managing his or her classroom. Some of the views shared by the respondents were *"the teacher's role in managing the classroom is by guiding learners to elect class prefects, ensure tables and chairs are set, keep proper records of the class and control the class during lessons" (respondent no. 50).*

Another teacher identified the role of a teacher in managing his or her classroom as *"my role as a teacher in managing my class is to ensure that my lessons are interesting. I should also make my teaching pupil-centered to get them involved and I spread questions evenly" (respondent no. 65).*

The view of another respondent was that *"the role of a teacher in management is to ensure all the strategies which help the class to run effectively"* (respondent no. 101). Also, one respondent indicated that *"ability to control, set responsibilities to keep order in the room and to assure the pupils that they are in safe hands and there should be trust"* (respondent no. 69). A role expressed by one of the respondents was

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that *"class control; how questions are asked and distributed by the teacher, how he gets his or her pupils involved in his lessons and the way he is able to handle the feedback"* (respondent no. 82).

Respondent no. 98 assumed the role of the teacher as *"the teacher is to make sure that students obey or apply regulation regarding the classroom management"*. Also respondent no. 120 was of the view that "the teacher is responsible for the well-management of the classroom to facilitate learning" whiles respondent no".

Respondent #108 expressed an interesting view that *"1. Try to make a personal connections and go through the 'what if' scenario list before. 2. Teach students; even the youngest ones to be responsible for their own learning. 3. be fair, firm and consistent"*.

Thirdly, the respondents were asked if they had had any formal instruction on instructional delivery and classroom management and their source or institution of training. All the respondents indicated that they had had a formal instruction on instructional delivery and classroom management from various institutions they attended with the predominant institution being the University of Education. Some however indicated that they had their training or instruction from other teacher training colleges in the Ghana.

Finally, the respondents were asked about how they perceived the relationship between the teaching process and classroom management. Some of the responses gathered were that *"the teaching process and classroom management go hand in hand to foster / bring about good understanding of lessons and knowledge, skills and ideas acquisition"* (respondent no.61). Another respondent stated that *"the connection between teaching process and classroom management is a delicate one because it is a*

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good classroom management that promotes a smooth teaching process and without it nothing will be achieved in that process" (respondent no. 67).

Again, another respondent indicated that *"teaching process is the systematic way of imparting knowledge whilst classroom management is the technique employed by a teacher to achieve maximum result"* (Respondent no.111)

These responses are indication that a significant number of the teachers have a good understanding of what instructional delivery is about. They have very good understanding and must be prepare to deliver instructions and classroom management.

4.4 Research Question Two

How do teachers implement instructional delivery and classroom management in Dormaa Municipality?

This research question sought to find out from the respondents how they go about the implementation of instructional delivery and classroom management in their various schools within the Dormaa Municipality.

Table 6: How teachers implement instructional delivery and classroom management

Statements	Min.	Max.	Mean	Std. dev.
My students know what will happen next after every lesson	1	5	2.36	1.114
The learning goal is posted in my classroom	1	5	2.35	1.148
All voices are heard in a discussion	1	5	2.31	1.12
Follow up questions such as, "Can anyone tell me more?" are used	1	5	2.27	1.171
I wait until many hands are raised to answer a question	1	5	2.26	0.995
All students participate in our discussions	1	4	2.25	0.942
I only move on when all my students understand what I am	1	5	2.21	1.006

Statements	Min.	Max.	Mean	Std. dev.
teaching				
I provide choice of activities	1	5	2.17	1.034
I give individual attention to children who need help	1	5	2.13	0.928
There is a closing activity that reviews what we have learned	1	4	2.07	0.876
I mix up the children when they are performing assignment	1	5	2.06	0.986
I keep daily records of the progress children make in class	1	5	2.05	0.835
The work in my class challenges my students	1	5	2.05	0.795
I select instructional materials that make it possible for all children to learn.	1	5	2.03	0.855
I give sufficient time to all children to complete tests and assignments	1	4	2.03	0.836
I ask questions that take more than a few words to answer	1	5	2.03	0.928
The activities and assignments require my students to think deeply	1	5	2.02	0.883
I know when and why my works meets or does not meet the standards	1	5	2	0.92
I ask children to help each other	1	5	1.99	0.924
I can use the feedback from my colleagues to improve my work	1	5	1.99	0.897
I make my students feel that my questions are important	1	4	1.99	0.821
The classroom is spacious to allow for free movement	1	5	1.96	1.007
The classroom environment is comfortable for all children.	1	5	1.94	0.977
I know how each activity supports our learning goal	1	4	1.94	0.799
I have a high expectation for the success of my students	1	4	1.94	0.868
I vary the pace to help the children to learn	1	5	1.93	0.912
I give hints or ask a question in a different way when my students don't respond or understand	1	4	1.92	0.739
I try to arrange my classroom to encourage participation	1	5	1.86	0.82
Real life examples are used to help the children understand new materials.	1	5	1.85	0.884
I use examples to explain when my students don't understand	1	4	1.85	0.755
I constantly monitor all my children while they do class work.	1	4	1.84	0.85
I ask questions to check if the students understand every lesson	1	4	1.8	0.721
Near the end of the class we review what we have learned to check	1	5	1.7	0.806

Statements	Min.	Max.	Mean	Std. dev.
if we met the learning goal				
Directions for homework and class work are clear	1	4	1.7	0.65
Questions are fair and evenly distributed to allow children to contribute to lessons.	1	4	1.63	0.692

N= 124, Data source: Field survey, 2016.

Table 6 shows how teachers implement instructional delivery and classroom management, 'my students know what will happen next after every lesson' was considered to be the most important item on how the teachers implement instructional delivery and classroom management in the Dormaa Municipal; this method obtained a mean≈2. 'The learning goal is posted in my classroom' was the next major item considered to be a way by which the teachers implemented instructional delivery and classroom management in the Dormaa Municipal (Mean≈2, s.d= 1.148)

'All voices are heard in a discussion', 'Follow up questions such as, *"Can anyone tell me more?"* are used', 'I wait until many hands are raised to answer a question', 'All students participate in our discussions' and 'I only move on when all my students understand what I am teaching' were in that order the other ways teachers were going about in the implementation of instructional delivery and classroom management by the teachers in the Dormaa Municipality. In each case the mean≈2 with varying deviations.

Even though most of the items had means≈2, their deviations were different as long as their significance as indicated by the respondents. For example the items, 'I provide choice of activities', 'I give individual attention to children who need help', 'There is a closing activity that reviews what we have learned', 'I mix up the children

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when they are performing assignment', 'I keep daily records of the progress children make in class', 'The work in my class challenges my students', 'I select instructional materials that make it possible for all children to learn', 'I give sufficient time to all children to complete tests and assignments', 'I ask questions that take more than a few words to answer', 'The activities and assignments require my students to think deeply' and 'I know when and why my works meets or does not meet the standards' all had means≈2 but different deviations.

According to Jacob Kounin (1970), a teacher needs to have *"withitness".* Withitness means that a teacher is aware of what is going on in the classroom. He specified that the teacher may not know every detail of what is going on but that the students should have the perception that the teacher is always aware. Withitness can be achieved through continual eye contact with students. He found that teachers who were good disciplinarians possessed this quality and that it assisted in keeping students on task (Kounin, 1970).

'Near the end of the class we review what we have learned to check if we met the learning goal', 'Directions for homework and class work are clear' and 'Questions are fair and evenly distributed to allow children to contribute to lessons' were among the least considered methods used by the teachers in the implementation of instructional delivery and classroom management in the Dormaa Municipality.
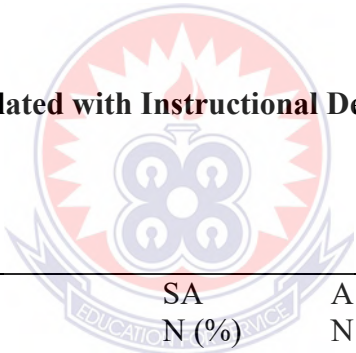
According to Canter and Canter (2001) and Kohn (1996), it is important for teachers to consider what has been discovered in the past in an effort to guide their practice in their own classroom. Chances are there isn't going to be one approach that meets the needs of all students in a classroom. This is when teachers need to adapt their strategies in order to match their own style and work toward particular goals while meeting the needs of their students.

4.2.3 Research Question Three

What are some of the challenges related with instructional delivery and classroom management in the Dormaa Municipality?

The research question was aimed at identifying some of the challenges related with instructional delivery and classroom management in the Dormaa Municipality. To this effect teachers were given a set of questions to answer in a self-administered questionnaire. These contained items on challenges related with instructional delivery and classroom management. The participants' responses are revealed in Table 7. For the purpose of analysis, the responses 'strongly agree' and 'agree' were together considered as 'agreed' whiles 'strongly disagreed' and 'disagreed' were considered as 'disagreed'.

Table 7: Challenges Related with Instructional Delivery and classroom management

Challenges	SA N (%)	A N (%)	N N (%)	D N (%)	SD N (%)
The classroom environment is not comfortable for all the children.	70(56.5)	25(20.2)	13(10.5)	6(4.8)	10(8.1)
The classroom is not spacious enough to allow for free movement.	57(46.0)	40(32.3)	6(4.8)	8(6.5)	13(10.5)
Instructional materials that make it possible for all children to learn are not adequate.	79(63.7)	33(26.6)	3(2.4)	5(4.0)	4(3.2)
Due to the number of the children, I am not able to give individual attention to children who need help.	76(61.3)	29(23.4)	5(4.0)	9(7.3)	5(4.0)

Data source: Field survey, 2016.

Table 7 shows instruction and classroom management in the Dormaa Municipality, there are certain challenges encountered by the teachers. For example, 95 (76.70%), who formed a majority of the respondents agreed to the assertion that *'the classroom environment is not comfortable for all the children'* was a challenge they encountered in the course of instructional delivery and classroom management in the District. Thirteen (10.5%) of the teachers remained neutral while a few of them, 16 (12.90%) disagreed.

Although a few of the teachers, 21 (17.0%) disagreed that '*The classroom is not spacious enough to allow for free movement',* a majority of them, 97 (78.30%) however agreed that the classroom is not spacious enough to allow for free movement. Six (4.8%) of the teachers indicated a neutrality in their response.

On whether or not the presence or absence of instructional materials was a challenge to the teachers in the District, 112 (90.30%) of the teachers overwhelmingly agreed that 'instructional materials that make it possible for all children to learn are not adequate'. However, nine (7.2%) of the teachers were of the view that it was not a challenge to the teachers.

The researcher also sought what the teachers thought about the assertion that they are not able to give individual attention to the children due to their population. The majority 105 (84.70%) agreed to the fact that less attention is given to a child because the teacher-children ratio is too great to cope with. Fourteen (11.3%) on the other hand disagreed whilst the remaining five (4.0%) were indifferent.

Research Question Four:

What are some of the solutions to the challenges of instructional delivery and classroom management in the Dormaa Municipality?

The researcher further pursued to find how the identified challenges of

instructional delivery in classroom management in the district can be curbed. Table 8 shows a summary of the results.

Table 8: Possible Solutions to the Challenges of Instructional delivery and classroom management

Solutions	SA N (%)	A N (%)	N N (%)	D N (%)	SD N (%)
The classroom environment should be made comfortable for all the children.	99(79.8)	23(18.5)	1(0.8)	1(0.8)	-
The classroom sizes should be opened up enough to allow for free movement of the children.	91(73.4)	25(20.2)	4(3.2)	4(3.2)	-
Instructional materials that make it possible for all children to learn should be provided.	97(78.2)	27(21.8)	-	-	-
The number of children in each class should be checked to avoid overcrowding.	97(78.2)	27(21.8)	-	-	-

Data source: Field survey, 2016.

Table 8 deals with the challenges of instructional delivery and classroom management, majority of the teachers, 99 (70.8%) strongly agreed and 23 (18.5%) agreed that the classroom should be made comfortable for the all the children. Each of the other two teachers however disagreed and was neutral to this solution.

To address the problem of the classroom size not being spacious enough for free flow of the children, the respondents were asked if the increasing the sizes of the classrooms could help. Most of the respondents, 118 (98.4%) agreed that this solution will help in providing instructional delivery and classroom management. 4 (3.2%) however disagreed and thinks the classroom size does not matter in instructional delivery and classroom management whilst the remaining 4 (3.2%) where neutral about how this solution will affect instructional delivery and classroom management.

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

The purpose of this study was to identify instructional delivery and classroom management among public basic schoolteachers with the Dormaa Municipality of the Brong Ahafo Region of Ghana. The study employed descriptive survey design. The study employed the simple random sampling procedure to draw participants out which 124 responded for the study. Both primary and secondary information were used for the study. Questionnaires had both closed and open- ended items which were the main instruments for gathering primary data. The analytical procedure used was descriptive statistics reporting the frequencies, means, percentages, and some qualitative content analyses where necessary from the open-ended question items.

5.2 Summary of Findings

The main findings of the study were:

1. Most of the respondents were of the view that instructional delivery is the method used in teaching and classroom management is making the classroom environment conducive for teaching and learning. The teachers had very good understanding of what instructional delivery and classroom should look like. The study also found out that the teachers were of the view that they had various roles to play in managing their classroom during instructional delivery. All the respondents indicated that they had had a formal instruction on instructional delivery and classroom management from various institutions they attended with the predominant institution being the University of

Education. Some however indicated that they had their training or instruction from other teacher training colleges in the Ghana. The teachers also indicated that there was a relationship between the teaching process and classroom management.

2. Another finding from the study was the fact that in the process of the implementation of instructional delivery and classroom management in the Dormaa Municipality, the most implemented method was 'my students know what will happen next after every lesson'. That is to say the teachers in the District always made known to the students what to expect after every lesson. The next major item considered being a way by which the teachers' implemented instructional delivery in the Dormaa Municipality was *'The learning goal is posted in my classroom'* as a sign.

3. The study found out that the classroom environment was not comfortable for all the children, the classroom was not spacious enough to allow for free movement, instructional materials that make it possible for all children to learn were not adequate and due to the number of the children and the teachers were not able to give individual attention to children who need help were all challenges related with instructional delivery in Dormaa Municipality.

4. The study found out that the solutions to the challenges of instructional delivery and classroom management in the Dormaa Municipality include the classroom environment should be made comfortable for all the children, the classroom sizes should be opened up enough to allow for free movement of the children, instructional materials that make it possible for all children to learn should be provided and the number of children in each class should be checked to avoid overcrowding.

5.3 Conclusions

Teachers are to take every child's needs into consideration, select, plan and implement instructional strategies in such a way that they meet the needs of the child. Positive classroom climate, access and support services largely hinge on teachers' action system knowledge as they implement decisions to allow every child to access the school curriculum and benefit from instruction.

The necessity of classroom management is an inevitable task that teachers will have to acquire if they intend to have well managed classrooms free from disruptions. Teachers need to understand that the basis of all teaching depends on effectively managing the classroom and ensuring that lessons are presented smoothly. To continue teaching without attending to disruptive behaviour is a purposeless teaching discourse since no effective learning is possible.

Therefore, classroom management presents a haven for teachers that will enable them to perform their tasks in an amicable manner. This would ensure the accomplishment of an effective learning atmosphere for learners since a conducive classroom environment would have been created.

To ensure the effective application and administration of instructional delivery and classroom management and the efficient performance of the teachers and students in general, the teachers need to be trained to go beyond ordinary expectations by appealing to their higher order needs and providing the right materials needed for effective delivery. This requires that in-service training and other training regimens can be organised for the teachers to inculcate into them how to effectively deliver instructions and classroom management in the municipality.

It is also recommended that, regular performance feedback should be encouraged across all levels of education in the municipality.

5.4 Recommendations

In an attempt to address the plight of teachers in the classrooms the following recommendations based on the observed events are suggested:

1. Teachers should be encouraged to execute their task in a professional way. They should be well prepared before they go to class.

2. Teacher education curricula should incorporate classroom management modules in the syllabi. Classroom management should be introduced as early as the first year of study so that when student teachers go for their practice teaching they have background knowledge on how to manage the classroom. Student teachers cannot be expected to manage their classrooms until classroom management is adequately covered in their curriculum.

3. In-service training for already qualified teachers is essential in this regard because these teachers manage their classrooms through intuition and what they think is the best approach to deal with unique problems. It is important that teachers receive theoretical background knowledge on how to manage classrooms and also to engage in discussions with other teachers and experts in the field. Simulated classroom scenarios are important in this regard.

5. Workshops and seminars need to be organised for teachers. This should involve experts in the field of classroom management who will present talks and activities that depict practical classroom environments. The workshops and seminars should involve more participation and discussion about teachers' experiences and how they handle their classroom predicaments.

5.5 Suggestion of Further Studies

A further study is recommended to investigate the extent to which certain factors such as teacher preparation at Colleges of Education in the country help shape the understanding and practices of instructional delivery. Another study that will be of interest will be a thorough comparison between localities, gender, and the trained and untrained teachers when it comes to instructional delivery and classroom management.

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<center>APPENDIX A</center>

<center>## INTRODUCTORY LETTER</center>

<center>
DEPARTMENT OF EDUCATIONAL LEADERSHIP
UNIVERSITY OF EDUCATION, WINNEBA
P.O. BOX 25, WINNEBA, GHANA. WEST AFRICA
</center>

<div align="right">18 June 2015</div>

Dear Sir or Madam,

REQUEST FOR PERMISSION TO CONDUCT AN ACADEMIC RESEARCH

I am writing to request for the permission to conduct an academic study in your establishment.

I am an MA in Educational Leadership student of the University of Education, Winneba, conducting a study on the topic: *Instructional Delivery and classroom management among Public Basic School in Dormaa Municipality".* The purpose of the study is to examine the understanding and methods teachers use to deliver instructions. This study is purely for an academic purpose and your confidentiality is guaranteed.

I wish to assure you of our confidentiality; you DON'T HAVE to identify yourself in anyway; and that the study is not for any punitive action against anybody. Hence, this does not affect you or anybody's professional or economic life.

Counting on your kind response and cooperation in this exercise.

Thank you in advance.

Yours faithfully,

Isaac N. Edwards
Student Researcher

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APPENDIX B

RESEARCH INSTRUMENT (RECREATE THIS PLEASE)

UNIVERSITY OF EDUCATION, WINNEBA
CENTER FOR EDUCATIONAL POLICY STUDIES (CEPS)
QUESTIONNAIRE FOR TEACHERS

Dear respondent,
This questionnaire is a research instrument which tries to solicit views on "Instructional Delivery and Classroom Management among Public Basic School in Dormaa Municipality. You are hereby called upon to respond to the questions/items as frankly as possible. You have been provided with options, tick (√) the option that you consider most appropriate. Please to all questions in the questionnaire. All information given will be treated with utmost confidentiality.

SECTION A: Demographic Data

Please respond to items in this section by ticking (√) the appropriate option.

Name of School: ……………………………………………………………………………

Gender: Male   [   ]   Female   [   ]

Age (years):20 – 25 [   ]   26 –30 [ ]   31 – 35 [   ] 36- 40[   ]   41– 45 [   ]   50 + []

Qualification: Teacher Cert. 'A' [   ]   Diploma [ ]   Degree [ ]   Postgrad. [   ]

Number of years spent in present school:0 - 5yrs [   ]5 – 10 yrs [] 11 – 15 yrs [ ]   16 – 20 years   [ ]Over 21 years[   ]

Years of teaching experience:0 - 5yrs [   ]   5 – 10 yrs []11 – 15 yrs [   ]   16 – 20 yrs[   ]Over 21 yrs[   ]

Section B:Teachers' general understanding ofclassroom management.

What do you understand by instructional delivery and classroom management?

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What do you think is the role of the teacher in managing his or her classroom?

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Have you had any formal instruction on instructional delivery and classroom management? Yes [   ]   No [   ]

If yes, where and when did you get it?

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If no, do you see yourself at a disadvantage for the lack of it? Inwhat way?

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How do you perceive the relationship between the teaching process and classroom management?

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Section C:How teachers implement instructional delivery and classroom management

Statements (In my classroom, I ensure that...)	SA	A	N	D	SD
The classroom environment is comfortable for all children.					
The classroom is spacious to allow for free movement.					
The learning goal is posted in my classroom					
I constantly monitor all my children while they do class work.					
I try to arrange my classroom to encourage participation.					
I know how each activity supports our learning goal					
I select instructional materials that make it possible for all children to learn.					
I vary the pace to help the children to learn					
I give sufficient time to all children to complete tests and assignments.					
I give individual attention to children who need help.					
Near the end of the class we review what we have learned to check if we met the learning goal					
Questions are fair and evenly distributed to allow children to contribute to lessons.					
Directions for homework and class work are clear					

Section E: Solutions to the challenges of instructional delivery and classroom management

Statements	SA	A	N	D	SD
The classroom environment should be made comfortable for all the children.					
The classroom sizes should be opened up enough to allow for free movement of the children.					
Instructional materials that make it possible for all children to learn should be provided.					
The number of children in each class should be checked to avoid overcrowding.					

The activities and assignments require my students to think deeply					
I provide choice of activities					
There is a closing activity that reviews what we have learned					
My students know what will happen next after every lesson					
I know when and why my works meets or does not meet the standards					
I can use the feedback from my colleagues to improve my work					
I ask questions to check if the students understand every lesson					
I use examples to explain when my students don't understand					
I only move on when all my students understand what I am teaching					
I make my students feel that my questions are important					
I give hints or ask a question in a different way when my students don't respond or understand					
I have a high expectation for the success of my students					

Section D: Challenges related with instructional delivery and classroom management

Statements	SA	A	N	D	SD
The classroom environment is not comfortable for all the children.					
The classroom is not spacious enough to allow for free movement.					
Instructional materials that make it possible for all children to learn are not adequate.					
Due to the number of the children, I am not able to give individual attention to children who need help.					