

UNIVERSITY OF CAPE COAST



EFFECTS OF TEACHER CLASSROOM MANAGEMENT TECHNIQUES
ON JUNIOR HIGH SCHOOL STUDENTS' ACADEMIC PERFORMANCE
IN THE ASOKWA MUNICIPALITY IN ASHANTI REGION, GHANA

BY
KWABENA ASSIBEY

Thesis submitted to the Department of Education and Psychology of the
College of Education Studies, University of Cape Coast, in partial
fulfillment of the requirements for the award of Master of Philosophy degree
in Educational Psychology

MARCH 2021

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in the university or elsewhere.

Candidate's Signature Date

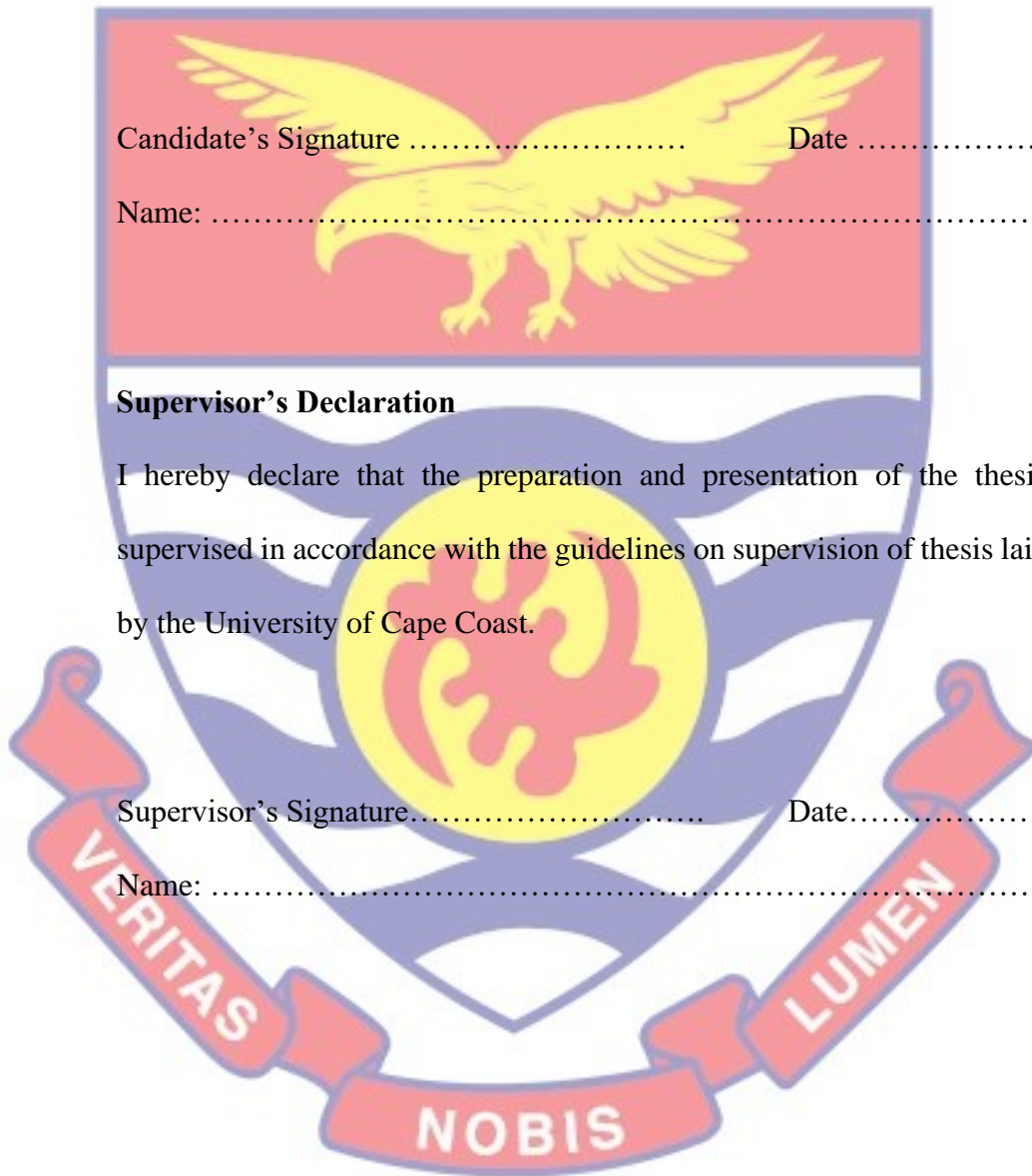
Name:

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature..... Date.....

Name:

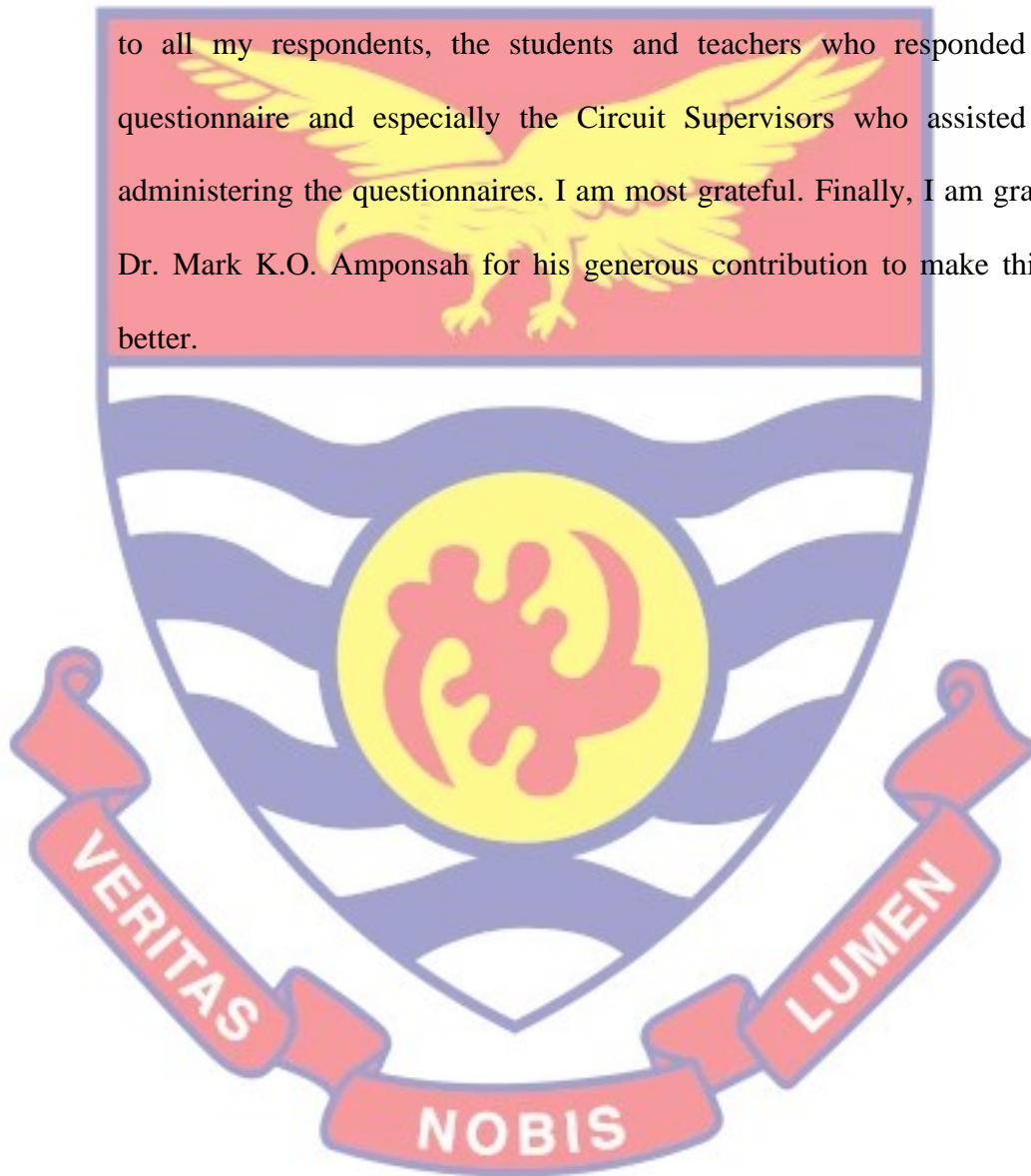


ABSTRACT

The study assessed the effect of teachers' classroom management techniques on students' academic performance in some selected junior high schools in Asokwa Municipality in the Ashanti Region. This research work was undertaken in the purview of three major classroom management techniques, namely: interventionist classroom management technique driven by operant conditioning theory, interactionist classroom management technique grounded in the choice theory, and the permissive classroom management technique influenced by student-directed learning theory. The study adopted correlational research designs. Closed-ended questionnaire was the main primary data collection instrument used to gather data on classroom management styles and continuous assessment marks of four subjects were used as data for students' academic performance. Quota, census and systematic random sampling methods were used to sample 180 teachers and students from the three selected junior high schools within the Municipality. Data were analysed using descriptive statistical tools, correlational and regression components of SPSS (Version 20). The study revealed that the teachers mostly used interventionist and interactionist classroom management techniques because, among others, they helped the students to perform well in their subjects and helped the teachers to cover their termly lessons easily. A strong positive correlation was found between teachers' classroom management techniques and students' academic performance. It was recommended among others that educators at the basic level of education should pay serious attention to the classroom management techniques used in the schools since they play crucial role in driving the academic performance of the students.

ACKNOWLEDGEMENTS

I am most grateful to God Almighty for empowering me for this work and carrying me through the years for this programme. I owe a deep gratitude to Professor Emmanuel Kofi Gyimah for the supervision, guidance, advice, encouragement and the goodwill with which he guided this work. I am indebted to all my respondents, the students and teachers who responded to the questionnaire and especially the Circuit Supervisors who assisted me in administering the questionnaires. I am most grateful. Finally, I am grateful to Dr. Mark K.O. Amponsah for his generous contribution to make this work better.



DEDICATION

I dedicate this work to the soul of my late mother, Madam Yaa Sakyiwaa.



TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	vi
DEDICATION	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER ONE: INTRODUCTION	1
Background to the Study	1
Statement of the Problem	14
Purpose of the Study	15
Research Questions	15
Hypothesis	16
Significance of the study	16
Delimitation of the Study	17
Limitation of the Study	17
Organisation of the Study	17
CHAPTER TWO: LITERATURE REVIEW	19
Introduction	19
Review of Classroom Management Theories	19
Operant Conditioning Theory	19
Choice Theory	21
Student Directed Learning Theory	25

Conceptual Framework for the Study	26
Conceptual Review	28
Issues Emanating from Classroom Management	28
Dimensions of Classroom Management	30
Advantages of Using Appropriate Classroom Management	
Techniques	34
Conceptual Basis for Managing Behaviour in Classroom	36
Interventionist Classroom Behaviour Management	36
Noninterventionist Classroom Behaviour Management	39
Interactionist Classroom Behaviour Management	41
Empirical Review	43
Application of Classroom Management Styles	43
The Effect of Classroom Management on Students' Performance	46
Summary and Conclusion of the Review	52
CHAPTER THREE: RESEARCH METHODS	54
Introduction	54
Research Approach	54
Research Design	54
Study Area	55
Population of the Study	56
Sample size and Sampling Procedure	56
Research Instruments	58
Pre-testing of Questionnaire	59
Validity and Reliability of data	59
Procedure for Data Collection	61

Criteria for Students Performance	62
Ethical Considerations	62
Data Analysis Procedure	63
CHAPTER FOUR: RESULTS AND DISCUSSION	65
Introduction	65
Response Rate to the Questionnaire	65
Demographic Information of Respondent	65
Research question One	69
Research question Two	85
Testing of Hypothesis	93
Summary of Regression Model	94
Discussion of Findings	97
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	103
Introduction	103
Summary of Findings	103
Conclusions	106
Recommendations	107
Proposition for Further Study	108
REFERENCES	109
APPENDICES	137
Appendix A: Questionnaire for Teachers	137
Appendix B: questionnaire for Students	143
Appendix C: Introductory Letter	146



LIST OF TABLES

Table	Page
1. Population and sample size distribution of Teachers and Students across the schools	57
2. Demographic Background of Students	66
3. Shows the Demographic information of teachers.	66
4. Teachers' Usage of Interventionist Classroom Management Style (Teachers responses)	69
5. Teachers' Usage of Interventionist Classroom Management Style (Students response)	72
6. Teachers' Usage of Interactionist Classroom Management Style (Teachers' response)	75
7. Teachers' Usage of Interactionist Classroom Management Style (Students' response)	77
8. Teachers' Usage of Permissive Classroom Management Style (Teachers' response)	80
9. Teachers' Usage of Permissive Classroom Management Style (Students' response)	82
10. The Most Used Classroom Management Technique	84
11. Reasons for using Interventionist Classroom Management Technique	85
12. Reasons for using Interactionist Classroom Management Technique	87
13. Reasons for Using Permissive Classroom Management Techniques	89
14. Pearson Correlation Coefficient	92
15. Model Summary	94
16. Coefficients ^a	95
17. Coefficients ^b	96

LIST OF FIGURE

Figure	Page
1: Conceptual model developed by the researcher	27



CHAPTER ONE

INTRODUCTION

Background to the Study

The central idea behind making formal education available to all people is for mental refinement and transformation that result in individuals' enlightenment and capacity building for self and societal supports (Hicks, 2012). Although education generally may occur in different avenues as well as distinct locations, formal education has evolved over the years to happen in an organised location called the school. School from its inception has globally received national support since governments anticipate it to play a vital role in developing the diverse skills of the citizenry to help in the socio-economic development of the countries (Kimani et al., 2013). Different levels and grades have been marked out in the school system based on the learning process and the learners' abilities (Kimani et al., 2013).

In Ghana, the school has been organised from the basic level through the high schools to tertiary level. From the Ghana Education Service progress report (2009), Ghana's basic education not only terminates at the Junior High School level but also the Junior High School becomes the point of entry to the Senior High School for onward movement to the tertiary level or for career development. To properly serve these two crucial purposes, the various pre-tertiary educational reforms have continually incorporated in the content of Junior High School education variety of skills and knowledge perspectives to enable learners to become balanced. For this lofty theoretical idea to be realised,

Lamprey (2010) submits that all the stakeholders should play their roles seriously. Unfortunately, the Ghanaian Junior High education within this context is said to have failed in achieving its purpose because students' academic performance levels in the areas of skills development and creativity have generally become a fiasco Lamprey (2010). Thus, it is believed that particularly, students in the public basic schools in Ghana continue to perform poorly academically year-in-year out Lamprey (2010).

Performance in general is the delivery of duty as pre-defined by what is expected of the individuals within a given timeframe (Encarta English Dictionary, 2009). Performance may mean task achievement or the means by which individuals carry out assigned duties usually measured based on a standard with an accompanying reward. It could also refer to accomplishment through participation recognized for a reward (wordweb, 2019). Academic performance of students therefore refers to learners'/students' achievement through their individual participation in teaching and learning process (Tapola & Niemivirta, 2008). It is the learners' accomplishment of instructional objectives by their active involvement in the instructional processes defined by the school system (Aina & Olanipekun, 2015). When students perform academically, they meet the instructional benchmark set by the school for the mutual benefits of the school and the students (Wisethrithong et al., 2012). One of the highest concerns of government, academic institutions and parents is the learning or academic achievement of their students (Hicks, 2012). Teachers are usually enjoined by the schools' authorities to facilitate teaching and learning process for satisfactory performance of students at the end of a stipulated period of learning (Durlach & Ray, 2011). According to Pool and

Everston (2013), any nation's socio-economic growth and development are connected to the performance of the students in schools.

Establishing a strong basic school system is a springboard for the citizenry of a nation to attain the highest pedestal of education through positive academic performance (Eric et al., 2009; Nzoka & Orodho, 2014). In this context, the academic performance is viewed from the students' participatory involvement in the teaching and learning process as a result of the teacher's classroom management technique; and how their active involvement in the instructional activities in class have been able to influence their academic results in the continuous assessment. Eric et al. (2009) and Nzoka and Orodho (2014) classify the factors that impact on the academic performance of students into two categories, namely, endogenic and exogenic factors. The endogenous factors are internal conditions and circumstances that influence students' academic performance in school. Some of these factors that principally drive the academic performance of students are the role played by the teacher, the intelligence level and the inner motivation of the students for academic work, the size of the class and the schedule of the class, availability of teaching and learning resources, and the regular assessment by the teacher as well as the effectiveness of internal supervision of teaching and learning process (Eric et al., 2009; Nzoka & Orodho, 2014).

Apart from the internal conditions and circumstances that determine the academic performance of students, other variables that emanate from external sources of the school can have remote bearing on how students perform academically (Eric et al., 2009). These factors, according to Eric et al. (2009) and Nzoka and Orodho (2014), include the economic or financial situation of

the family, educational background of the students' parents, the students' parents' profession, and other social factors. The other social factors such as the family size of the students' parents, the nature of disciplinary system of the students' family, as well as the level of interest of the students' parents in involving themselves in educational matters, all together affect how the students perform academically (Abraha et al., 2011).

Nzoka and Orodho (2014) argued in their study that among the above factors, teacher's quality and commitment play a vital role in influencing students' academic performance. Teachers' quality instructional delivery significantly has a convincing impact on the overall formal educational outcome (Edwards & Watts, 2010). Similarly, the school's leadership should ensure that the teaching personnel possess the requisite professional competence and knowledge that could catalyse the right delivery of instructional content to meet the set standard and objectives to improve learners' academic performance (Chionh & Fraser, 2009). According to Colavecchio and Miller (2012), one essential variable that promotes improved academic achievement of students in the best-performing schools is the instructional delivery quality by the teacher.

The research results of the study carried out in Kenya by Kimani et al., (2013), and Adams (2013) show that there is a strong correlation between teachers' professional activities and students' academic performance. When teachers integrate personal instructional strategies with students' centred methodology, they become more effective in class and eventually make a mark in the students' efforts at achieving improved academic performance (Ganyaupfu, 2013; Blazar, 2016; Akinsolu, 2010; Musili, 2015). In the same vein, Ewetan and Ewetan (2015) noted in their research that the duration of

teachers' experience in English Language and Mathematics positively correlated with students' academic performance in these two subjects (Ewetan & Ewetan, 2015).

Students' poor academic performance carries a considerable risk to self and to the society in general. In the short-run, for instance, poor academic performance of students has the potency to engender behavioural problems, students' retention in schools, and placement of students in the educational environment (Norviewu-Mortty, 2012). In the long-run, they become susceptible or prone to substance abuse, delinquency, teenage pregnancy, school dropout and, violence among others (Algozzine et al., 2011). If such situations can be avoided, it becomes incumbent on teachers to adopt classroom instructional techniques that enable students to be academically successful in school.

According to Robert et al. (2014), instructional technique is the method or strategy used by the teacher during instructional hour to guide, enhance and maintain learners' engagement to optimize opportunities for learning. Senadza (2012) also define instructional technique as the strategy executed to guide learners to achieve instructional objectives or goals. The systems, structures, methods and the procedures employed by the teacher during instruction to aid learners to acquire knowledge and/or skills constitute instructional technique (Barkley, 2010). Instructional techniques, also known as instructional strategies, are methods used by teachers during instructional periods to assist students to acquire independent strategic learning skills (Alberta, 2002). These instructional methods when properly administered by the teacher aid the students to successfully achieve instructional goals (Robert et al, 2014). Nye et

al. (2014) submit that a careful deployment of instructional techniques by the teacher develops the students to become strategic, independent learners ready to accomplish assigned tasks.

The contemporary teachers need to have a range of instructional techniques they can effectively use across different grade levels and subject areas in order to make positive impact on their students (Barkley, 2010). According to the author, these range of instructional techniques include but not limited to: cooperative learning, group discussion, lecturing, independent study, role-playing, issue-based inquiry, and literature responses. Doyle (2006) observes that the modern-day professional teachers' effectiveness in class partly depends on their ability to use variety of instructional techniques capable of accommodating a range of students' differences. Every class is a composition of students of varied intellectual abilities and experiences (Doyle, 2006). Achievement of effective teaching and learning demands that the teacher is not only concerned about the instructional strategy to be rolled out but also the class management approach that will carry on board the diverse differences of the students in the classroom (Dyer & Osborne, 2005).

According Dyer and Osborne (2005), one of the crucial steps in accomplishing success in teaching is the teachers' ability to select the right classroom management strategy that matches with the chosen instructional technique which together addresses the unique and common needs of students in a class. A class is always a composition of students from diverse socio-psychological and experiential backgrounds: a class almost always consists of students with mixed intellectual abilities who have come from mixed socio-economic environment and thus have diverse academic dispositions (Dyer &

Osborne, 2005). Teachers in classes of these features demonstrate effectiveness not only by the instructional strategies they adopt and use but also by the deployment of the classroom management style that effectively captures approaches addressing the different academic needs of these students (Strutt & Kepe, 2010). The results of which is the teachers' success in achieving the instructional objectives of the lessons delivered and also whipping up students' efforts toward obtaining positive academic outcomes (Lamprey, 2010).

Gettinger and Kohler (2006) assert that classroom management and instructional techniques are fundamentally interconnected since the quality of the outcome of classroom management is largely influenced by what and how the teacher teaches. The authors hold the view that instructional technique which in simple terms means what and how to teach is an indispensable ingredient of classroom management and these twin approaches are automatically deployed hand-in-hand during instructional periods. Shindler (2009) explains classroom management techniques as the comprehensive processes and procedures by which the teacher plans and organises the teaching and learning process during instructional hour to harmonize the varying attitudes and learning abilities of students to achieve instructional objectives. The author believes that the kind of classroom management approach used by a teacher by default takes cognizance of the instructional technique to be used for a given instructional hour. Failure in one area, according to Shindler (2009), results in failure in the other and the two have serious implication for students' academic performance.

Landau (2009) and Tal (2010) asserted in their work that classroom management is viewed by teachers as an approach to solve classroom problems.

Hughes (2014) believed that such simplistic definition does not capture the full picture of classroom management's definition. To the author, classroom management entails the teacher's potency to provide leadership to the students in the classroom for the achievement of socio-emotional learning objectives. Tal (2010) on his part believe that classroom management is about the teacher's

deployment of all the managerial functions such as planning, organising and coordinating the learning activities of students, leading and motivating the learners during the instructional hours to ensure that the lessons' objectives are effectively achieved to the mutual benefit of the teacher and the learner. The ability of the teacher to maintain order in class in order to redirect the learners' efforts at fulfilling the predefined academic goals makes up classroom management (Malone & Tietjens, 2000).

According to Stichter (2009), classroom management embodies the overall instructional environmental factors such as class setup, structure, expectations and feedback that encourage classroom harmony for academic achievement. Little and Akin-Little (2008) view classroom management as the array of professional techniques and skills specially designed to last from pre-instructional time to post-lessons, rolled out by the teacher to guide students to maintain orderliness and focus on task during lessons, and to sustain students' interest and effort at pursuing stipulated learning objectives within and outside class so as to achieve academic productivity. The definition of these authors concludes that effective classroom management incorporates both antecedent and subsequent techniques to create congenial atmosphere for teaching and learning for students.

All the definitions presented thus far carry a common theme relative to classroom management: the duty of the teacher to create an orderly learning atmosphere for students' academic accomplishment. This study, however, adopts the definitions given by Freiberg (2013), who defined classroom management to cover the application of managerial principles to engender sustainably orderliness in class for the engagement of students' attention and interest in a given lesson or subject during and after class to promote instructional goal achievement. The writer's definition highlights the reality that classroom management does not entail only physical setting, rules and regulation governing a class for getting the student's attention. It also involves the social setting such as the motivation advanced to the students during the lesson and the relationship forged by the teacher with the students which should arouse the students' interest in the teacher's lesson or the subject during and after the lesson (Freiberg, 2013). This makes the instructional goal achievement much easier not for the students only but also for the teachers.

The work of Shindler et al. (2003) which investigated classroom effectiveness revealed that classrooms with management problems automatically had failed instructional strategies which were incapable of promoting students' engagements, and their combined repercussion was poor students' academic achievements. Gettinger and Kohler (2006) established that poor choice of instructional technique is evidence of a bad choice of classroom management strategy and together they have serious influence on students' academic performance. Barkley (2010) opines that the choice of pedagogical technique contributes to or undermines the classroom management strategy of

the teacher and these tend to either promote or frustrate students' efforts at attaining academic success.

The nature of classroom management technique adopted by teachers can create learning atmosphere where the students are excited to strive for academic success (Branon, 2012). Establishing rapport with the students and setting the rules for classroom orderliness are central to contemporary classroom management strategy and these boost the teaching and learning environment for great students' achievement (Durlach & Ray, 2011). The teachers' classroom management technique can inspire academic perseverance in students to obtain better grades for improved performance, although students may initially have academic difficulty (Farrington et al., 2012). A carefully designed and effectively executed classroom management strategy can help the teacher to reduce disruptive students' behaviours that obstruct teaching and learning, whilst optimizing students' behaviours that alleviate learning for better students' academic achievements (Shechtman et al, 2013). The hallmark of effective teachers is their abilities to match their instructional techniques with their classroom managerial approach to earn the attention of their learners so as to positively influence their learning attitudes for improved performance (Farrington et al, 2012).

It is true that the problem-solving aspect of teaching and learning is largely a function of how effective the teachers are. Yet, the teachers' effectiveness is seen in their able to align their chosen instructional technique with their classroom managerial strategy for any given lesson delivery (Nwokouku, 2007). Manatt (2004) believed that just as different grades levels and lessons require different instructional techniques, so also is the case of

classroom management techniques; different age groups, grades and levels call for distinct classroom management strategy. The author however asserts that the contemporary teacher shows professionalism by dovetailing the two (classroom management strategy and the instructional technique) into each other for the effectiveness of the learning process. As highlighted by Nwokouku (2007), a properly aligned instructional strategy and classroom management technique culminates in excellent learning experience of the student and a better student achievement.

Roskos and Neuman (2012) opined that the first important step to classroom management is to establish the rules that define behavioural and interaction boundaries for the students. This helps make clear to the students what behavioural expectations they are to meet before, during and after lessons (Smart & Igo, 2010). Students should be involved in the construction of the rules—their inputs will motivate them to ensure compliance. Simple, brief and positive statements should be used to express the rules (Waweru & Orodho, 2013). The rules should be in a more conspicuous position in the class for easy students' attention and reading. The rules should capture only observable and measurable behaviours. Time should be allocated by the teacher for highlighting and exemplifying the rules to students. Lastly, classroom rules must carry consequences and they should be explicitly expressed to the students (Waweru & Orodho, 2013).

In the view of Hicks (2012), the rules should be formulated and implemented side-by-side with plans for managing students' behaviour: ensuring the use of reinforcement such as oral praises, privileges and gifts or tangibles among others. Meanwhile, the consequences of the students'

misbehaviour should be dealt with by the rules (Hicks, 2012). Additionally command is a strong complementary tool that could be used for managing a classroom (Ko et al., 2013). A command may be carefully incorporated as an intervention into classroom management to restore orderliness and regain students' attentions class-wide. However, Ko et al. (2013) indicated that command should be used by the teacher in class only as an intervention but not as the main classroom management tool. Command ought to be counterbalanced with praise in its usage to achieve the needed results (Martin & Sugarman, 2013). The research work by Gallagher (2015) concluded that the compliance rate of students to classroom management rules improved significantly when teachers balanced the use of command with praises in the low grade level classes. Zimmerman and Kistantas (2014) asserted that classroom management strategies must vary from class to class and from lesson to lesson since no one classroom management technique has proven effective all the time for all classes and lessons.

The contemporary classroom management does not focus only on addressing students' misbehaviours in the course of the lesson but also it considers establishment of cordial relationship between the teacher and the students (Durlach & Ray, 2011; Martin & Sugarman, 2013). Such social incentive, according to Ainley (2012), encourages and drives students to cooperate in classroom with the teacher and also instils in the students' special interest in the subject handled by the teacher. Teachers are thus expected to use the social incentive approach which emphasizes friendliness between the teacher and the students in managing students' behaviour in class (Colavecchio & Miller, 2012). Robert et al. (2014) stated in their journal that teachers need to

factor students' social interest in their approach to classroom management, should they mean to succeed in aiding the students to achieve good academic performance. The inclusion of the students' social interest motivates them to strive for supporting classroom social sanity that yields productivity and comfort for effective learning (Robert et. al, 2014).

At the basic school level, the study of Wong et al. (2012) conducted at the upper grade level of basic education in South Korea established a positive connection between students' behaviour and their learning tendency. The study concluded that by adopting an evidence-based classroom management technique, the teacher could assist in significantly minimizing students' behavioural challenges to boost students' learning behaviour and enhance their academic performance at the primary school level. Again, a properly managed classroom becomes a conducive learning environment which enhances students' quest for knowledge and excites creativity from them (Brown, 2011; Brannon, 2010; Alderman & Green, 2011).

The foregoing literary works appear to latently suggest that an enhanced classroom management method has some impact on students' academic performance. In Ghana, however, there is little research evidence empirically drawing a link between teachers' implementation of classroom management and students' academic performance at the Junior High School level. For instance, the study of Owusu (2020) only looked at two aspects of classroom management strategy (antecedent and reinforcement) and their influence on learners' academic performance in Asante Akim North Municipality. This study did not consider classroom management technique. Similarly, Adam-Yawson (2021) examined the effectiveness of classroom management strategies

(antecedent, reinforcement and good relationship) in Basic Schools in Komenda, Edina-Eguafo-Abirem District, Central Region of Ghana. His study also focused only on aspects of classroom management strategy without looking at the classroom management technique. Again, Adam-Yawson's (2021) study did not consider the effect on the learners' academic performance in the selected school. This study was thus purposed to assess the teachers' implementation of classroom management and its effect on students' academic performance, using some selected junior high schools in the Asokwa Municipality as the study area.

Statement of the Problem

Over the years, the performance among public junior high schools' students in Ghana keeps witnessing downward trend (Owusu, 2020). A number of factors have been cited to be responsible for the phenomenon. For instance, the study of Okyerefo et al. (2011) pointed out that absenteeism and poor monitoring of teachers during teaching and learning period are among the factors responsible for poor academic performance in public junior high schools in Ghana. The studies conducted by Dogue (2012) in Volta Region and Etsey (2014) in Shama sub-metro in Shama-Ahanta East Metropolitan respectively concluded that, among other things, poor supervision of teachers in instruction delivery time and ineffective class organisation in deprived communities by teachers had a major bearing on falling standard of education at the basic level in Ghana. These studies seem to suggest that what teachers do during instructional time has an effect on students' academic performance.

The observed downwards trend of students' academic performance in public junior high schools in Ghana brings out the issue of whether or not appropriate classroom management technique are deployed by the teachers in

these schools (Okyerefo et al., 2011). Nsiah-Preprah (2014) pointed out in his study that, in addition to other factors, teachers in public junior high schools in Asokwa municipality do not roll out the right classroom management technique that could enable them to produce the needed academic results among the students. It is against this background that the study was carried to assess the

effect of teachers' classroom management technique on students' academic performance in junior high schools in Asokwa Municipality.

Purpose of the Study

Generally, the research focused on assessing the effects of teachers' classroom management techniques on students' academic performance.

Specifically, the objectives of the study were to:

- i. Identify the classroom management approaches adopted by teachers in the selected Junior High Schools in Asokwa Municipality
- ii. Determine why Junior High School teachers in the Asokwa Municipality use those classroom management techniques in their instructional environment
- iii. Ascertain how the teachers' classroom management techniques correlate with the academic performance of junior high school students in Asokwa Municipality

Research Questions

1. What classroom management approaches do teachers of Asokwa Municipality adopt in their instructional environment?
2. Why do the teachers in the selected junior high schools in the Asokwa Municipality use their kind of classroom management approaches?

3. How do teachers' classroom management techniques correlate with students' academic performance of junior high school students in Asokwa Municipality?

Hypothesis

H₁. Teachers' classroom management technique is statistically correlated with students' academic performance in the selected public junior high schools.

Significance of the Study

This research work is of vital significance to researchers, educational policy makers and the government of Ghana. Researchers may refer to the findings of this study for further studies in the area of classroom management and instructional techniques and their influence on students' academic performance in specific subject areas. Educational policy makers and the Ghana Education Service can well study the findings and devise the required classroom management framework that will guide teachers in their line of professional duty. For instance, the work may point out why teachers use particular classroom management styles and how they impact on the academic achievement of students. The identification of any negative classroom managerial approach by the teachers could guide government agencies in charge of pre-tertiary educational policies in Ghana to formulate classroom management policy guide to support teachers in classroom management.

Again, the findings from this study will help the teachers in the selected schools and other public junior high schools in Ghana to adopt the best classroom management strategy that can earn students' attention during instructional hours. The study could lead to the identification of the bottlenecks

in the present classroom management techniques by teachers. This can open a general discussion on how to address those issues.

Delimitation of the Study

This study assessed only teachers' classroom management techniques and how they relate with students' academic performance in the three selected public junior high schools in Asokwa Municipality in the Kumasi metropolis of the Ashanti Region of Ghana.

Limitation of the Study

The first limitation of this study is that because it was carried out in only the three selected junior high schools (JHS) in Asokwa Municipality, generalising its findings can be done only in a context. Again, the occurrence of the COVID19 pandemic and its accompanied imposed restriction on movement created a challenge for primary data gathering from the schools. Moreover, since all schools had closed down due to the pandemic except the JHS 3 students and teachers, the questionnaire instruments were given to only JHS 3 students and teachers against the original plan of administering them to teachers and students across three junior high school classes.

Organisation of the Study

This study is organized into five chapters. The chapter one presents the introduction and provides a background to the study and then discusses key research issues such as statement of the problem, purpose of the study, research questions and hypothesis, significance of the study, delimitation and limitation and, the organisation of the study. The second chapter is the literature review which reviews some relevant literature in relation to the research work. There is information on the conceptual, theoretical and empirical review. The chapter

three is on the research methodology. It outlines the research design, study area, population, sampling techniques, instrument adopted for data sources and pilot-testing as well as methods of data collection. Chapter four presents the analysis of research data and discusses the findings of study and finally, chapter five summarizes, concludes and presents recommendations. Areas for future studies are also recommended.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This section reviews the literary works in the areas of theories, concepts and empirical studies related to the topic.

Review of Classroom Management Theories

As indicated by Dave (2013), the 20th and the 21st centuries saw an evolution of modern classroom management theories championed by experts like B.F. Skinner (1904-1990) who formulated Operant Conditioning Theory; William Glasser (1925-2013) who propounded Choice Theory; and Alfie Kohn (1957-present) with Student's Directed Learning Theory. These theories were formulated to revolutionize effective lesson delivery in classrooms by teachers. Better appreciation of these theories can assist teachers to properly curve their individual classroom management techniques and teacher-students interaction approaches to achieve positive lesson outcome (Rodriguez-Pose, 2011). This subsection of the work presents a discussion of these three outstanding modern classroom management theories which the researcher adopted for the study.

Operant Conditioning Theory

According to B.F. Skinner's operant conditioning theory, individuals' Behavioural changes are resultant from their responses to events (stimuli) that happen in their environment. Rewarding stimulus-response pattern conditions individuals to respond in similar fashion in future (Gettinger & Kohler, 2006). Operant conditioning refers to a behavioural modification process by which a

particular behaviour is likely to increase or decline via reinforcement which could be negative or positive any time that behaviour is shown, such that the subject becomes associated with that specific behaviour through the displeasure or pleasure of the reinforcement. The positive reinforcement in relation to classroom management could be in the form of special privilege to the student, celebrations, candy or recognition of efforts. The negative reinforcement includes denial of certain opportunities, referring the student to the schools' highest authority, suspension among others. All these are meant to create a healthy teacher-student relationship and also to enable conducive teaching and learning environment.

The crux of the theory is the thing that strengthens the desired response (reinforcement) which include praise, good grades, rewards and a feeling of self-fulfillment (Hickey & Schafer, 2006). Thus, positively reinforced behaviour will recur in future and the reverse holds true. Connecting this to the contemporary classroom management, the teacher is anticipated to immediately offer praise, rewards and sometimes, token economies to reward students' good behaviour and cooperation, and do otherwise when the negative occurs (Norviewu-Motty, 2012).

According to Armstrong (2010), teachers whose classroom management philosophy is informed by the operant condition theory tend to adopt interventionist, consequent or reactive classroom teaching and behavioural management techniques. That is to say the teachers wait for the occurrence of students' classroom behaviour and then reactively intervene with remedial measures that respond to it (Armstrong, 2010). Thus, the nature of the students' actions in the classroom determines the kind of consequent response from the

teacher. The classroom management style driven by the consequent or reactive viewpoint uses after-action reward and punitive approach to encourage hard work and good behaviour and to discourage laxity and poor behaviour among students in class (Chafouleas et al., 2012). Thus, Chafouleas et al. (2012) indicated that teachers whose classroom management style is grounded in operant conditioning theory tend to adopt classroom management style driven by the consequent or reactive viewpoint and use after-action reward and punitive approach to encourage hard work and good behaviour and to discourage laxity and poor behaviour among students in class. This researcher sought to ascertain whether or not teachers in the selected schools use this classroom management approach and how it inured to the academic benefits to the students.

Choice Theory

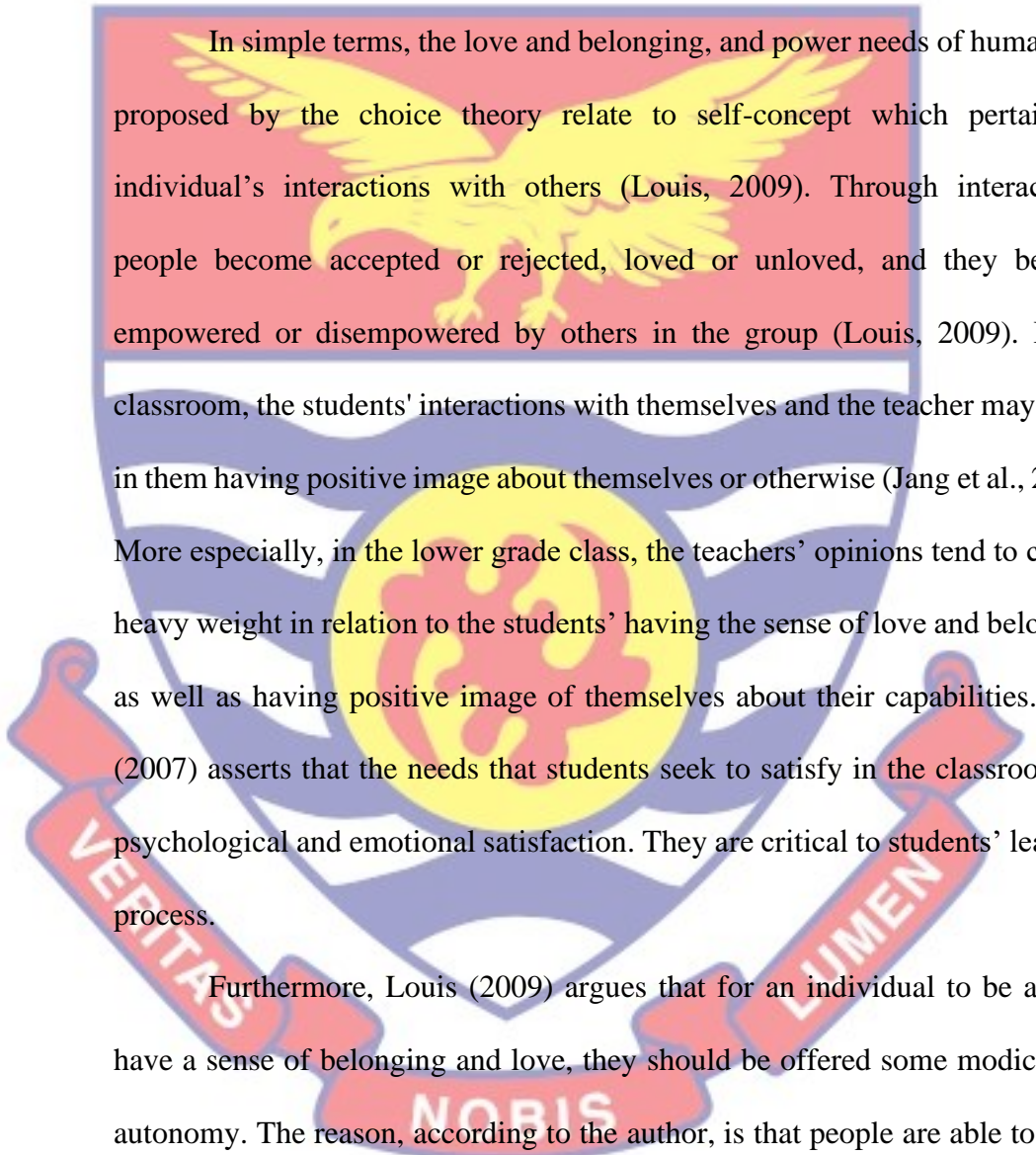
In 1998 William Glasser came out with the Choice theory (Adefeso-Olateju, 2012). In the view of Sullo (2007), the Choice theory of William Glasser is the most detailed and properly formulated theory of psychology related to human internal control. The theory which relates to human biology stipulates that all humans by nature have specific needs and by genetic instruction, they must meet these needs in one way or the other (Sullo, 2007, p.8). In other words, it indicates that virtually all human behaviour is by choice and every individual is driven by genetics to meet five fundamental needs, namely, survival, love and belonging, power, freedom, and fun. To Glasser, love and belonging is ranked above the rest since connection with others underpins human ability to satisfy the rest of the needs (Patall et al., 2008). In an elaborate form, the survival needs for instance may be construed to include safety,

security and psychological nourishment needs. Power needs can be expanded to encompass perceived or actual competence which impacts self-respect and perception from peers (Swartz, 2009).

Choice is available to an individual only when there is freedom and the choice should be real but not imaginary. Although it is relevant when options to make choice from are to be presented to individuals, the choice itself should not be coerced or compelled (Brooks & Young, 2011). Patall et al. (2008), however, argued that a defined choice which entails a free-will choice with a specified number of alternatives to choose from is the best and near an ideal situation. The authors believed that almost unlimited number of options to make choice from culminates in wearing off of individuals' ego (Patall et al., 2008). That is to say, when people are confronted with a very wide range of alternatives, they are forced to expend a colossal amount of time to evaluate the options to choose. This diverts the chooser's attention from the quality of the choice option to be made to the process of making the choice.

More significantly, the choice theory dictates that people deliberately move to meet their needs. Hence, all acts are deliberate and directed to satisfy one of the five fundamental needs (Glasser, 1998). The five basic needs outlined by Glasser in the Choice theory have been termed by Hakimi et al. (2011) as 'psychological or innate needs of man.' Two of the basic needs outlined by the choice theory are said to bear significance in classroom management situation (Hakimi et al., 2011). According to the researcher, these two relevant needs are love and belonging as well as power. As has been stated previously, the power needs have to do more with self-image which includes self-esteem or self-concept whose mainstay is an individual's opinion of self or what he/she

perceives as being the perception of others about him or herself (Zeeman, 2006). Lloyd (2005) reiterates that love and belong need aspect of the theory is a truism but power has a remote connection with individuals' view of self-capability usually driven by what they perceive they are able to personally do and what their views are on others' judgement of what they able to do.



In simple terms, the love and belonging, and power needs of humankind proposed by the choice theory relate to self-concept which pertains to individual's interactions with others (Louis, 2009). Through interactions, people become accepted or rejected, loved or unloved, and they become empowered or disempowered by others in the group (Louis, 2009). In the classroom, the students' interactions with themselves and the teacher may result in them having positive image about themselves or otherwise (Jang et al., 2010). More especially, in the lower grade class, the teachers' opinions tend to carry a heavy weight in relation to the students' having the sense of love and belonging as well as having positive image of themselves about their capabilities. Sallu (2007) asserts that the needs that students seek to satisfy in the classroom are psychological and emotional satisfaction. They are critical to students' learning process.

Furthermore, Louis (2009) argues that for an individual to be able to have a sense of belonging and love, they should be offered some modicum of autonomy. The reason, according to the author, is that people are able to make choices when they have some level of autonomy. This means that the individuals are given the chance or power to make some decisions for themselves and they see this as a recognition of their worth. Once more, relating this to classroom setting, Patall et al. (2008) submit that when the students are

given the desired recognition and power to make some decisions in the learning process, they feel motivated to cooperate with the teacher.

In the classroom, according to Jang et al. (2010), the theory suggests that the teacher, through positive and loving relationship with the student, can successfully achieve a changed in students' problematic behaviour and teach them to appreciate the worth of being hardworking and obedient. This loving interaction with the students forged by the teacher can spur active, important learning experience for students to achieve content mastery and academic success (Sampson, 2008). Once a healthy teacher-student relationship is the crux of the Choice theory, it can thus be established that the teacher whose classroom management approach is underpinned by the Choice theory creates an affectionate relationship with the students (Hale & Maola, 2011).

Again, Hale and Maola (2011) indicated that the teachers who adopt this theory as the basis of their classroom management use interactionist or integrated instructional technique in the course of their lessons. By interactionist or integrated instructional technique, it means the teacher leans on discussion where the students are offered so much time to share views on the lessons taught. The teacher thus interweaves and integrates the discussion with his/her personal research knowledge on the topic to guide the discussion towards the lesson's objective attainment. Behaviourally, the teacher through interaction with the students sets the classroom rules to regulate the students' behaviour in the class (Jang et al., 2010). The rules which have both reward scheme for good behaviour and punitive tools against aberrant behaviour are largely from the students' own propositions (Hale & Maola, 2011).

The theory is relevant to this study because the teachers' classroom management approach in the selected schools was determined using this theory's provision as one of the indicators. That is to say, the study sought to find out if the teachers in the selected schools use the choice theory as the basis of their classroom management approach.

Student Directed Learning Theory

Alfie Kohn (2004), an American classroom management theorist and educationist postulated 'Student Directed Learning Theory' which critiqued many traditional education and classroom management approaches. The theory abrades the employment of competition-oriented and extrinsic motivational technique to induce positive students' behaviour and learning achievement (Shindler, 2005). The theorist emphasizes that teaching to the test and standards cannot be an effective strategy to assist students to learn. Rather, he suggests that students are to be permitted to think, write and explore without being disturbed about whether they are good or not since all students in a class do not learn at the same pace (Savage & Savage, 2009).

Permissive classroom management technique is the major tool used by teachers who espouse student-directed learning theory (Nettle & Herringtong, 2007). The teachers who advocate student-directed learning theory argue that students' creativity dwell on the academic freedom accorded them by the teachers. Their instructional approach is always students-centred and are permissive in their classroom management approach (Cornelius-White, 2007). Authors such as Tapola and Niemivirta (2008) and, Wisethrinthong et al. (2012) have glowingly championed the need for modern-day teachers to adopt permissive technique because it incubates creative minds and unimaginable

innovation among students. Other writers such as Hickey (2006), Sammons et al. (2008), and Rolleston and Adefeso-Olateju (2012) believe that the downside of permissive classroom management technique flowing from the student-directed learning theory is more deleterious in influence on students' performance than its merits.

This theory attracted the interest of this study because one of the students' academic achievement's indicators that this research attempts to measure is students' creativity on task. Since the advocates of this theory submit that the application of this theory in both instructional strategy and classroom management eventually induces creativity among students, the study sought to know if this theory is used by the teachers in the selected schools and how it influences the students' academic achievements.

In summary, the study was situated within the context of the above theories to identify which of these influences the classroom management approach of the teachers in the selected public junior high schools and the nature of their effect on the students in relationship to their academic performance.

Conceptual Framework for the Study

The model below depicts graphical flow of the concepts and constructs which underpin this research. The interrelationships among the constructs of this research are showcased in the conceptual model as seen in Figure 1.

Conceptual Framework for the Study

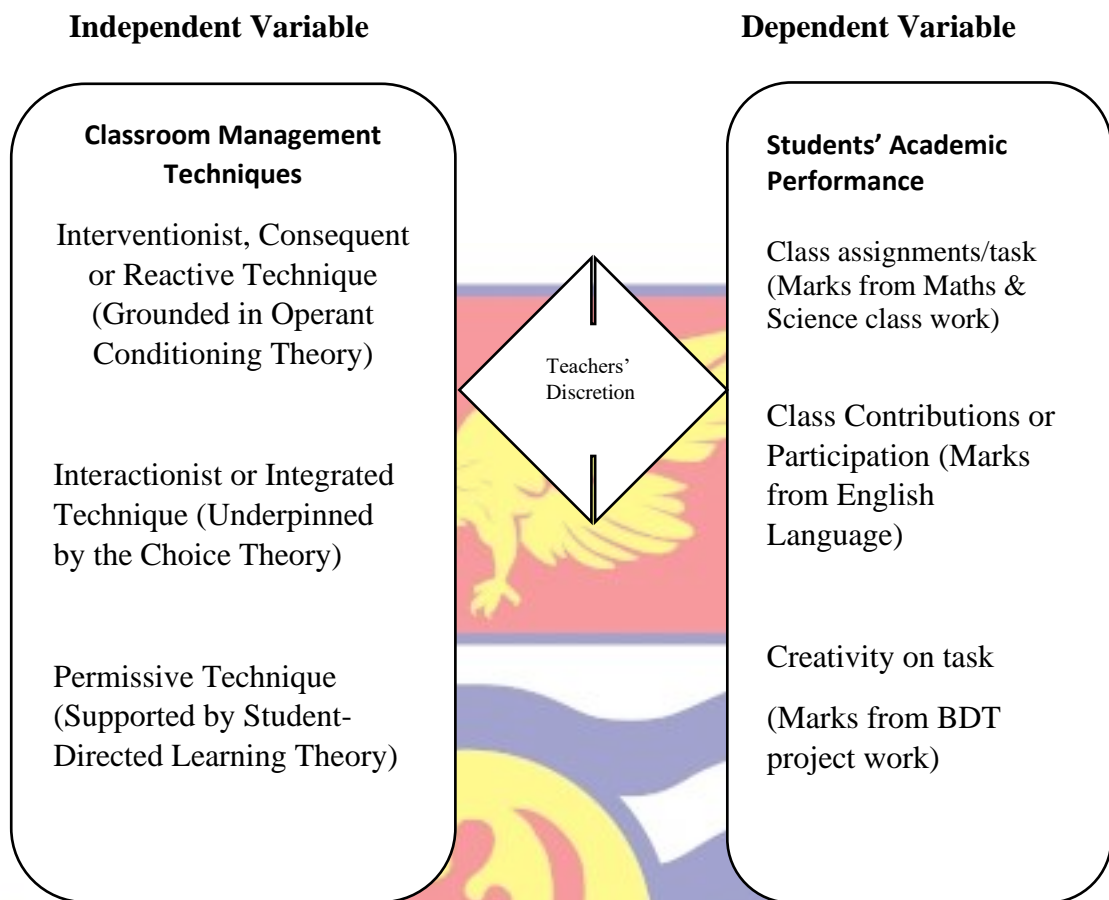


Figure 1: Conceptual model developed by the researcher (2020)

The above model, Figure 1, is the conceptual framework for the study which graphically exhibits the relationship the researcher sought to measure between the constructs in the work. From the model, the independent variable is the classroom management techniques expected to be adopted by the teachers in the selected schools which may have some effect on the dependent variable—the academic performance of the students. The independent variable (the classroom management technique) is defined by three proposed classroom management techniques that the teachers are expected to use during lessons. These techniques include interventionist/consequent or reactive classroom management technique traceable to the operant conditioning theory;

interactionist or integrated classroom management technique grounded in the choice theory; and the permissive or student-centred classroom management technique driven by the student-directed learning theory.

On the other hand, three areas are contextually suggested to make up the dependent variable which is the students' academic performance. They are the students' performance in classroom assignments/task, taken from continuous assessment marks in Maths and Science Subjects; students' class participation or contribution, represented by marks in class participation aspect of English Language; and students' performance in the area of creativity on task taken from marks in BDT project work. The two constructs are interlinked by a mediating factor which is the teachers' discretion in making a choice as to which technique/style to be used during a lesson.

In summary, the researcher expects to identify at least one of the classroom management techniques (Interventionist, interactionist and permissive) in the selected schools and how it relates with the students' academic performance in the defined areas.

Conceptual Review

The concepts of classroom management and student's academic performance are discussed in this subsection. The discussion here is centred on the issues emanating from classroom management and students' academic performance.

Issues Emanating from Classroom Management

According to Saifi et al. (2018), classroom management consists of three constituents, namely, optimal utilization of allotted instructional time, proper prior arrangement of instruction to boost students' academic engagements and

academic success, and deployment of effective classroom management behavioural strategies to hit the stipulated instructional objectives. In the view of Hart (2010), classroom management effectiveness is contingent on certain elements present in a chosen classroom management strategy for a class or lesson. These elements include defining classroom rules and students' expectation; positive behaviour reinforcement and responses to negative students' behaviour; creation of rapport or cordial relationship between teacher and the students; healthy interactions between the teacher and the students; setting out procedural rules for addressing repetitive students' ill-behaviour; and creation and maintenance of classroom environment that enhances learning (Hart, 2010).

Classroom management in the present era has moved away from despotic order and one-sided authoritarian instruction from the teacher; it is now a two-way friendly chat where the teacher considers the students as equal participants in the class decision making (Shindler, 2013; Walker, 2009). This way, the students feel a sense of belonging and community within the class. They are less likely to flout the rules of the class they have participated in setting. Again, in addressing students' misbehaviour, the teacher should focus on correcting the behaviour but not the personality of the student. Using diplomacy to address students' misconducts helps instill a sense of responsibility in the student (Shindler, 2013). Finally, teachers must respond quickly and promptly when a student calls for attention in a situation where students are tasked to do independent work. The teacher must promptly offer the student commendation where it necessary and leave it there quickly. This

also creates a feeling of acceptance by the students and motivates them to be less disruptive during lesson hours (Tauber, 2007).

Dimensions of Classroom Management

According to Immordino-Yang and Damasio (2007), classroom management is a composition of three dimensions which must generally guide teachers in their efforts at superintending students' activities in the classroom. These dimensions include teachers' classroom instructional management, people or students' management, and behaviour management. The instructional management consists of the teachers' duty in the class to monitor the seatwork, schedule daily routine and allocate teaching and learning materials to students (Immordino-Yang & Damasio, 2007). The learners'/students' management has to do with the teachers' understanding of students and how the teachers make efforts to forge a good rapport with the students; it is all about teacher-student relationship. Literature abounds in evidence to the effect that a good teacher-student relationship has overwhelming influence on students' quality academic output (Farrington & Beechum, 2012; Corrigan et al., 2013; Calvo & D'Mello, 2010). Last on this score is behaviour management which is made up of the teachers' efforts at partnering with the students to proactively set behavioural standard in the classroom, institute classroom reward system and establish disciplining measure together. This last dimension of classroom management permits the students to make the necessary input in the classroom management activity (Immordino-Yang & Damasio, 2007).

Rosas and West (2009), and Vitto (2008) also identified three dimensions of classroom management and these are content management in the classroom, conduct management, and convenient management. Content

management, to the author, deals with teachers' classroom responsibility of ensuring availability and optimum utilization of the classroom space, teaching and learning materials and equipment, learners' movement as well as lessons which form the core of the schools' curriculum (Rosas & West, 2009). Conduct management on the other hand refers to teachers' understanding of the learners' nature and how they manage to integrate the learners' differences in their individual personalities into the design of the instructional strategy used for each lesson (Vitto, 2008). Teachers' ability to do this helps them to roll out effective lesson in a class which is more diversified in terms of learners' nature without much difficulty (Vitto, 2008). Convenient management also highlights the view that the classroom is a social environment with its own system and structure. That is the teachers manage the social structure of the classroom under convenience management such that the teachers and the students' roles as well as their respective expectations are well defined to create a congenial orderly learning environment (Marzano et al., 2010; Rosas & West, 2009). From the various dimensions, it is observed that classroom management is delicate and complex task the teacher is expected implement in the classroom to establish order and forge cooperation with students for a successful lesson.).

On their part, Shipman (2007) and Shindler (2009) underscored the broadness of classroom management by pointing out five notable steps teachers may acknowledge the concept that can help them succeed in their classroom management endeavours. They respectively stated in congruence that teachers should fully assess and understand the present research works and theories relating to classroom management as well as the learning and psychological needs of students to be managed (Shipman, 2007; Shindler, 2009). The teachers

should be certain through careful continual observations of the nature of relationship between the teacher and the students on one hand, and the relationship among the students on the other hand. Knowing the nature of the relationship will aid the teachers to emphasize and promote positive and healthy relationship in the class, and de-emphasize the negative and detrimental relationships (Shipman, 2007).

Teachers must identify and use the instructional methods which promotes the best learning experiences by being responsive to individual student's academic needs as well as the collective students' academic needs in the class (Shipman, 2009). By so doing, students would appreciate that the teacher is mindful of their individual academic concerns, and thus motivates them to give off their best in during lessons (Shindler, 2009). Next is the need for the teachers to deploy organisational and group classroom management strategy that optimizes students' behaviour on assignment. Lastly, the teacher should make use of different counselling and behavioural strategies that can help address persistent and serious behavioural problem exhibited by some students. In a nutshell, classroom management must seek to establish and maintain order in the class; design strong instructional content and delivery methodology; handle the students as a group; respond to each student's needs and address them; deal with disciplinary issues in the class; and assist the students to adapt to the schools' learning environment (Shipman, 2009).

Factors to Consider in Choosing Classroom Management Technique

No one single classroom management technique may be workable for addressing all classroom situations. As such, different classroom techniques are expected to be adopted by teacher to handle different classes, lessons and

students of varied ages. The decision as to which classroom management technique would best help the teacher and the students to accomplish the stipulated instructional objectives is contingent on a number of factors (Corwin et al., 2008). The following are the factors proposed by Corwin et al. (2008), and Wong (2010) that must be taking into consideration when making a choice of classroom management style.

The first thing to be cognizant of is the students' background. This includes the age, maturity level, interest, and abilities of the students. Wong (2010) indicated that the age and maturity of the learners play a serious role in deciding which approach or strategy the teacher should adopt to handle a particular class. The age and the maturity levels of the learners will help the teacher know if interventionist, interactionist or permissive classroom management approach will be impactful to accomplish instructional objective to the mutual benefit of the teacher and the students. Corwin et.al (2008) observed that managing a class of children require integration of collaborative and rigid strategy whilst interactionist approach works much well in adults' class. Much more playful (a blend of permissive and interventionist) classroom management could be of powerful effect in a class of children to keep their interest in the lesson (Yeboah, 2015). The knowledge of the common interest of the students in the class could assist the teacher to effectually design the instruction and the class arrangement in such a way that the student will be part of the lesson volitionally (Saricoban, 2010).

The size of the class to be handled equally determines the classroom managerial approach the teacher would need to roll out, according to Corwin et al (2008). Weinstein (2009) believes that permissive classroom management

approach is effective for a large class size where students are tasked to carry out group projects. It leads to students' accountability and active participation in instructional process on the other hand (Weinstein, 2009). Interactionist classroom management technique is best for a small class size, by which, each individual student's academic concerns could be easily addressed by the teacher to promote improved students' academic achievement (Tal, 2010).

Similarly, the content/subject to be taught, teaching and learning resource available for the subject as well as the time for the lesson all go to inform the teacher as to the class management strategy to use. Theoretical content may demand class room management which is less flexible in style than it would be required for a practical-based content (Smart & Igo, 2010). Integration of permissive and interventionist classroom management is best used for practical project work lesson since such classroom management approach promotes creativity among students.

The study is of the view that teachers might be motivated by some of the above factors to choose their classroom management style.

Advantages of Using Appropriate Classroom Management Techniques

Using the right classroom management technique has several merits for the teacher and the student. Choosing the right classroom management technique means selecting the right instructional technique for a given lesson (Hart, 2010). Once instructional technique is embedded in the classroom management, the teachers' careful selection of the classroom management strategy will naturally guide him/her to choose the right instructional approach (Saifi et. al, 2018). Again, the deployment of the appropriate classroom management technique creates sanitized class by showing a clear roadmap of

dealing with potentially disruptive students' behaviours. Students' excesses are anticipated in any given classroom management approach and that helps the teacher to prepare in advance to forestall or contain such behavioural excess of students (Hughes, 2014). The application of the right classroom management techniques helps the students to stay focused on the lesson, thereby aiding them to appreciating the content taught for the enhancement of their academic achievements (Hart, 2010).

When teachers select and apply the right techniques in their classroom management, they are guided to assess the needs of the students to design instructional strategies that are students-centred: the seemingly complex and challenging content are embraced by the students because teachers create congenial learning atmosphere for the students which does not end only in the classroom but motivates the students to research more into the content even after class (Wong et al., 2012). Lastly, Aina and Olanipekum (2015) asserted that teachers' application of the apt classroom management indicates the professionalism of the teacher, and it results in the students' academic success and such is a good measure of a school's efficiency.

This study seeks to confirm or disaffirm the above purported benefits of the proper classroom management techniques used by the teachers in the selected schools for this research.

Conceptual Basis for Managing Behaviour in Classroom

Classroom interactions and behaviours are some of the key elements that teachers deal with in their classroom management responsibilities. Their success in managing behaviour of the students in the course of the lesson has a telling impact on the effectiveness of their classroom management (Doyle,

2016). Wolfgang and Glickman (2009) provide three conceptual bases upon which classroom behaviour of students may be handled. In other words, three main approaches have been submitted by the authors to illustrate how the teacher may deal with classroom interactions. These are Non-interventionist approach, Interventionist approach, and Interactionist approach (Wolfgang & Glickman, 2009).

Interventionist Classroom Behaviour Management

The interventionist approach lays emphasis on the external environment and how it causes people or organisms to develop in certain manner (Wolfgang & Glickman, 2009). The model is based on behaviourist theoretical perspective and it posits that the behavioural development of children is spurred by social environmental situations, including reinforcement and discipline/punishment. The role of the teacher in the classroom is to help set up rules, regulations as well as procedures and clearly articulate them to the students in the class when event occurs in the course of the lesson (Clotfelter et al., 2014). The accompanying rewards and punishment for compliance and non-compliance are also communicated by the teacher to the class in the course of the lesson. The fundamental aim of the interventionist approach to classroom management is ensure maintenance of classroom orderliness and productivity. The model depicts the teacher in the class as an orchestrator who spearheads all the activities in the class. The instructional approach rooted in the interventionist dimension is teacher-centred (Clotfelter et al., 2014). According to Levin and Nolan (2009), the approach concentrates on short-run objectives of the teaching and learning process. Within the framework of the interventionist, teachers must respond to the behaviour of the students with ‘consequences.’

According to Wong et al. (2012), teachers who support this approach manage their classroom through reactionary measures to mould students' behaviour with what they termed 'consequences.' The teachers tend to intervene with consequences to shape students' behaviours in the classroom (Conard, 2012). One of the major proponents of the interventionist basis of classroom management is B. F. Skinner (1904-1990) (Wong et al., 2012). Skinner's contribution towards the interventionist approach is found in his operant conditioning theory. The theorist's behavioural management philosophy is centred on the consequence for actions or behaviour. He held the view that human behaviour is moulded by the consequence that comes after a person's action. As his operant conditioning theory suggests, to obtain the desired behaviour from individuals or to discourage unwanted behaviour from them, reinforcements need to be put in place and implemented. Andrew (2008) suggested that the nature of the reinforcement may be in the form of social activity, tangibles or graphics. Skinner argued that operant conditioning is all about ensuring that a particular behaviour is less or more likely to recur based on some conditions—reward and punishment. The implication of Skinner's theoretical perspective is that the classroom can be controlled by the teacher by using rapid or quick reinforcement, whilst shaping the students' behaviour using consequences (Conard, 2012).

The interventionists, according to Corker et al. (2012), hold the opinion that the classroom is always a composition of more than one student who is taught at a time. They thus roll out the behaviourist perspective beyond the consequences to incorporate learning via making observation of the consequences of others' behaviours. The interventionists also consider that

people copy ill-behaviour from one another and that students learn by perceiving and imitating certain actions shown by their parents, teachers and peers or students (Corker et al., 2012). That is, they believe that students are able to learn from the consequences of other students' behaviours. Their classroom management approach is more reactive than be proactive in style.

They therefore use quicker methods to intervene in the students' classroom behaviours with the view that as other students perceive the consequences of the offending or good-mannered student, they may take cue and learn from that through their careful observations (Wong et al., 2012).

Putting it in much simple language, Furnham et al., (2009) posited that the teacher whose classroom management conceptual basis is that of interventionist depends on reward and punishment as the intervening measure to control the students' behaviour in the class. That teacher is usually assertive in his relationship with the student. In the view of Furnham et al., (2009), although interventionist approach has had some good results in usage, it has some demerits. One key and overt disadvantage of the interventionist approach in managing a class is that it is reactive. By this, the author believes that the students' behaviour dictates how the class must move. Another demerit is that it keeps the teacher to be busy in being disciplinarian instead of being learning facilitator. Another quarter also believes that once the teacher is trap in being reactionary, students' behavioural challenges appear to increase the more to disrupt the smooth flow of the learning process in the classroom (Furnham, 2009).

Noninterventionist Classroom Behaviour Management

The non-interventionist style of managing students' behaviour in the classroom is predicated on the humanistic philosophy and psychological orientation (Nguyen et al., 2010). The approach is usually non-directive and student-centred in terms of teaching. The non-interventionist model is of the opinion that students' behavioural development emanates from the evolution of their inner potentials (Nguyen, 2015). Thus, the non-interventionist suggests that the student possesses innate potential which has to be realised in real world. In this context, the teacher has the role to facilitate the child's potential's realisation process. The teacher assists the students to make exploration of new ventures and ideas concerning their individual life, their academic assignments and their inter-relationship with other students (Nguyen et al., 2010).

The noninterventionist concept promotes the idea that the teacher and the students are partners in the classroom in the learning process. They are therefore to openly exchange ideas through honest communications with one another. During lesson time, the teacher should master the skill of knowing when to keep silent and allow the students to express their views on new content being handled; this is one of the notable features of the noninterventionists approach to instructional process. The non-interventionist proactively plans to facilitate the learning process in the classroom. Their classroom management style is permissive in nature and it is directed to have advanced planning meant to forestall the occurrence of any bad behaviour from students. Another distinctive feature of non-interventionist model is that it looks at a long-run teaching goal. According to Nguyen (2015) non-interventionist model is a constructive conceptual basis for managing a class since it can result in learners

developing self-discipline, positive behaviour and good manners that promote teaching and learning in class. The approach requires teachers to discuss the right manner of classroom behaviour with students, whilst praising positive classroom conducts of students.

John and Jiradilok (2012) believe that using noninterventionist model means that the teacher should portray to the students that he/she is at all times aware of what goes on in the class and therefore has a strategy in place in advance to deal with students' misbehaviour in the class. The noninterventionist method demands the teacher to muster the skill of addressing many different classroom challenges posed by the students. The work of Wong et al. (2012) cited the following as four outstanding features of a classroom which is properly managed using the noninterventionist model: the teacher throughout the lesson time gets the students busily engaged in academic work; the students are conscious of what they are expected to do during the course of the lesson, and therefore they are achievers; Very little time is waste because a great deal of the time is devoted to students being on tasks; disruptions are almost non-existent or at worst at it barest minimum; and lastly the classroom, though is work oriented, carries pleasant relaxing aura for academic work (Wong et al., 2012).

In his research work on classroom management, Arogundale (2009) suggested that teachers who espouse the interventionist concept of managing students' conducts in class should do the following if they ought to realise the expected results: the teachers must clearly design and clearly articulate the classroom procedures to the students; the communication of the procedures should be done following an approach of three steps; the teachers should plan their lesson prior to the class and must keep the students busy as soon as they

enter the class; and the teacher must concentrate more on achieving the objected stipulated in the curriculum. The philosophical perception by Wong et al. (2012) and Arogundale (2009) of the interventionist model does not entertain classroom environment of play. The main aspiration for the teacher is to get the student at all times busily working and giving accounts of their achievements.

Overall, the noninterventionists' classroom management, unlike the interventionist, dwells on the teachers' proactive responses to students' behaviour for success (Abraham et al. 2011).

Interactionist Classroom Behaviour Management

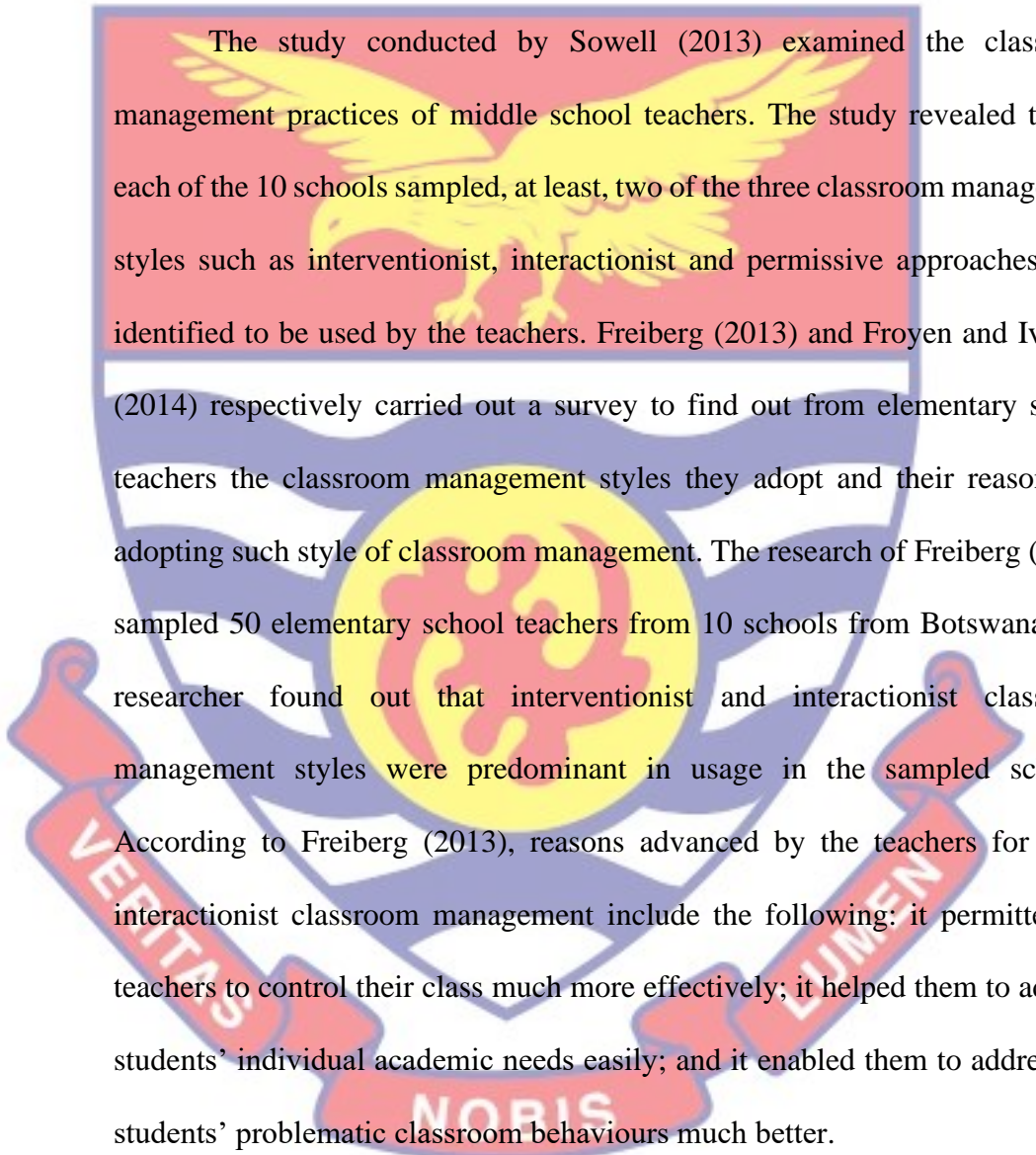
The Interactionist Classroom management perspective holds the opinion that students' learning comes by their interaction with the environment. This style of students' behaviour management in classroom is supported by William Glasser (1997) and was largely anchored in his Choice theory and Reality theory. This approach is believed to be a composition of the integration between the interventionist' and noninterventionist' views. The reality theory of Glasser (1997) suggests that, to properly address ill-behaviour of students, the teacher has to start tracing it logically from such ill-behaviour's consequence. The consequence may include behaviour improvement plan for the offending student and teacher-student conferences. Afterwards, the teacher can then provide a way for the student to assess and evaluate his/her own behaviour. The Choice theory on the other hand permits teachers and students the chance to understand one another's behaviour in terms of differences. In the face of this, rooms are made to accommodate by the teacher to accommodate some of the students' behavioural difference, whilst same room is avail of students to make the needed behavioural changes.

On the back of Glasser's (1997) theories, the teachers' understanding of the students' behavioural differences and changes through logical consequences and condition will serve as springboard for the teacher to adopt the right classroom management technique for any given lesson or different classroom settings. The Choice theory opines, that humans are excited into action by four primary psychological needs ingrained in our genetic composition. These four psychological needs include the quest to feel belong, the need for power, the need for freedom and the need to have fun. The theory thus gives teachers and students the opportunity to acknowledge the behavioural differences among themselves and give the required recognition to it in their classroom relationships. It's within this purview that the students and the teachers may adjust and modify their individual behaviours to create congenial teaching and learning atmosphere in the class. It is when the teacher gets to understand the students' behaviour and how they desire to be treated that he/she can strategize to put in place the right technique to earn their cooperation in the class. The management of the classroom is made easy when teachers and students demonstrate optimism and have friendly interaction. According to the Choice theory concept has been adopted in the modern-day classroom management and instructional management technique. In a nutshell, the interactionist attempts to combine the best aspects of the interventionists and noninterventionist perspectives. This classroom behavioural management approach interposes between the endpoints of interventionist and noninterventionist approach; concentrating on the action of the students to modify their external environment and how the external environmental factors play it out to influence the students' learning attitude.

Empirical Review

The section presents empirical review of other related works on teachers' classroom management and students' academic performance relevant to this study.

Application of Classroom Management Styles

The logo of the University of Cape Coast is a watermark in the background. It features a shield with a yellow eagle at the top, a yellow sun in the center, and a red banner at the bottom with the Latin motto "VERITAS NOBIS LUMEN".

The study conducted by Sowell (2013) examined the classroom management practices of middle school teachers. The study revealed that in each of the 10 schools sampled, at least, two of the three classroom management styles such as interventionist, interactionist and permissive approaches were identified to be used by the teachers. Freiberg (2013) and Froyen and Iverson (2014) respectively carried out a survey to find out from elementary school teachers the classroom management styles they adopt and their reasons for adopting such style of classroom management. The research of Freiberg (2013) sampled 50 elementary school teachers from 10 schools from Botswana. The researcher found out that interventionist and interactionist classroom management styles were predominant in usage in the sampled schools. According to Freiberg (2013), reasons advanced by the teachers for using interactionist classroom management include the following: it permitted the teachers to control their class much more effectively; it helped them to address students' individual academic needs easily; and it enabled them to address the students' problematic classroom behaviours much better.

The study of Froyen and Iverson (2014) focused on the fourth to eighth grade teachers in 12 elementary schools within Upper Saddle River borough in Bergen County, New Jersey in USA. These researchers identified interactionist classroom management technique to be the most commonly used style of

managing classroom by the 70 teachers sampled. Froyen and Iverson (2014) indicated that teachers cited, among others, the following reasons as their motivation for using interactionist classroom management technique: its usage helped the teachers to gain control of their respective classes; it afforded the teachers the chance to control students' disruptive classroom behaviour and also to assert their authority in maintaining order in the classroom; it equally helped them to achieve their instructional objectives much easier than with other classroom management techniques.

Greenberg et al., (2014) sampled 120 high school teachers from 5 high schools in Colorado State, USA. As part of the research objectives, Greenberg et al. (2014) established that 80% of the respondents preferred using interactionist and interventionist classroom management approach to using permissive classroom management styles. The study further revealed that majority of the teachers who preferred interactionist and interventionist classroom management styles mentioned that these two classroom management techniques helped them to better control their class, enhance their ability to achieve their instructional objectives and ultimately helped them to improve upon teaching and learning outcomes. These findings were equally supported by the contemporaneous research findings by Opolot-Okurut (2014) whose study was carried out in Uganda using 3 high schools and 50 high school teachers as the sample size.

Fergusson et al., (2015) researched in 12 elementary schools in Baria State, Germany to among other objectives find out the teachers' preferred classroom management styles and the rationale behind their preferences. The study revealed that out of 55 teachers sampled, 38 representing 69.1% indicated

that they applied a blend of permissive and interactionist classroom techniques. A corroborative study of Leu et al. (2016) in Guangdong Province in China sought to find out how primary school teachers provide leadership in their class during instructional hours. In all, 60 primary school teachers from 12 primary schools were surveyed for the study. It was established that although majority of the respondents mention that they led their class through lessons using interventionists and interactionist classroom management approach, a significant minority (45%) were found to use permissive classroom management technique. The study of Fergusson et al. (2015) and Leu et al. (2016) revealed that teachers cited the following reasons as their motivation for adopting permissive classroom management style: it permitted the students to explore and become creative; it encouraged students' active participation in the lesson; it made the students feel a sense of belonging; and helped the teacher to gain the students' attention during the lesson.

The above empirical studies reviewed identified at least two of the three class room management techniques in their respective study institutions. The differences in geographical and institutional settings as well as passage of time provide an opportunity for this study to be carried out.

The Effect of Classroom Management on Students' Performance

Studies on classroom management and its effect show array of findings. For instance, Zepeda (2014) and Lamb (2007) concluded in their respective studies that, among other factors, teachers' ability to create optimal learning environment in the classroom has a far-reaching influence on the students' participation in lesson and their learning outcome. In corroborating this finding in their work on general management practices in high schools and its effect on

students' academic achievement, Waweru and Orodho (2014) reported that optimal learning environment does not only revolve on the physical classroom layout style as established by the teacher but most relevantly, the social interactions deliberately set up by the teacher between himself/herself and the students. Kane et al (2011) discovered in their study that teachers' practices

during instructional hour have direct impact on senior high schools' students' academic achievement. Their finding was in agreement with an earlier works done by Babkie (2016) and Rischer (2016) which allusively established a moderate correlation between effective classroom management techniques and students' retention in schools and their academic success in the United States.

Whilst these studies made indirect references to how teachers' classroom activities impact on students' academic efforts, they do not directly indicate specifically how they affect students' academic performance in the areas of their creativity, classroom contributions as well as their performance on assignments.

Their works provided further research opportunity for this study to be carried out to specifically investigate how teachers' classroom management impact on students' academic performance in the context of the students' creativity, class contribution and their performance on tasks.

Cumming and Schmitt (2015) reviewed effective schools in the United States of America as reported by parents, focusing mainly on colleges and, they revealed that teachers' care and the extent of their cordial interaction with students have considerable positive effect on students' performance. Rosas and West (2009) found evidence in their study in five (5) elementary schools in the United Kingdom that strong congenial relationship between staff and students, especially classroom relationship, inter alia promotes students' engagement and

commitment which eventually culminate in an array of social and academic outcomes. In Australia, the research by Freiberg et al (2009) which sought to investigate the impact of classroom management on academic outcomes in fourteen inner-city elementary schools established that a well-managed classroom creates self-disciplined students which enable the teacher to treat complex topics using complex instructional methodology. The work concluded that this results in improved students' learning experience and permits in-depth comprehension as well as lesson content retention among students. These studies were purely descriptive and did not use regression technique to establish correlation between what teachers do in classroom and their influence on students' academic performance. Moreover, the primary focus of these studies was not to necessarily determine the relationship between teachers' classroom management and students' academic performance in the areas of creativity, classroom contributions and their performance on assignments. This left a research room for further studies which this research sought to fill.

Gallagher (2015) found in his work that teachers in middle schools in India were measured to be effective by their classroom management approach which could suppress inappropriate behaviour of students and also ensured students were on task during lessons. Such atmosphere, the author's findings, gave students learning opportunities to demonstrate responsibility and become connected to the classroom activities thereby improving their academic achievement. Although the foregoing study used regression model to measure how teachers' classroom management approach affect students, the main focus was on the students' behaviour in classroom. It therefore became a vehicle for further research work to be commissioned into determining how teachers'

classroom management techniques influence students' academic performance; the vacuum this study sought to fill.

Ko et al (2013) investigated the teachers' role in students' learning behaviour of high school students in Singapore and drew a conclusion that teacher's effective classroom management has the potential to stir a sense of purpose in students within the classroom environment and makes the students see themselves more as learners, creating a springboard for desirable academic achievement. Daniel et al (2006) explained in concluding their research in Indonesia primary schools that teachers' role in class manifested in their classroom management strategy creates a sense of belonging to classroom community among pupils. Relationship between teaching and learning on one hand and, learning outcome on the other hand becomes effective; better academic performance is thus achieved. According to Smart and Igo (2010), classroom management at the basic level of education in the 21st century has transitioned from the punitive approach in the form of corporal punishment, threatening and yelling to cooperative and partnership relationship between teachers and learners. The result of which is improved learning and pupils' academic achievement. The studies of Daniel et al. (2006) and Igo (2010) differing from this study strictly surveyed the views of pre-tertiary teachers and school leadership on how classroom management supports students schooling process generally. They made use of descriptive research method and therefore created a platform for further work to be done using explanatory study to measure how teachers' classroom management techniques affect pre-tertiary students' academic performance. This study attempted to fill this research gap.

In their book, 'Elementary classroom management: Lessons from Research and Practice,' Weinstein and Mignano (2003) mentioned that several classroom management practices should be put in place by teachers, if they so desire to increase academic achievement of students. In supporting this position, Wolk (2003) elaborated that the teacher needs to generate warmth in the classroom that awakens students' intrinsic intellectual readiness to learn and the teachers' readiness to teach. Additionally, the teacher should always support classroom management strategy to contain, counteract and neutralise potential students' inappropriate behaviour. These two authors seem to suggest that teachers' adoption of better classroom management practices have positive impact on students' academic performance.

Leflot et al. (2010) established in their study that students' academic focus is greatly influenced by their family's socio-economic background. Teachers who intended to make positive impact on such students who have family issues should weave into their classroom management approach their concern for students' socio-economic challenges and aid the student in addressing them. Again, Algozine et al. (2011) concluded that classroom management strategy that factored in students' social concern promotes high students' participation in lessons and leads to improved students' academic outcome. Similarly, Schieb and Karabenick (2011) reported that one of the key ways contemporary teachers strategize to engage the attention of the students for better students' academic results is to be show interest in the social and economic wellbeing of students. According to Mehmood et al. (2012), teachers who inquire about their students' home issues become their students' favourite

and the students, in an attempt to maintain their relationship with the teacher, strive to achieve better results in the subject taught by the teacher.

Durlach and Ray (2011) revealed in their research that teachers who handled multi-gifted class and used distinct classroom management techniques for each category of students in the class were able to close the academic performance gap between the lowly and highly gifted students. Julie et al. (2019) investigated how teacher-student relationship affect students' behaviour and academic achievement in Ontario's high schools, Canada. They found out that a good teacher-student relationship in class aided in slowing down or preventing, in some schools, a drop in students' motivation for academic achievements. The study further revealed that schools with development teacher-student relationship was perceived to have congenial academic environment and quality instructional delivery, and the ultimate effect was improvement on students' grades in tests and examinations (Julie et al., 2019). The study by Erick and Christopher (2016) examined how developmental relationship between the teacher and the student as part of classroom management technique predicted students' academic motivation and performance in high schools in Vancouver, Canada. It was revealed in the study that better teacher-student developmental relationship strongly predicted students' self-motivation and academic performance. Adams et al., (2014) reported in their study that worsening student-teacher classroom developmental relationship has serious repercussion on middle school students' emotional stability, academic motivation and achievement. They further recommended that teachers should as a matter of seriousness incorporate building rapport with students into their classroom management strategy. These studies' findings

aided this work to investigate specifically how teachers' classroom management may affect pre-tertiary schools' students' academic performance within the context of students' creativity, classroom lesson participation and performance on task.

On the other hand, in their respective studies in Guatemala and Japan, Alder (2012) and, Bernstein and Noam (2013) could not identify any correlation between teacher-students' relationship and students' academic performance. The research work of Alder (2012) was carried out in a single college which happened to be a higher academic institution than those used by this study. Moreover, geographical differences and differences in institutional conditions offered an opportunity for further research work to be conducted and, this study attempted to fill these research gaps. Specifically, Bern and Noam (2013) concluded that a healthy relationship between the teacher and the student as part of teachers' classroom management strategy only creates psychological comfort for the student but does not impact on whether they do well or otherwise in school. Similarly, Collins and Laursen, (2014), and Gnambs and Hanfstingl (2016) in their individual research work did not trace any correlation between teachers' classroom management components such as class rules setting and students' seating position on one hand and students' academic achievements on the other hand. Their findings were in tandem with the research results of Hughes et al. (2015), and Hughes and Cao (2017). These studies were carried out in five high schools with much larger sample size and used simple regression in their data analysis. Their interesting findings however presented a research avenue to replicate similar studies in different geographical and institutional

settings to either confirm or disconfirm them. This research work was therefore carried out in an attempt to fill this gap.

Summary and Conclusion of the Review

The study has reviewed concepts, theories and empirical studies of other researchers and authors on the classroom management and its effect on students' academic performance. The review focused on classroom management definitions, the issues emanating from classroom management, the various dimension of classroom management, components and approaches to classroom management. The factor that must underpin teachers' decisions as to the style of classroom management as well as advantages of using the right classroom management technique was also considered. The conceptual basis for managing students' behaviour in class which include non-interventionist approach, interventionist approach, and interactionist approach were crucially looked in this chapter. Students' academic performance and factors that drive students' performance academically were reviewed in this chapter. The three major theories—Operant Conditioning; Choice Theory; Student's Directed Learning Theory—in which this study was grounded were equally discussed in the chapter.

Finally, different empirical works and their findings on the effects of teachers' classroom management practices on students' academic performance were discussed in this chapter. Clearly, a large number of studies have been done across the globe on how classroom management practices affect students' learning outcome and performance academically. That notwithstanding, in Ghana, and more specifically within Asokwa Municipality, research evidence supporting the findings and theories of these imminent authors on the topic in

respect of public junior high schools is almost at large. A gap this study seeks to fill up.



CHAPTER THREE

RESEARCH METHODS

Introduction

In this chapter, the methodology used for the achievement of the research objectives has been discussed. This chapter put the discussion under the following sub-headings: the research approach, research design, population under study, sample size and sampling technique, sources of data, data collection instruments and method of data analysis.

Research Approach

The approach used in this study is quantitative research approach since all the data gathered were put on quantitative scale and analysed accordingly.

Research Design

The blueprint for accomplishing research objectives of a given research is referred to as the research design (Yin, 2009). The research was intended to assess teachers' implementation of classroom management and its effect on students' academic performance in public junior high schools in Asokwa Municipality.

This study used a correlational research design. Correlational research makes attempt to determine the nature of relationship between and/or among the constructs of a study (Yount, 2006). It also assesses the effect aspect of the relationship among research variables (Cohen et al., 2000). Therefore, a correlational research design was correctly utilized to determine the nature of relationship between classroom management of teachers and students'

academic performance in the selected schools. The results of the study were communicated in a report with reference to the statistical data gathered through survey method and analysed.

Study Area

Asokwa Municipality which was formerly part of the Kumasi Metropolis is located between latitudes 6.35 N and 6.40 S, and longitude 1.30 W and 1.35 E in Ashanti region of Ghana (www.askma.gov.gh). It occupies a land mark of 23.40 kilometres square. In 2018 under the legislative instrument of the Republic of Ghana LI 2294 in accordance with article 245 of the Ghana's 1992 constitution and also under section 3 of the Local Governance Act 2016 (Act 936), Asokwa was carved out of the Kumasi Metropolis to become a Municipal Assembly. It is found in the south-eastern side of Kumasi, the capital city of the Ashanti region of Ghana. Geographically, Asokwa Municipality has 18 towns which fall under 12 electoral areas, grouped into three zones (councils). Politically, these three (3) zonal councils are Asokwa, Ahinsan and Atonsu making up the whole Asokwa Constituency. Based on the projection of the population growth rate of 2.7% from 2010 Ghana Population and Houses Census, Asokwa Municipality has population of about 182, 950 people made up of 87,450 males and 95, 500 females (Ministry of Finance, 2018). The Municipality has 20 public primary schools, 19 public junior high schools and 1 senior high school. Additionally, there are 58 private basic schools in the municipality. The primary school enrolment as of 2019/2020 academic year stood at 16, 391. The enrolment at junior high school level for the same period was 8, 405 and that of the senior high school was 2, 548. In total the students' population in the Municipality is 27,344. The teacher population for the entire

schools stood at 1,070 composed of 538 females, 532 males (Ministry of Finance, 2018; www.ghanadistricts.com).

Population of the Study

The research was restricted to three public junior high schools in the Asokwa Municipality in Ashanti region. They are Ahinsan M/A Junior High School, Atonsu Dompouse M/A Junior High School and Atonsu M/A Junior High School. The students and the teachers in these three selected schools make up the population for this study. The total number of teaching staff in these schools stood at 30 and students' enrolment in the schools is 300 at the time of the study. Regarding the teacher population, the males were 17 and the females were 13. The students' population was made up of 172 females and 128 males. In all the females were 185 and the males were 145. The total population for this study is 330 from which the sample was drawn. These three junior high schools were chosen for this study because of their proximity and accessibility to the researcher for convenience data gathering. Again, the population in the schools possess all the features this study seeks to measure.

Sample size and Sampling Procedure

The sample size for the study is 180 made up of all the 30 teachers and 150 students drawn from the three public junior high schools in the Asokwa Municipality of Ashanti in Ghana. The sample was computed using the formula given by Yamane (1967) for determining the appropriate sample size for a study from a finite population. Since the population for this study is finite, Yamane's formula was rightly used and it is given as follows: $n = \frac{N}{1+N(e^2)}$ (n is sample size, N represents Sample frame and e represents margin of error). The margin of error 0.05 is used because it is the recommended margin of error for using

the Yamane formulae which allows for getting a representative sample (Bryman & Bell, 2003). Furthermore, table 1 below shows the proportionate distribution of the study’s sample size (180) among the three public junior high schools.

Table 1
Population and Sample Size Distribution of Teachers and Students across the Schools

School Name	Teachers Sample	Students Population	Sample size Calculation For students	Sample Size	Total Sample Size
Ahinsan M/A JHS	9	86	$\frac{86}{300} \times 150$	43	52
Atonsu Dompouse M/A JHS	9	88	$\frac{88}{300} \times 150$	44	53
Atonsu M/A JHS	12	126	$\frac{126}{300} \times 150$	63	75
Total	30	300		150	180

Source: author’s construct (2020)

Three sampling techniques were used in the selection of the teachers and students from the three public junior high schools in the municipality. These are quota, census and systematic random sampling methods. Quota sampling was used in obtaining a fair proportion of the student population from each of the three schools that constituted the total sample for this study. In applying the quota sampling method, the form 3 students’ population of each of the three JHS was divided by the total form 3 students’ population of all the three JHSs selected. The quotient/result was multiplied by the total sample size required for the study (refer to Table1, Column 4 above). Systematic random sampling was later utilized to select the students from the three schools to partake in the study. In this wise, the technique requires that the population is divided by the sample size to determine the nth number that will have to be selected from the population to include in the sample. Therefore, operationalizing the model

resulted in the selection of every 2nd student from the previous selected person. Census sampling was in the selection of the teachers because all the teachers in the three selected basic schools were sampled to participate in this study. Table 1 graphically summarizes the sampling method.

Research Instruments

This research used questionnaire as the main instrument for collecting primary data. The questionnaire was composed by referring to the various literary works on the three classroom management styles—interventionist, interactionist and permissive classroom management styles—and their outcomes. The question items of the questionnaire were equally in line with the research questions and objectives to be achieved. The questions were closed ended pitched on four-point Likert scale within the range of ‘Strongly Agreed’ and ‘Strongly Disagreed’ to enable convenience answering by the respondents.

The questionnaire was administered to both teachers and students of the sampled schools. The questionnaires administered to the teachers were subdivided into three sections. The first section named ‘Section A’ was made up of questions about the respondents’ demography. The second section ‘Section B’—had questions relating to the type/nature of classroom management approach used by the respondents. Finally, ‘Section C’ comprised questions on why respondents use such classroom management technique. The questionnaire administered to the students also had two major parts namely, ‘Part A’ and ‘Part B’. The ‘Part A’ was made up of questions on the respondents’ demography such as age, and class and their duration in the school. The questions in ‘Part B’ were about the respondents’ opinions on which of the

three classroom management techniques, namely, interventionist, interactionist and permissive techniques was used by their teachers.

Data on students' academic performance in class assignment, contributions, and creativity were rather collected from the students' continuous assessment marks contained in the SBA book for 2019/2020 academic year. The students' continuous assessment marks in English Language, Mathematics and Science, and Basic Design and Technology (BDT) project work were used to represent their performance in class contribution, assignments and creativity.

Pre-testing of Questionnaire

The questionnaire, prior to its full-scale administration, were first pre-tested using 10 teachers and 30 students from Patasi M/A JHS to ascertain its validity and reliability. Patasi M/A JHS were chosen because it bore common characteristics with the selected JHSs where the project was carried out. After receiving the responses, errors and ambiguity in terms of the questions design were corrected to ensure internal consistency and reliability of the instrument. It was also to ensure that it actually measured exactly what it is intended to measure. This was also done to ensure the reliability of the questionnaire.

Validity and Reliability of data

The degree to which a data gathering instrument is capable of producing the precise measurement of what it initially intended to measure describes its validity (Acocella, 2012). Meina et al., (2018) state that construct and content validity of the research instrument can be ascertained using non-statistical methods such as piloting, critiques or opinions from expert about the instruments and review of the instruments by peer researchers. In line with the views of Meina et al. (2018), this study validated the research instrument—the

questionnaire—by pretesting it, prior to its full-scale administration, with 40 participants from Patasi M/A Junior High School in the Kumasi Metropolis. Ten of the participants were teachers and 30 were students. The selection of Patasi M/A Junior High School was chosen for the pre-test because of the similar characteristics its population bears with the population of the three junior high schools in Asokwa Municipality selected for this research. The pre-test gave an opportunity to the researcher to identify erroneous and equivocal questions based on the feedback, and the necessary corrections were done. Also, colleagues with research knowledge were given copies of the questionnaire to review and offer helpful suggestions. Above all, the supervisor who is an expert reviewed the questionnaire to ensure they were valid before they were fully administered.

Reliability is about the consistency of the data gathering instrument in generating the same result when its application is repeated by different researchers under similar circumstances (Nakaya, 2014). When a research instrument is proven reliable, it has internal consistency that produces same results overtime in their usage for collecting primary data by different researchers (Mikuska, 2017). Statistically, Meina et al. (2018) indicate that research instruments reliability may be tested with Cronbach alpha analysis tool. By the authors' assertion, a reliable research instrument (questionnaire) must have Cronbach alpha coefficient figure of 0.71 or more. This study's research instruments were tested for their reliability using Cronbach reliability component in SPSS. The Cronbach alpha values of 0.78 was recorded for the students' questionnaire and 0.82 for the teachers' questionnaire. Clearly, the alpha values of these sets of questionnaires of this research surpass the

minimum acceptable value of alpha and therefore had internal consistency which is reliable enough.

Procedure for Data Collection

Prior to the data collection, a letter of introduction from the University of Cape Coast Distance Coordinator was obtained. The letter was then sent to the Municipal Education Directorate as well as the head teachers who are in charge of the selected schools, requesting permission to allow the research to take place in the institution premises. After the permission was granted, the questionnaires were administered to the teachers and students of the schools chosen. In all, fourteen (14) days were used for the data collection process. Due to the COVID19 pandemic and its associated restriction imposed on move into and out of educational institutions, the questionnaires were administered in proxy through some of the teachers in the selected schools without any other challenges.

Again, the data for the students' academic performance were gathered from the School Based Assessment (SBA) records of the sampled students. The SBA records of the students related to second term of 2019/2020 academic year was used to represent their academic performance. The marks obtained by the students from their class exercises and assignments in Science and Mathematics found in the SBA were used to represent their performance in class assignments. The students' marks for class contribution column in English Language subject found in the School Based Assessment records were also used to represent the students' performance in class contribution. Similarly, the students' performance in creativity was represented by marks they obtained from the

Basic Design and Technology (BDT) subject practical project work records found in the SBA.

Criteria for Students Performance

The study adopted the Continuous Assessment and Examination Weighting (CAEW) at Junior High School Level as contained in the Ghana National Pre-tertiary Education Curriculum Framework for developing subject curricula (Ministry of Education [MOE], 2018). The CAEW is for School Based Assessment of Students. According to CAEW, maximum of 50 marks each were expected to be obtained by each student for Science and Mathematics as their SBA record for a term. Thus, a sum of 100 marks were expected to be obtained by each student in Science and Mathematics combined for each term. An aggregate of 10 marks were also expected to be obtained by each student as their class contribution record in English Language for a term. Similarly, a total of 15 marks for a term were expected to be obtained by each student as their practical project work in BDT subject (MOE, 2018). Therefore, the aggregate termly scores obtained by students in each of the chosen subjects were used as their performance in that subject. The mean score of the four subjects was used to represent their overall academic performance.

Ethical Considerations

Zikmund (2012) observed that the key ethical considerations any researcher ought to be mindful of are the right and the freedom of the respondents to participate in or opt out of the research, and the respondents' anonymity as well as the confidentiality of the information they supply to assist in achieving the research objectives. First, the consent of the teachers and the students of the selected schools were sought before their inclusion in the study.

Those were done to guarantee their freedom and right of participation of the respondents. Furthermore, the respondents were assured of the anonymity of any information they provided in response to the questionnaire, and their anonymity was guaranteed by excluding their personal identifications such as their names from the questionnaire. Each of the respondents was pre-informed of their right to back out of the study at any stage should he/she feel to do so.

Data Analysis Procedure

The data collected regarding the classroom management approaches of teachers in the selected Junior High Schools in Asokwa Municipality were analysed using descriptive statistics and presented in the form of mean and standard deviation. Similarly, data gathered about why Junior High School teachers in the Asokwa Municipality use those classroom management techniques in their instructional environment were also analysed with the same descriptive statistics model and were reported in mean and standard deviation form. However, the determination of the correlation between the three classroom management techniques (interventionist, interactionist and permissive) and students' performance was analysed using Pearson correlation tool. Finally, the hypothesis of the study regarding the possible relationship or otherwise between teachers' classroom management technique and students' academic performance in the selected public junior high schools were tested with the help of inferential statistics such as regression analysis model. All the data were electronically analysed with the help of data analysis tools of statistical package for social science application software (SPSS 16). The results from the analysis were presented in tables, and charts. Findings were discussed in narratives or prose in line with the specific research purposes and hypothesis.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents and discusses the data collected in this regard from respondents and analysed. The discussion was done in accordance with the research objectives.

Response Rate to the Questionnaire

Out of the 180 copies of questionnaire administered, 178 were filled and returned by the respondents, indicating a response rate of 98.89%. This is made up of 93.33% rate of response for the teachers and 99.34% for the students. According to Muanga and Muanga (2009), a response rate of 60% and above is sufficient for a valid research analysis and possible contextual generalisation of the findings. Therefore, this study's response of 98.34% exceeding the minimum threshold proposed by Muanga and Muanga (2009) is sufficient for research analysis and possible contextual generalisation.

Demographic Information of Respondent

The respondents were asked to provide their demographic data regarding the gender and age for both the teachers and the students. Further, the respondents were asked to provide information on their highest educational qualification, the length of their working experience and their rank. The data were relevant since they aided in analysing and categorizing the findings based on the respondents' familiarity with the issues pertaining to their academic

engagements in the classroom and how they affected them. Tables 2 and 3 display the results from the questions asked in this regard.

Table 2
Demographic Background of Students

Gender	Frequency	Percentage	Age Range	Frequency	Percentage
Male	84	56.0	11-15 years	106	70.7
Female	66	44.0	16-18 years	43	28.7
			19 years	1	0.6
Total	150	100.0	Total	150	100.0

Source: Field data (2020)

The student respondents were asked to indicate their gender. From Table 2, 84 of the students, representing 56% were males, while 66 (44%) were females. This means that although the males outnumbered the females, the views expressed were not one-sided in terms of gender. Again, the student respondents were asked about their age range. From Table 1, 106 (70.7%) representing a greater majority of these respondents fell within the age range 11-15 years, 43(28.7%) of them indicated the age range of 16-18 years, and a student (0.6%) was above 19 years. The implication of this is that all the students were mature enough to provide information regarding their teachers' classroom management techniques and its effects on their academic performance.

Table 3 depicts the summary of the teachers' demographic information.

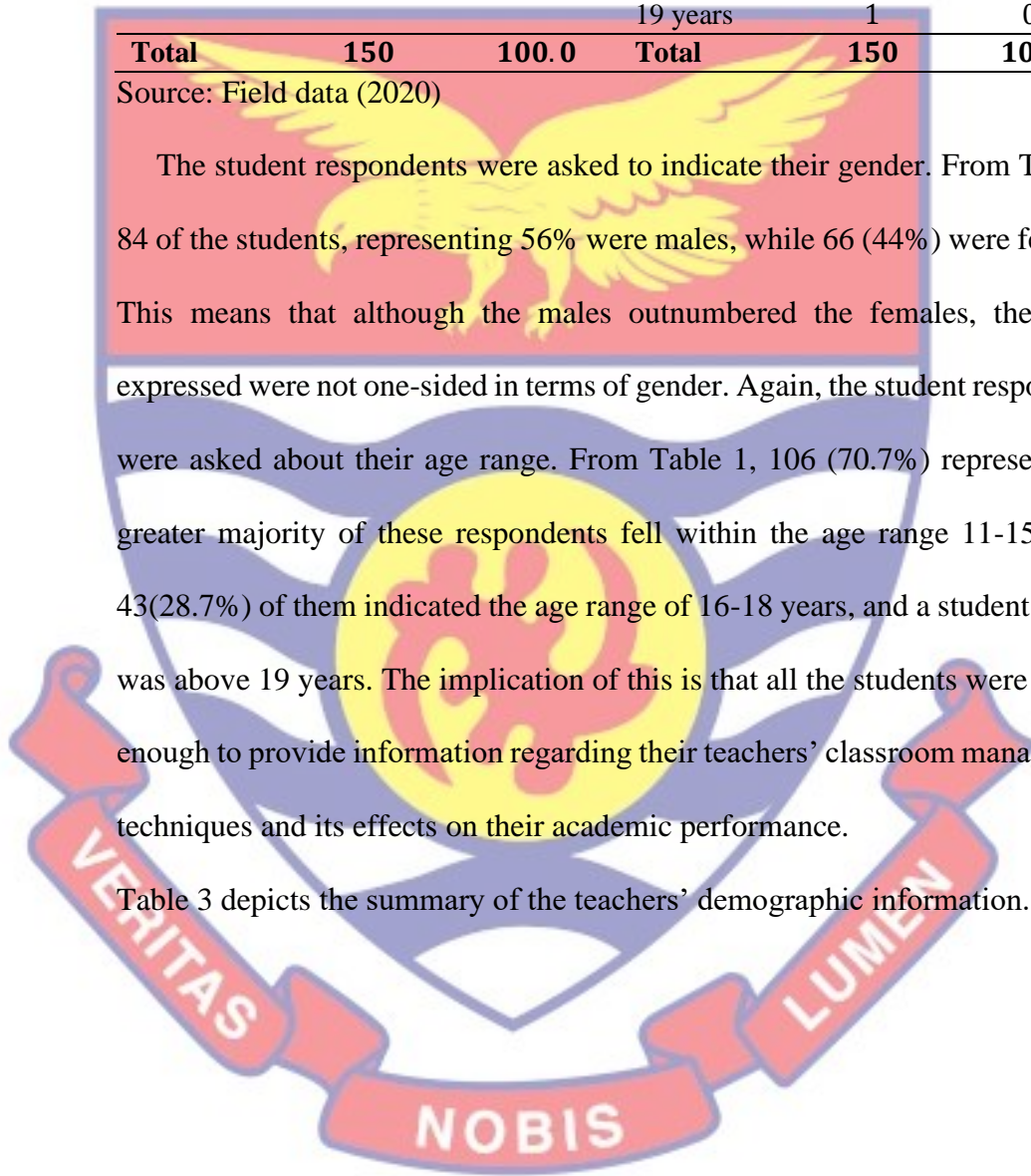


Table 3
Demographic Information of Teachers

College	Frequency	Percentage
Gender		
Male	16	57.1
Female	12	42.9
Total	28	100

Age		
31-40 years	13	46.4
20-30 years	7	25.0
41-50 years	6	21.4
51 years and above	2	7.2
Total	28	100

Table 3 continues

Educational Background		
First Degree Professional	20	71.4
Diploma Professional	7	25.0
Post-Graduate Professional	1	3.6
Total	28	100

Rank		
Director	11	39.3
Principal Superintendent	10	35.7
Senior Superintendent II	4	14.3
Senior Superintendent I	3	10.7
Total	28	100

Working Experience		
Above 10 years	16	57.1
6—9 Years	5	17.9
3—5 years	5	17.9
2 and below	2	7.1
Total	28	100

Source: Field data (2020)

Regarding the gender of the teachers, as observed from Table 3, 16 (57.1%) of the respondents were males and the remaining 12(42.9%) were females. This means that the opinions given in response to the questions had a fair mix of gender inputs, although the males were dominant numerically. In relations to age, the respondents within the age bracket of 31 to 40 years lead with the highest number of 13, representing 46.4%. This was followed by those who were between 20 and 30 years, recording seven (25%) of the respondents.

Next were those in the age bracket of 41 to 50 years who were six (21.4%), whilst those who were 51 years and above were two (7.2%). By implication, all the respondents were adults and therefore could provide the right responses required to the questions asked.

In terms of their educational background, as it can be seen from Table 3, 20(71.4%) constituting a significant majority of the respondents were professional teachers with first degree. This was followed by the professional teachers with diploma who were seven in number representing 25% of the respondents. However, one respondent representing 3.6% had professional post-graduate degree in the teaching field. This implies that all the respondents were professional teachers with relevant qualification to teach at that level of academic ladder. It was therefore possible for them to comprehend the concept of classroom management and its implication to teaching and learning.

Respondents were to indicate their ranks. From Table 3, it is observed that 11 representing 39.3% of the respondents mentioned that they had attained directorship position, 10 indicating 35.7% of the respondents were in the position of principal superintendent, 4 (14.3%) were in senior superintendent two rank and 3 representing 10.7% of the respondents were in the rank of senior superintendent one. Clearly, each of these respondents had attained professional teaching rank which made them understand what classroom management and its implications are. Consequently, the responses given by them were significant enough for research analysis.

Lastly, the study sought to know the working experience of the respondents. From Table 2, 57.1% constituting the majority of the respondents stated that they had worked for 10 or more years, followed by those who had

worked for 6 to 9 years and 3 to 5 years with each garnering 17.9%. Only 2 making 7.1% of the respondents indicated that they had worked for 2 years and below. It is obvious from the data that overwhelming number of the respondents had had enough teaching experience to fully appreciate what classroom management issues were and their implications for teaching and learning.

Hence, their responses to the questions posed for gathering data in this direction are apt to be relied upon for valid research analysis and for drawing the necessary research conclusion.

Research Question One: What classroom management approaches do teachers of Asokwa Municipality adopt in their instructional environment?

This study ascertained classroom management techniques teachers adopted in teaching and learning in the selected junior high schools in Asokwa Municipality. The three types of classroom management techniques which were to be responded to were: interventionist classroom management technique, interactionist classroom management, and permissive classroom management technique. In addressing these issues, the mean and standard deviations were used. A 4-point Likert type scale made up of strongly agree, agree, disagree and strongly disagreed was used to solicit for the information. A mean value of 2.4 upwards indicated that the respondents were in agreement to the statements. The responses from the respondents are seen from Table 4 below.

Table 4

Teachers' Usage of Interventionist Classroom Management Style (Teachers' Responses)

NO	Statement	N	Min.	Max.	Mean	Std. Deviation
	Interactionist classroom management style	28	2.00	3.02	3.4	0.86

1	I plan and deliver my lessons with the sole aim of achieving the instructional objectives	28	2	4	3.32	0.77
2	I set classroom rules for my students when I observe any classroom disruptive behaviour	28	2	4	3.29	0.90
3	I consider having special relationship with the students as important to my instructional delivery technique	28	1	4	3.18	0.86
4	I design and execute punitive action against students whose behaviour is disruptive during lesson	28	1	4	3.18	0.86
Table 4 continues						
5	I look out to address the seating problems of students in course of the lesson in class.	28	1	4	3.14	0.89
6	I periodically give incentives (e.g. recognition, pen) to attentive and well-behaved students during lessons	28	1	4	3.11	0.90
7	I offer students special reward package when they make exceptional contribution in during lesson	28	2	4	3.07	0.98
8	I only change my teaching style when I observe a change in the students' mood	28	2	4	3.00	0.94
9	I alone take all the decisions in the classroom during lessons	28	2	3	2.37	1.17

Source: Field Data (2020)

From Table 4, the composite index score for the interventionist classroom management style is 3.4. This means that majority of the respondents agreed that interventionist classroom management is applied in the school. Furthermore, majority of the respondents accepted the statement that they plan and deliver their lessons with the sole aim of achieving the instructional objective they set. This is evidenced by the highest recorded mean value of 3.32 for this category and its corresponding least standard deviation figure of 0.77. Again, the supposition that teachers set classroom rules for their students when

they observed any classroom disruptive behaviour was strongly agreed to by majority of the respondents. This is supported by the second highest mean value of 3.29 and its second lowest standard deviation value of 0.90 for the responses to this question item.

Furthermore, given the mean figure of 3.18 and its corresponding standard deviation value of 0.86, majority of the respondents strongly agreed to the suggestion that they consider having special relationship with the students' as important to their instructional delivery techniques. Similarly, greater majority of the respondents strongly agreed to the statement that they design and execute punitive action against students whose behaviours were disruptive during lessons. The position of the majority in this regard is backed by the high statistical mean figure of 3.18, and its low standard deviation figure of 0.86.

Overwhelming majority of the respondents agreed to the statement that they looked out to address the seating problems of students in the course of the lesson in class. This is evidenced by the high recorded mean value of 3.14 and its low standard deviation figure of 0.89 for the responses to this statement. A statement that the teachers periodically give incentives (e.g. recognition, pen) to attentive and well-behaved students during lessons as part of their classroom management practices elicited 'strongly agree' answers from the majority of the respondents, given the high statistical mean figure of 3.11 with moderately low standard deviation value of 0.92 for the responses to this statement.

A good majority of the respondents strongly agreed to the statement that they offer students special reward package when they make exceptional contribution in class during lesson. The position assumed by the majority of the respondents is supported by the high computed mean figure of 3.07 and its fairly low standard deviation value of 0.98. Again, majority of the respondents

accepted the statement that the teachers only change their teaching style when they observe a change in the students' mood. The stance of the majority of the respondents is attested to by the high computed mean value of 3.00 with moderately low standard deviation figure of 0.94 recorded for the responses to this statement.

However, majority of the respondents rejected the supposition that the teachers alone take all the decisions in the classroom during lessons. The position of the majority was evidenced by low calculated mean value of 2.37 and its high standard deviation figure of 1.17.

To obtain balanced data for apt analysis of the phenomenon, views were also sought from the students as to whether or not the teachers apply interventionist classroom management technique in teaching and learning process. Their responses are shown in Table 5.

Table 5
Teachers' Usage of Interventionist Classroom Management Style (Students' Response)

NO	Statement	N	Min.	Max.	Mean	Std. Deviation
	Interventionist Classroom Management Style	150	2.00	3.04	2.68	0.36
1	They set classroom rules for our class when they observe disruptive behaviour in the class	150	1	4	3.12	0.79
2	They spell out punitive actions they have put in place against students who will misbehave during lesson.	150	1	4	3.11	0.90
3	They consider having special relationship with the students as important to my instructional delivery technique	150	2	4	2.80	1.00
4	They address the seating problems of students themselves in class During lesson.	150	1	3	2.60	1.01
5	They change the way the teach us only when they observe we have changed mood	150	2.3	3	2.51	1.04

6	They give incentives/gifts (e.g. recognition, pen) to attentive and well-behaved students during lessons.	150	1	2	2.33	1.05
7	They alone decide how and when to teach my class.	150	1	3	2.32	1.11
8	They offer students special reward package when they demonstrate creativity on task.	150	1	2	2.27	1.12

Source: Field Data (2020)

From table 5, the composite index score for interventionist classroom management is 2.68. This implies that a good number of the respondents accepted that interventionist classroom management was used by the teachers in the school. Also, majority of the respondents confirmed the suggestion that their teachers set classroom rules for the class when they observe disruptive behaviour in the course of the lesson. This view of the majority of the respondents is evidenced by the computed mean figure of 3.12 and its least standard deviation of 0.79 for the responses to this statement. Majority of the respondents equally agreed to the view that teachers spelt out to the class punitive actions they put in place against students who misbehave during lesson. The computed mean value of 3.11 and its low standard deviation figure of 0.90 supported the stance of the majority in this statement. Furthermore, majority of the respondents agreed to the statement that the teachers consider having special relationship with the students as important to their instructional delivery technique. Then again, the calculated mean value of 2.80 together with its standard deviation figure of 1.00 for the responses indicated that a good number of the respondents accepted this statement to be true. The above-average mean figure of 2.6 together with its standard deviation value of 1.01 shows that majority of the respondents were generally in agreement to the statement that

their teachers themselves address the seating problems of students in class during lesson that their teachers themselves address the seating problems of students in class during lesson. Generally, majority of the respondents supported the suggestion that the teachers change the way they teach the class only when they observe that their students have changed mood and it is evidenced by the above average mean value of 2.51 and its corresponding standard deviation figure of 1.04.

On the contrary, the below-average mean figure of 2.33 and its corresponding high standard deviation value of 1.05 attest that majority refuted the statement that their teachers give incentives/gifts (e.g. recognition, pen) to attentive and well-behaved students during lessons. Similarly, the mean figure of 2.32 and its standard deviation value of 1.11 implied that majority of the respondents rejected the statement that the teachers alone decide how and when to teach their class. Lastly, the lowest calculated mean figure of 2.27 along with the highest computed standard deviation value recorded for this section is evident that majority of the respondents disagreed to the statement that the teachers offer students special reward package when these students demonstrate creativity on task.

Identify Interactionist classroom management technique

Questions were also posed to the respondents to find out if interactionist classroom management style was used in the school by the teachers. The responses from the respondents are shown in Table 6 and Table 7.

Table 6

Teachers' Usage of Interactionist Classroom Management Style (Teacher's Response)

NO	Statement	N	Min.	Max.	Mean	Std. Deviation
	Interactionist classroom management style	28	2.2	3.4	2.91	1.15
1	I plan and deliver my lessons by paying attention to students' needs whilst making efforts to achieve the lessons' objectives	28	2	4	3.29	0.85
2	Having a good relationship with my students is sometimes part of my instructional planning and delivery.	28	1	4	3.21	0.74
3	I partner with my students to set classroom rules to regulate their behaviour during lessons.	28	2	4	2.82	0.67
4	I mostly consult the students when taking decisions which affect them during lessons.	28	1	4	2.71	0.66
5	I in partnership with the students design punitive strategy in advance for disruptive students during lessons.	28	1	3	2.42	1.04
6	My class and I jointly establish incentive package for students who become attentive and well-behaved during lesson.	28	1	3	2.40	1.06
7	My students and I make a choice as to how to reward students who demonstrate creativity on task.	28	2	3	2.36	1.16
8	I consult the students to plan the seating arrangements in the classroom before every lesson.	28	1	3	2.36	1.16

Source: *Field Data (2020)*

As seen from Table 6, the composite index value of 2.41 was recorded for the interactionist classroom management style. This indicates that a significant number of the respondents generally agreed that interactionist classroom management style was used by teachers in the selected schools. More precisely, majority of the respondents agreed that the teachers plan and deliver

their lessons by paying attention to students' needs whilst making efforts to achieve the lessons' objectives. The highest calculated mean figure of 3.29 with its low standard deviation value of 0.85 meant that majority of the respondents supported this statement. Again, the second highest recorded mean figure of 3.21 and its corresponding standard deviation figure of 0.74 show that majority of the respondents generally agreed to the statement that having a good relationship with the students is sometimes part of the teachers' instructional planning and delivery. Also, majority of the respondents endorsed the statement that the teachers' partner with the students to set classroom rules to regulate their behaviour during lessons and it is supported by the high computed mean value of 2.82 and its corresponding low standard deviation figure of 0.67. Furthermore, supported by the computed mean figure of 2.71 and its low standard deviation value of 0.66, majority of the respondents were in agreement to the supposition that teachers mostly consult the students when taking decisions which affect them during lessons. Again, majority of the respondents accepted the view that teachers in partnership with the students design punitive strategy in advance for disruptive students during lessons and their position is backed by the above-average mean value of 2.42 and standard deviation figure of 1.04. Also, lots more of the respondents ultimately endorsed the statement that the class and the teachers jointly establish incentive package for students who become attentive and well-behaved during lesson. The majority's stance is backed by the slightly above-average mean value of 2.40 with its standard deviation value of 1.06.

On the contrary, majority of the respondents rejected the suggestion that teachers and their students in class make a choice as to how to reward students

who demonstrate creativity on task. The least calculated mean value of 2.36 with its high standard deviation figure of 1.16 back the position of the majority in this respect. Regarding the statement that teachers consult the students to plan the seating arrangements in the classroom before every lesson, majority of the respondents strongly disagreed to this. Their position was supported by the low calculated mean value of 2.36 and its high standard deviation value of 1.16 for this supposition.

From the students, data gathered to ascertain if the teachers apply interactionist classroom management technique are captured in Table 7 below.

Table 7
Teachers' Usage of Interactionist Classroom Management Technique (Students' Responses)

NO	Statement	N	Max.	Min.	Mean	Std. Deviation
	Interactionist Classroom Management Style	150	1	3.01	2.52	1.04
1	They have good classroom relationship with the students.	150	1	4	3.32	0.81
2	They always pay attention to students' needs during lessons.	150	2	3	3.20	0.80
3	They consult us in most of their major decisions affecting during lessons.	150	1	4	2.85	0.95
4	They collect ideas from our class to set classroom rules to regulate our classroom behaviour during lesson.	150	2	3	2.63	1.03
5	I have become creative academically because our teachers plan with us to reward students who become creative on task.	150	2	3	2.47	1.05
6	They plan with us how our sitting arrangement should be in the classroom before every lesson.	150	2	3	2.41	1.07

Table 7 continues

7	They collect our ideas to plan ahead the kind of punishment to be given to disruptive students during lesson.	150	2	4	2.31	1.10
8	They get ideas from us to plan special package for students who become attentive and well-behaved during lesson.	150	2	4	2.21	1.12

Source: Field Data (2020)

From Table 6, the composite value of 2.52 was recorded for interactionist classroom management style. This means that majority of the respondent largely agreed that teachers used interactionists classroom management technique in the selected school. Furthermore, the computed mean value of 3.32 and its low standard deviation figure of 0.81 indicate that greater majority of the respondents agreed to the supposition that teachers have good classroom relationship with the students. A significant majority of the respondents accepted the view that teachers always pay attention to students' needs during lessons, supported by a high calculated mean figure of 3.20 with its low standard deviation value of 0.82. Also, there was general agreement among majority of the respondents that teachers consult students in most of their major decisions affecting during lessons. The position of the majority is backed by a relatively high calculated mean value of 2.85 and its moderately low standard deviation value of 0.95.

Furthermore, supported by an above-average computed mean figure of 2.63 and its standard deviation of 1.03, majority of the respondents equally endorsed the statement that teachers collect ideas from their students to set classroom rules to regulate students' classroom behaviour during lesson. In the

same vein, a good number of the respondents consented to the suggestion that the students have become creative academically because the teachers plan with them to reward students who become creative on task and this is supported by the computed mean figure of 2.47 and its standard deviation figure of 1.05. Again, given the mean figure of 2.41 and its standard deviation value of 1.07

for the responses to this supposition, many more of the respondents were in support of the statement that the teachers plan with the students on how their sitting arrangement should be in the classroom before every lesson.

On the contrary, majority of the respondents disagreed to the suggestion that teachers collect students' ideas to plan ahead the kind of punishment to be given to disruptive students during lesson. Their position is supported by the low calculated mean figure of 2.31 and its high standard deviation value of 1.10 for the responses to this question item. Lastly, a great number of the respondents refuted the statement that the teachers get ideas from the students to plan special package for students who become attentive and well-behaved during lesson. The calculated mean of 2.21 and its corresponding highest standard deviation figure of 1.12 supported the position of the majority.

Identify Permissive Classroom Management

As part of the first specific purpose of this study, this research work sought to identify whether or not teachers use permissive classroom management technique. Responses from the teachers and the students to the questions asked in this respect are captured in Table 8 and Table 9.

Table 8 : *Teachers’ Usage of Permissive Classroom Management Technique (Teachers’ Responses)*

NO	Statement	N	Max.	Min.	Mean	Std. Deviation
	Permissive Classroom Management Style	150	1	3.03	2.15	0.96
1	My relationship with the students forms integral part of all my lesson plans and delivery approaches.	150	1	4	3.07	0.94
2	My students’ interests drive my lesson plans and delivery for every topic.	150	2	3	2.75	1.00
3	During lesson delivery, my decisions are based on what students do.	150	2	4	2.75	1.00
4	I give my students the prerogative to decide how to reward students who demonstrate creativity on task.	150	1	3	1.79	0.92
5	I allow my students to set their rules for the classroom and I plan to fit into it.	150	1	3	1.75	0.89
6	I give my students the chance to establish the incentive when they pay attention and behave well during lessons	150	2	3	1.75	0.89
7	I give my students the opportunity to choose their own seating arrangements before every lesson.	150	1	4	1.69	1.02
8	My students decide/prescribe reasonable punitive strategies before and during lessons.	150	1	2	1.69	1.02

Source: *Field Data (2020)*

In Table 8, the composite index value of 2.15 recorded for permissive classroom management style shows that majority of the respondents rejected the claim that such classroom management style was applied by teachers in the selected junior high schools. More specifically, majority of the respondents accepted the supposition that teachers’ relationship with the students form integral part of all lesson plans and delivery approaches. The highest computed

mean value of 3.07 and its low standard deviation figure of 0.94 support this point. Again, a significant number of the respondents agreed to the suggestion that the students' interests drive the teachers' lesson plans and delivery for every topic; this is supported by calculated mean value of 2.75 and the standard deviation value of 1.00 recorded for the responses to this statement. Similarly, giving the high computed mean value of 2.75 together with its standard deviation figure of 1.00 for this supposition, majority of the respondents accepted the statement that during lesson delivery, the teachers' decisions are based on what students do.

On the other hand, greater majority of the respondents refuted the statement that the teachers give their students the prerogative to decide how to reward students who demonstrate creativity on task. This position of the majority is evident in a very low computed mean value of 1.79 and its standard deviation figure of 0.92 obtained for the responses to this supposition. The statement that the teachers allow their students to set the rules for the classroom and teachers plan to fit into it was strongly rejected by greater majority of the respondents. This is evidenced by the very low computed mean value of 1.75 with the least standard deviation value of 0.89. Again, backed by the computed mean figure of 1.75 and the least standard deviation value of 0.89, majority of the respondents did not accept the claim that teachers give the students the chance to establish the incentives given to students when they pay attention and behave well during lessons. Furthermore, a greater majority of the respondents disagreed to the claim that the teachers give the students the opportunity to choose their own seating arrangements before every lesson. This position is supported by the least calculated mean figure of 1.69 and standard deviation

value of 1.02 for the responses to this statement. In much the same way, majority of the respondents rejected the suggestion that students decide/prescribe reasonable punitive strategies before and during lessons. The position of the majority is supported by the least mean figure of 1.69 with its corresponding high standard deviation value of 1.02 obtained for the responses to this supposition.

The students' responses to questions seeking to establish teachers' application of permissive classroom management technique are captured in Table 9.

Table 9: *Teachers' Usage of Permissive Classroom Management Style (Students' Responses)*

NO	Statement	N	Min.	Max.	Mean	Std. Deviation
	Permissive Classroom Management Style	150	1	3	2.39	0.99
1	They sometimes permit us to do group learning	150	1	4	3.34	0.82
2	I can talk to my teachers during school hours freely about personal issues for guidance.	150	1	3	3.05	0.89
3	They use materials that are interesting in teaching their topics which motivates me to contribute towards the lessons.	150	1	3	2.96	0.96
4	They always allow my class to set our rules for the classroom and it encourages us to obey them.	150	2	3	2.35	1.01
5	I stay calm and do well on class exercises because our teachers allow us to decide reasonable punishment for disruptive students during lessons.	150	1	3	2.28	1.03
6	I am given the privilege to decide on how to reward students who demonstrate creativity on task.	150	2	3	2.14	1.15
7	They give our class the chance to establish a gift package for students who pay attention and behave well during lessons.	150	1	3	2.01	1.19
8	They give our class the opportunity to choose our own seating arrangements before every lesson.	55	23	5	1.82	0.88

Source: *Field Data (2020)*

From Table 9, the composite score of 2.39 obtained for permissive classroom management style shows that majority of the respondents disagreed that such style of classroom management is applied by teachers in the school. More precisely, majority of the respondents accepted the statement that the teachers sometimes permit the students to do group learning. This is backed by the highest recorded mean value of 3.34 and its low standard deviation figure of 0.82 for responses to this supposition. Again, majority of the respondents were in agreement to the statement that they can talk to their teachers during school hours freely about personal issues for guidance. The majority stance here was backed by the mean value of 3.05 and its low standard deviation value of 0.89. Also, the recorded mean value of 2.96, and its standard deviation figure of 0.96, give an indication that majority of the respondents shared the opinion that the teachers use materials that are interesting in teaching their topics which motivates them to contribute towards the lessons.

However, respondents in majority were in disagreement to the statement that teachers always allow their class to set rules for the classroom and it encourages the students to obey them. This is supported by a low computed mean figure of 2.35 and its corresponding high standard deviation value of 1.0 recorded for the responses to this supposition. Again, majority of the respondents rejected the statement that they stay calm and do well on class exercises because their teachers allow them to decide reasonable punishment for disruptive students during lessons. The low calculated mean value of 2.28 and its high standard deviation figure of 1.03 for the responses to this statement support the stance of the majority. Also, the low calculated mean figure of 2.14 and its standard deviation figure of 1.15, show that a good number of the

respondents disagreed to the suggestion that students were given the privilege to decide on how to reward students who demonstrate creativity on task.

Furthermore, given the low computed mean value of 2.01 and its corresponding high computed standard deviation value of 1.19, majority of the respondents did not accept the statement that the teachers give the class the chance to establish a gift package for students who pay attention and behave well during lessons. Lastly, overwhelming majority of the respondents disagreed to the statement that the teachers give the students in their class the opportunity to choose their own seating arrangements before every lesson. This contrary position of the majority is supported by the least record mean figure of 1.82 with its low standard deviation figure of 0.88 recorded for this supposition.

Summary of Classroom Management Styles Used by the Teachers

Table 10: *The Most Used Classroom Management Technique*

Classroom Management Technique	Composite Score
Interventionist Classroom Management Technique	2.90
Interactionist Classroom Management Technique	2.68
Permissive Classroom Management Technique	2.28

Source: *Field data (2020)*

From Table 10, greater majority of the respondents agreed that two of the three classroom management styles were used by the teachers in the selected junior high schools in Asokwa Municipality. These are interventionist and interactionist classroom management techniques. This is because the overall composite value for interventionist classroom management style was 2.90 indicating that majority of the respondent agreed that interventionist classroom management style was used by the teachers in the school. Similarly, the

interactionist classroom management style had overall composite index figure of 2.68 used by the teachers in the school. However, permissive classroom management style recorded below-average aggregated mean figure of 2.28 indicating that minority of the respondent rather accepted that permissive classroom was used by the teachers in the selected schools.

Research Question Two: Why do the teachers in the selected junior high schools in the Asokwa Municipality use their kind of classroom management approaches?

The second specific research purpose of this study was to find out why the respondents chose a particular classroom management style. The responses of the respondents are shown in Tables 11 to 13. The first set of questions asked centred on finding why teachers used interventionist classroom management style and the responses are shown in Table 11.

Table 11 : *Reasons for Using Interventionist Classroom Management Style*

NO	Statement	N	Min.	Max.	Mean	Std. Deviation
	Interventionist Classroom Management Style	28	1	4	3.22	0.85
1	I address the seating problems in the class to demonstrate my skills on classroom management	28	2	4	3.54	0.69
2	I set the classroom rules to gain control of my class	28	1	4	3.36	0.99
3	I punish disruptive classroom behaviour during lesson to assert my authority in maintain order in the classroom.	28	1	4	3.21	0.83
4	I offer students special reward package for their creativity on tasks to encourage them to perform well in my subject	28	1	4	3.21	1.01

Table 11 continues

5	I use interventionist or reactionary classroom management approach because it helps me to achieve my instructional Objectives	28	2	4	3.18	0.61
---	-------------------------------------------------------------------------------------------------------------------------------	----	---	---	------	------

6	Generally, I prefer interventionist classroom management approach because it affords me the chance to treat my lesson better than using any other approach.	28	2	4	3.18	0.61
7	I offer incentive package to well-behaved and attentive students during lessons to gain students' attention.	28	1	3	3.04	1.00
8	I choose interventionist classroom management since it gives me the chance to assert my authority in the classroom.	28	1	4	3.02	1.02

Source: Field Data (2020)

From Table 11, the highest computed mean value of 3.54 with its corresponding standard deviation figure of 0.69 obtained for question item 1 indicates that majority of the respondents agreed that question item 1 forms part of the reasons why teachers use interventionist classroom management style. Again, the second highest calculated mean value of 3.36 with a low standard deviation figure of 0.99 recorded for question item 2 shows that majority of the respondents generally agreed that question item 2 form part of the reasons teachers use interventionist classroom style in the selected basic schools. Also, the high computed mean figure of 3.21 and its standard deviation figure of 0.83 obtained respectively for question items 3 and 4 in this category indicate that majority of the respondents agreed that question items 3 and 4 are part of the reasons teachers apply interactionist classroom management style in the sampled schools. Similarly, the computed mean figure of 3.18 for question item 5 and 6 respectively show that majority of the respondents agreed that question items 5 and 6 constitute part of the reasons for which teachers use interventionist classroom management style. Furthermore, the respective calculated mean values of 3.04 and 3.02 for question items 7 and 8 indicate that majority of the respondents agreed that question items 6 and 7 are part of the reasons why teachers use interventionist classroom management style.

In respect of reasons advanced by respondents for using interactionist classroom management technique, the responses are captured in Table 12.

Table 12 : *Reasons for Using Interactionist Classroom Management Style*

NO	Statement	N	Min.	Max.	Mean	Std. Deviation
1	I use integrated classroom management approach because it helps me to cover my termly lessons easily	28	1	4	3.07	0.60
2	I like using integrated classroom management technique since its usage aids me to gain my students' interest in my subject	28	1	4	3.07	0.60
3	I am able to devise the right instructional delivery method for my students with integrated classroom management approach	28	2	4	3.00	0.67
4	I am comfortable with interactionist classroom management and that is why I prefer using it	28	2	4	2.96	0.79
5	Interactionist classroom management approach permits me to control my class better than using any other approach.	28	1	4	2.96	0.79
6	Integrated approach helps me to address students' individual academic needs easily.	28	2	4	2.89	0.89
7	I adopt interactionist classroom management techniques because it permits me to better understand my students' collective academic needs and meet them accordingly.	28	1	4	2.86	0.90
8	Interactionist approach enables me to address my students' problematic classroom behaviours much better than using other approaches	22	1	4	2.79	0.96

Source: Field Data (2020)

From Table 12, greater majority of the respondents accepted that question item 1 form part of the reasons why teachers used interactionist classroom management technique and this is supported by the highest computed mean value of 3.07 and the least standard deviation figure of 0.60 recorded for question item 1 in this category. Again, the computed mean figure of 3.07

recorded for question item 2 shows that majority of the respondents agreed that question item 2 is a reason for which teachers apply interactionist classroom management style. Majority of the respondents equally accepted that question item 3, given its recorded mean value of 3.00, form part of the reasons for which teachers apply interactionist classroom management technique in the selected basic schools.

Moreover, the calculated mean values of 2.96 recorded respectively for question items 3 and 4 show that question items 4 and 5 were accepted by majority of the respondents as being reasons for using interactionist classroom management technique. Also, questions items 6 and 7 recorded computed mean figures of 2.89 and 2.89 respectively, indicating that majority of the respondents agreed that question items 6 and 7 formed part the reasons teachers use interactionist classroom management technique in the sampled schools. Lastly, the computed mean value of 2.79 for question item 8 shows that question item 8 was accepted by majority of the respondents to a reason why teachers applied interactionist classroom management technique.

Reasons for using Permissive Classroom Management Approach

Responses from respondents concerning why teachers in the selected junior high schools use permissive classroom management techniques are displayed in Table 13.

Table 13 : *Reasons for using Permissive Classroom Management Style*

NO	Statement	N	Min.	Max.	Mean	Std. Deviation
1	I use permissive classroom management because I want my students to explore in my lessons.	22	1	3	2.57	0.98
2	Permissive classroom management technique assists	22	1	3.4	2.54	1.00

	me to instill a sense of responsibility in my students					
3	Permissive classroom management technique aids my students to actively participate in my lesson	22	1	4	2.50	1.06
4	I use permissive classroom management technique to make my students feel a sense of belongingness	28	2	4	2.43	1.08
5	Permissive classroom management technique enables me to cover all my topics for the academic term	28	2	4	2.39	1.12
6	Permissive classroom management usage helps me to handle my lessons better than using any other approach.	28	1	3	2.36	1.17
7	I adopt permissive classroom management approach because it helps me to gain the attention of my students during lessons	28	2	3	2.29	1.19
8	My students' classroom behaviours make me adopt permissive classroom management.	28	2	3	2.29	1.19

Source: Field Data (2020)

As seen from Table 13, a good number of the respondents accepted question item 1 as a reason why teachers use permissive classroom management technique. The high computed mean figure of 2.57 obtained for question item 1 under this category support this stance of the majority. Again, supported by moderately high computed mean value of 2.54 obtained for question item 2, lots more of the respondents agreed that question item 2 form part of the reasons for which teachers apply permissive classroom management technique in the sampled schools. The calculated mean values of 2.50 and 2.43 recorded respectively for question item 3 and 4 indicate that question items 3 and 4 were accepted by majority of the respondents as being reasons for which teachers use permissive classroom management technique.

Contrarily, question item 5 recorded a below average mean value of 2.39, indicating that majority of the respondents rather rejected question item 5 as being a reason for which teachers apply permissive classroom management technique. Similarly, question items 6 and 7 respectively recorded mean values of 2.36 and 2.29 below average, indicating that majority of the respondents disagreed that question items 6 and 7 are reasons for which teachers use permissive classroom management technique. Lastly, the recorded mean value of 2.29 for question item 8 suggests that majority of the respondents also rejected question 8 as being a reason why teachers use permissive classroom management technique in the sampled schools.

Research Question Three: How do teachers' classroom management techniques correlate with students' academic performance of Junior High School students in Asokwa Municipality?

The last specific purpose of this study was to ascertain how the teachers' classroom management techniques correlate with the academic performance of junior high school students in Asokwa Municipality. This was done using Pearson correlation model and Table 14 to Table 17 displays the results from operationalizing the model.

Table 14 shows the correlation between the independent variables (interventionist, interactionist and permissive classroom management techniques) and the dependent variables (students' academic performance in Assignments, Class Contribution, and Creativity represented by the students' marks in English, Science and Mathematics and BDT project work recorded in the selected schools' SBA book for 2020 academic year). Pearson correlation coefficient was used to determine this relationship. The coefficient of Pearson

correlation model is denoted by ‘r’ and the determiner of its significance is represented by ‘p’. The ‘r’ value falls within the range of -1 and +1. When the Pearson correlation coefficient (r) is positive, it means the relationship between the variables is positive and that the movement of the variables is in the same direction. In other words, a positive change in independent variable results in the same positive change in the dependent variable and the reverse is true. However, a negative value of the Pearson correlation coefficient indicates that the relationship between the variable is negative in that when the independent variable changes in a particular direction, the dependent variable changes in the opposite direction.

Additionally, when correlation coefficient, ‘r,’ is greater than or equal to zero point five ($r \geq 0.5$), it means the relationship between variables is strong. Again, when r value exceeds 0.3 but falls below zero point five ($0.3 > r < 0.5$), then the relationship is defined to be moderate. The relationship between the variables is said to be weak when the r value is less than zero point three inclusive ($r \leq 0.3$).

Table 14: *Pearson Correlation Coefficient*

Constructs		Students’ performance in Assignment	Students’ Performance in class contribution	Students’ performance in Creativity	Students’ Academic Performance
Interventionist Classroom Management	<i>Pearson correlation</i> Sig. (2-tailed)-(p)	0.952** 0.000	0.913** 0.000	0.274 0.304	
Interactionist Classroom Management	<i>Pearson Correlation</i> (r) Sig. (2-tailed)-(p)	0.548* 0.028	0.784** 0.000	0.850** 0.000	
Permissive Classroom Management	<i>Pearson correlation</i> Sig. (2-tailed)-(P)	0.223 0.406	.567* 0.022	0.966** 0.000	

Classroom Management	Pearson correlation	0.912**
	Sig. (2-tailed)-(P)	0.000

Correlation is significant the 0.01 level (2-tailed)

Source: Field data (2020)

In Table 14, the sig. (2-tailed) column represented by p defines the significance of the correlation coefficient (r) value. That is to say, the p value determines whether or not the r value is statistically important to be discussed. By definition, the r value is important only when the p value is less than 0.01 ($p < 0.01$). Therefore, if the p value is greater than 0.01 ($p > 0.01$), the r value is statistically unimportant for discussion.

From Table 14, the Pearson correlation coefficient r for the relationships between interventionist classroom management on one hand and the students' performance in assignment and students' performance in class contribution on the other hand are statistically important for discussion because their respective p values equal 0.000 which is less than 0.01. Similarly, the r values defining the relationships between interactionist classroom management and students' academic performance in class contribution and creativity are statistically relevant for discussion because their respective $p=0.000$, obviously less than 0.01. Also, the r values defining the relationship between permissive classroom management and students' performance in class contribution and creativity are statistically relevant for discussion because their p values are less than 0.01. Lastly, the coefficient (r) of Pearson correlation for the overall relationship between classroom management and students' academic performance is also statistically important to be discussed because its p value is also less than 0.01.

As seen from Table 14, there is strong positive relationship among the independent variable constructs and the dependent variable constructs. For

instance, interventionist classroom management has a very strong positive correlation with students' performance in assignment, given that its correlation coefficient figure is 0.952. In much the same way, interventionist classroom management and students' academic performance in class contribution has a strong positive relationship because its Pearson correlation coefficient is 0.913.

Again, the relationship between interactionist classroom management and students' academic performance in classroom contribution is strongly positive because its Pearson Correlation coefficient is 0.784.

Testing of the Hypothesis

There is a statistically significant relationship between teachers' classroom management technique and students' academic performance in the selected public junior high schools.

Lastly, the overall relationship between classroom management and students' academic performance is very strongly positive because its correlation coefficient is 0.912. In effect, given the overall Pearson correlation coefficient value of 0.912 and its significant determiner value (p) of 0.000.

Summary of Regression Model

The study also ran regression analysis to test the extent to which the independent variable explains the dependent variable. Thus, a regression test was run to determine by what magnitude a change in teachers' classroom management technique causes a change in students' academic performance. The results are shown in Table 15.

Table 15: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	0.955 ^a	0.911	0.889	0.11931

- a. Predictors: (Constant), Permissive Management Approach, Interventionist Management Approach, Interactionist Management Approach

From Table 15, the totality of the independent variable (the combined effect of interventionist, interactionist and permissive classroom management techniques) explained the dependent variable by 91.1%, and this is hugely significant. It means that apart from classroom management technique, other variables can equally influence a change in the dependent variable (students' academic performance) only by 8.9%.

Once again, an operation was carried out to determine the quantum of a change that would be occasioned in students' academic performance from initial change in each style of classroom management. Table 16 displays the results.

Table 16 :Coefficients^a

Model	Standardized Coefficients		Standardized Coefficient Beta	t	Sig.
	B	Std. Error			
(Constant)	0.367	0.276		1.329	0.209
Interventionist Classroom Management	0.921	0.152	0.944	6.048	0.000
Interactionist Classroom Management	0.069	0.314	0.072	0.220	0.830
Permissive Classroom Management	0.075	0.167	-0.121	-0.448	0.662

a. Dependent Variable: STUDENTS ACADEMIC PERFORMANCE

From Table 16, the values in the B column are statistically significant for discussion only if the significant value shown in the sig. column is less than 0.209. That is, the 0.209 is the constant referent value below which all the

significant values determining the importance of the B figures for the various styles of classroom management must fall. The B values determine the potential unit change that will occur in the dependent variable (students' performance), should there be a change in each of the independent variable constructs (each of the classroom management styles). Against this background, it is observed from the Table that the only B value that meets these criteria is that of interventionist classroom management style. This is so because its significant value is 0.000 which is far below 0.209 and thus the interventionist classroom management style's B value is statistically important to be discussed. There rest were irrelevant statistically and could not be discussed because their significant value exceeds 0.209. This implies that whenever there is a unit improvement in interventionist classroom management style, students' overall academic performance will improve by 0.921. Thus, interventionist classroom management style has 92.1% potential impact on students' academic performance. This is a colossal factor driving students' academic performance at that level of education.

Finally, an operation was run to ascertain the magnitude of change that could occur in the dependent variable (students' academic performance) if there is an initial change in the independent variable (teachers' classroom management technique). Table 17 showcases the outcome.

Table 17: Coefficients^b

Model	Standardized Coefficients		Standardized Coefficient Beta	t	Sig.
	B	Std. Error			
(Constant)	0.727	0.134		5.413	0.000
Classroom Management	0.759	0.050	0.912	15.123	0.000

Dependent Variable: Students Academic Performance

Again, the sig. column in Table 17 determines the statistical relevance of the B value. The B value signifies the magnitude of change that will potentially occur in students' academic should there be a unit change in teachers' classroom management. The B figure is relevant statistically for discussion if and only if the sig. value is equals to or less than 0.000 (sig. \leq 0.000). From Table 17, clearly, the B value is statistically important for discussion because its significant figure is 0.000. It implies that students' academic performance improves by 0.759 (75.9%) if there is one unit improvement in teachers' classroom management technique and the opposite holds true. In other words, teachers' classroom management technique contributes towards students' academic performance by 75.9%.

Discussion of the Findings

This subsection of the chapter discusses the results of the study within the context of research question.

Research Question One: What classroom management approaches do teachers of Asokwa Municipality adopt in their instructional environment?

The study identified the three classroom management techniques commonly used by teachers in the public Junior High Schools in Asokwa Municipality. These three classroom management techniques include interventionist, interactionist and permissive classroom management techniques. These findings were in harmony with the work of Wolfgang and Glickman (2009) and Doyle (2016) who contend that teachers' classroom management styles must necessarily fall within one or a combination of these three conceptual categories—interventionist, interactionist and permissive classroom management styles.

Again, the high cumulative mean value of 2.90 recorded for interventionist classroom management style, showing its usage among the teachers are also in consonance with the works of Chafouleas et al. (2012), and Armstrong (2010) which confirmed the key features of interventionist classroom management style driven by operant conditioning theory. Chafouleas

et al. (2012) indicated that teachers who espouse operant conditioning theory tend to adopt classroom management style driven by the consequent or reactive viewpoint and use after-action reward and punitive approach to encourage hard work and good behaviour and to discourage laxity and poor behaviour among students in class. Armstrong (2010) also asserted that teachers whose classroom management philosophy is informed by the operant condition theory tend to adopt interventionist, consequent or reactive classroom teaching and behavioural management techniques. These teachers wait for the occurrence of students' classroom behaviour and then reactively intervene with remedial measures that respond to it (Armstrong, 2010).

Also, identification of the use of interactionist classroom management style by the teachers in the selected junior high schools supported by the accumulated mean figure of 2.68 is in agreement to the study of Hale and Maola (2011). These researchers asserted that teachers who adopt the choice theory as the basis of their classroom management use interactionist or integrated instructional technique in the course of their lessons. By interactionist or integrated instructional technique, it means the teacher leans on discussion where the students are offered so much time to share views on the lessons taught as well as the classroom management approaches (Hale & Maola, 2011).

Interventionist Classroom Management was found to be the most used classroom management technique ($M=2.90$ & $SD=0.36$) in the three selected Junior High Schools in the Asokwa Municipality. This is followed by interactionist classroom management technique ($M=2.68$ & $SD=0.37$). These findings are in accord with the findings of the research works of Sowell (2013) and Freiberg (2013) which established that interventionist and interactionist classroom management styles were predominant in usage in the sampled schools. Sowell (2013) further opined that in every pre-tertiary academic institution, teachers' classroom management technique used will at least one or two of the three classroom management techniques.

Research Question Two: Why do the teachers in the selected junior high schools in the Asokwa Municipality use their kind of classroom management approaches?

The study established that teachers used interventionist classroom management techniques because it helps them to better control their class. It also enhances their ability to achieve their instructional objectives and ultimately helped them to improve upon teaching and learning outcomes. This finding agrees with the research results of Greenberg et al. (2014) and Opolot-Okurut (2014) which revealed that teachers preferred interventionist classroom management styles because they helped them to better control their class, enhance their ability to achieve their instructional objectives and ultimately helped them to improve upon teaching and learning outcomes.

The study further found that teachers in the selected JHSs in Asokwa Municipality adopt interactionist approach as the second most used classroom management style because: its usage helped the teachers to gain control of their

respective classes; it afforded the teachers the chance to control students' disruptive classroom behaviour and also to assert their authority in maintaining order in the classroom; it equally helped them to achieve their instructional objectives much easier than with other classroom management techniques. This finding is in consonance with the research results of Froyen and Iverson (2014)

which opined that teachers' preference for interactionist classroom management technique emanated from the following reasons: its usage helped the teachers to gain control of their respective classes; it afforded the teachers the chance to control students' disruptive classroom behaviour and also to assert their authority in maintaining order in the classroom; it equally helped them to achieve their instructional objectives much easier than with other classroom management techniques.

The results again indicate that although majority of the respondents did not apply permissive classroom management technique (composite=2.28, std = 1.01) in the selected JHSs in Asokwa Municipality, the minority who accepted that they applied permissive classroom management technique mentioned the following as their reasons: Permissive classroom management helped their students to explore in their lessons; assisted them to instill a sense of responsibility in their students; aided their students to actively participate in their lesson; and made the students feel a sense of belongingness. The finding is in harmony with the results of the respective studies of Fergusson et al. (2015) and Leu et al. (2016) which revealed that teachers cited the following reasons as their motivation for adopting permissive classroom management style: it permitted the students to explore and become creative; it encouraged students'

active participation in the lesson; it made the students feel a sense of belonging; and helped the teacher to gain the students' attention during the lesson.

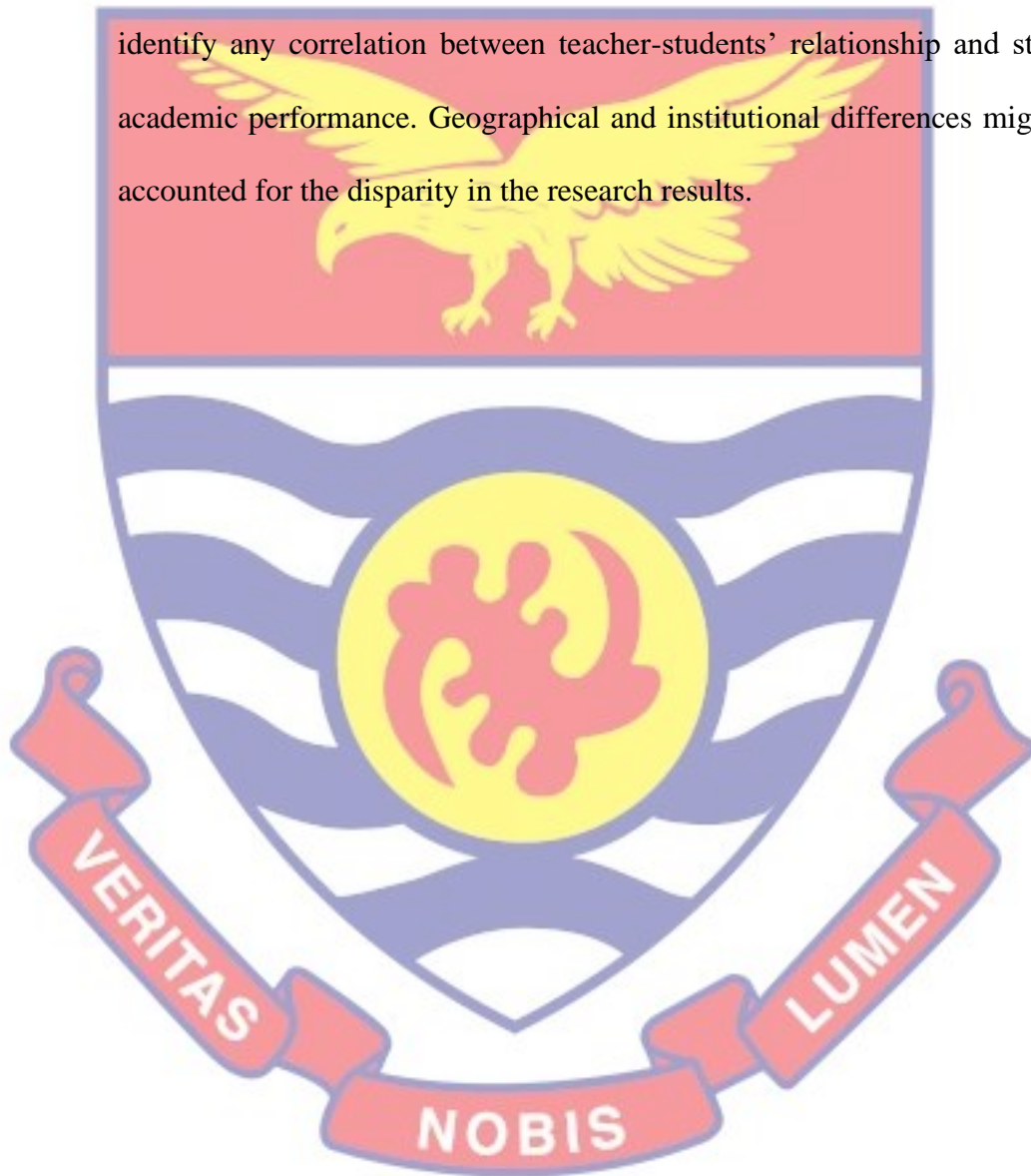
Research Question Three: How do teachers' classroom management techniques correlate with students' academic performance of junior high school students in Asokwa Municipality?

The study found that interventionist classroom management has a very strong positive correlation with students' performance in assignment and class contribution. Again, there is a strong positive correlation between interactionist classroom management and students' class contribution. There is equally a strong positive correlation between interactionist classroom management and students' performance in creativity on task. These findings were in agreement with the respective research findings of Zepeda (2014) and Lamb (2007) which concluded that, among other factors, teachers' ability to create optimal learning environment in the classroom has a far-reaching influence on the students' participation in lesson and their learning outcome in assignments.

Hypothesis: Teachers' classroom management technique is statistically correlated to students' academic performance in the selected public junior high schools.

In terms of hypothesis tested, there is a statistically significant relationship between teachers' classroom management technique and students' academic performance in the selected public junior high schools. The findings are in agreement with an earlier works done by Cumming and Schmitt (2015), Babkie (2016), Rischer (2016), Rosas and West (2009), and Freiberg et al (2009). For instance, the respective research works of Babkie (2016) and Rischer (2016) allusively established a moderate correlation between effective

classroom management techniques and students' retention in schools and their academic success. Similarities in features regarding the study institutions used by this study and that used by these prior studies could be cited for the similarities in findings. These results however disagree with the findings of the research by Alder (2012) and, Bernstein and Noam (2013) which could not identify any correlation between teacher-students' relationship and students' academic performance. Geographical and institutional differences might have accounted for the disparity in the research results.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter captures the summary of the key findings of the work, the conclusion drawn from analysing the data gathered and the final recommendations made on the back of the findings.

Summary of Findings

The study sought to assess the effect of classroom management techniques and the academic performance of students in selected junior high schools in Asokwa Municipality in Ashanti Region of Ghana. Three public junior high schools within the municipality were chosen to which the study's scope was restricted. These junior high schools include Ahinsan M/A Junior High School, Atonsu-Dompoase M/A Junior High School and Atonsu M/A Junior High School. The study used a correlational research design in achieving the research purpose and in testing the study's hypothesis. Quota, census and systematic random sampling methods were used in the selection of 180 teachers and students from the three public Junior High Schools in the municipality. This research used questionnaire as the main instrument for collecting primary data. The continuous assessment marks of the students for three core subjects and BDT for the second term of 2019/2020 academic year were used to represent the academic performance of the students. The data gathered for this study were analysed using descriptive statistical tools, correlation and regression models

In respect of specific research purpose one, the study revealed that majority of the respondents consented that the teachers in these selected junior high schools used two of the three referent classroom management styles, namely, interventionist and interactionist classroom management techniques. Majority of these respondents however dismissed the view that teachers used permissive classroom management styles as their classroom management approach in the selected junior high schools.

Again, it was generally accepted by the respondents that among the three classroom management styles considered, interventionist classroom management technique usage predominates in the schools. It is mainly characterised by teachers' focusing on achieving lesson objectives, setting classroom rules to control students' behaviour when they observe disruptive students' behaviour; having special relationship with the students as important to their instructional delivery technique; addressing the seating problems of students in class during lesson and; changing the way they teach the class only when they observe that their students have changed mood.

Furthermore, interactionist classroom management technique was viewed by majority of the respondents as the second most used classroom management technique by the teachers in the selected schools. Key among the features of this style of classroom management include teachers plan and deliver their lessons by paying attention to students' needs whilst making efforts to achieve the lessons' objectives; teachers sometimes have a good relationship with the students as part of the their instructional planning and delivery approach; teachers partner with the students to set classroom rules to regulate

their behaviour during lessons and; teachers mostly consult the students when taking decisions which affect them during lessons.

Regarding the specific research purpose two, it was revealed in the study that majority of the respondents gave a number of reasons for using interventionist classroom management style in the schools. The teachers who used interventionist classroom management technique mentioned that using this classroom management style enabled them: to demonstrate their skills in classroom management; to gain control of the class and; to assert their authority in maintaining order in the classroom. They also stated that they use interventionist classroom management technique because it helped them to gain students' attention during the lesson; it also afforded them the chance to treat their lesson better than using any other approach; it equally aided them to achieve their instructional objectives much more easily; and lastly, it helped the students to perform well in their subjects.

Similarly, it was identified in the study that majority of the teachers who adopt interactionist classroom management approach cited reasons to justify their choices. They indicated that they use integrated classroom management approach because it helped them to cover their termly lessons easily. They prefer using integrated classroom management technique since its usage aided them to gain students' interest in their subject. They are able to devise the right instructional delivery method for their students with integrated classroom management approach. They are comfortable with interactionist classroom management and that is why they prefer using it. Integrated approach helps them to address students' individual academic needs easily. Interactionist classroom management approach permits them to control their class better than using any

other approach. They adopt interactionist classroom management techniques because it permits them to better understand the students' collective academic needs and meet them accordingly. Lastly, interactionist approach enables them to address their students' problematic classroom behaviours much better than using other approaches.

It was also discovered in this study that the minority of the teachers who espoused permissive classroom management technique justify with a few reasons. They stated that they used permissive classroom management because they wanted their students to explore in their lessons. Permissive classroom management technique assisted them to instil a sense of responsibility in my students. Also, permissive classroom management technique aided the students to actively participate in their lesson. Lastly, they used permissive classroom management technique to make their students feel a sense of belongingness in the class.

Finally, about the hypothesis tested, a strong powerful, positive correlation was identified between interventionist classroom management and students' performance in assignments and their class contributions. Again, the study found a strong positive correlation between interactionist classroom management and students' performance in class participation and creativity on tasks. Also, a strong positive correlation was found between permissive classroom management technique and students' creativity on tasks. Lastly, there was a strong positive correlation between the general classroom management techniques of teachers and the students' academic performance.

Conclusions

Given the above findings, the following conclusions are reached.

Teachers in public junior high schools in Asokwa Municipality apply all the three techniques of classroom management to the same class of students. However, the teachers mostly apply interactionist and interventionist classroom management techniques in their daily classroom engagements with the learners.

It is also concluded that the teachers at the public junior high school level in Asokwa prefer using interventionist and interactionist classroom management techniques above permissive classroom management style. Their reason is that these classroom management techniques catalyse the teachers' achievement of instructional objectives, whilst permitting students to participate in the lessons.

Lastly, it is established that at the junior high school level, the three classroom management techniques—interventionist, interactionist and permissive techniques—individually and collectively have strong positive correlation with students' academic performance in the areas of assignments, class contribution/participation and creativity on tasks.

Recommendations

In the face of the foregoing findings and conclusions, the study proffers the following recommendations.

First, education management, head teachers and teachers at the basic level of education should pay serious attention to the classroom management techniques used in the schools since they play crucial role in driving the academic performance of the students. In-service training and refresher programmes on the various techniques of classroom management should be periodically organised by Ghana Education Service for the teachers to enable them to improve on their classroom management styles.

It is further recommended that in-depth action research should be carried out by Ghana Education Service to critically examine these three classroom management styles (interventionist, interactionist and permissive classroom management techniques) how they could be effectively used by the teachers in order to achieve the needed results. Ghana Education Service should develop classroom management documents and manuals to guide and support teachers in their classroom academic engagement with the students. Basic level educational supervisors and heads of schools should be trained to ensure that teachers in the classroom adopt and use classroom management techniques that help boost the performance of the students.

Finally, at the teacher training level, special module or course should be mounted by colleges of educations and teacher training institutions to train and equip the student teachers with the various classroom management techniques, highlighting their relevance in application in improving the performance of students.

Proposition for Further Study

Although, a strong positive relationship was found to exist between classroom management technique and students' academic performance, the study was delimited to only three junior high schools in the same Municipality. Therefore, further studies could be carried out by expanding the geographical and institutional scope, using the same construct of classroom management techniques and students' academic performance. This study can also be replicated by conducting longitudinal study at primary school level and junior high school levels.

REFERENCES

Abraha, S., Holloway, S., & King, E. (2011). What factors shape girls' school performance? Evidence from Ethiopia. *International Journal of Education Development*, 11, 107—118

<http://dx.doi.org/10.1016/0738->

Acocella, I. (2012). The focus group in social research: advantages and disadvantages. *Quality & Quantity*, 46(4), 1125-1136.

Adams, C. M., Ware, J. K., Miskell, R. C., & Forsyth, P. B. (2014). Self-regulatory climate: A positive attribute of public schools. *Journal of Educational Research*, 109, 169-180.

Adams-Yawson, A. N. (2021). Effectiveness of classroom management in basic schools in Ghana: Views from teachers in KEEA Municipality Schools. *International Journal of Innovative Science and Research Technology*, 6(3), 2456-2165.

Adams, M. (2013). *Teaching that changes lives: 12 mind-set tools for igniting love of learning*. San Francisco, CA: Berrett-Koehler.

Alderman, G. L., & Green, S. K. (2011). Social powers and effective classroom management: Enhancing teacher-student relationships. *Intervention in School and Clinic*, 47(1), 39- 44.

Algozzine, B., Wang, C., & Violette, A. S. (2011). Re-examining the relationship between academic achievement and social behaviour. *Journal of Positive Behaviour Interventions*, 13, 3-16.

Akiri A. A., & Ugborugbo, N.M. (2008). An Examination of Genders Influence on Teachers Productivity in Secondary schools. *Journal of Social Sciences*, 17(3), 185 – 191.

Ardoin, S. P., & Martens, B. K. (2004). Training children to make accurate self-evaluations: Effects on behavior and the quality of self-ratings. *Journal of Behavioral Education, 13*(1), 1-23.

Alder, N. (2012). Interpretations of the meaning of care: Creating caring relationships in urban middle school classrooms. *Urban Education, 37*, 241-266.

Akinfolarin, C. A., Babalola C. A., & Aladetan, F. I. (2017). Academic supervision as a correlate of students' academic performance in secondary schools in Ekiti State, Nigeria *International Journal of Educational Policy Research and Review 4*(1),8-13

Ainley, M. (2012). Students' interest and engagement in classroom activities. In S. Christenson, A. Reschly & C. Wylie, (Eds.), *Handbook of research on student engagement*, (283-302). New York, NY: Springe

Ananga, E. (2010). *Understanding the push and pull factors in school dropout: A case study of Southern Ghana CREATE Monograph Series (forthcoming)*. Brighton: University of Sussex, UK.

Anderson, S. E. (2000). *A coordinated district consultant/teacher-centred approach to school-based teacher development: The Mombasa school improvement project*. Paper presented at the Annual Meeting of the Comparative and International Education Society, San Antonio, Texas, March, 2000.

Aina, F. A., & Olanipekum, J. S. (2015). Causes and effects of teacher conflict-inducing attitudes towards pupils: A path analysis model. *Teaching and Teacher Education, 18*, 1007-1021

Annie, M., & Jennifer, S. (2014). The Relationship between income and Children's Outcomes: A Synthesis of Canadian Evidence. *Canadian Research Data Center Network (CRDCN) Synthesis Series*.

Akyeampong, K., Rolleston, C., Ampiah, J. G., & Lewin, K. M. (2012). *Access, transitions and equity in education in Ghana: Researching practice, problems and policy* (Research Monograph No. 72). Brighton, United Kingdom: Consortium for Educational Access, Transitions and Equity (CREATE). Available online at http://www.create-rpc.org/pdf_documents/PTA72.

Annim, S. K., Mariwah, S., & Sebu, J. (2012). Spatial inequality and household poverty in Ghana. *Economic Systems*, 36(4), 487—505

Ansong, D. (2013). *The relationship between household economic resources and youth academic performance in Ghana: A multilevel structural equation modelling*. Doctoral dissertation, Paper 1194. Washington University in St. Louis.

Ansong, D., & Chowa, G. A. N. (2013). *Visual demonstration of academic performance and parental involvement in Ghana* (Youth Save Research Brief 13e17). St. Louis, MO: Washington University, Center for Social Development. Available online at <http://csd.wustl.edu/Publications/Documents/RB13-17.pdf>

Asiamah, F. (2010). Ghana: Basic school education ailing. *Public Agenda*. Available online at the All-Africa website <http://allafrica.com/stories/201007130486.html>

Arogundade, B. B. (2009). Classroom management in Education. In: JB Babalola, AO Ayeni (Eds.): *Educational Management Theories and Tasks*. Ilupeju:Macmillan Nig. Publishers Ltd. Lagos, pp. 65-90.

Armstrong, M. (2010). *Armstrong's Handbook of Rewards Management Practices: Improving performance through rewards*. India: Replika Press Ltd.

Babkie, A. M. (2016). Ways to be proactive in managing classroom behavior. *Intervention in School & Clinic, 41*(3), 184–187.

Bartlett, J.E., Kotrlik, J.W., & Higgins, C.C. (2001). Organizational Research: Determining Appropriate Sample Size in Survey Research. *Learning and Performance Journal, 19*,43-50.

Barkley, E. (2010). *Student engagement techniques: A handbook for college faculty*. Hoboken, NJ: Jossey-Bass.

Bieler, D. (2012).‘What new teachers want from colleagues.’ *Educational Leadership, 69*(8), 46.

Bernstein-Yamashiro, B., & Noam, G. (2013). Teacher-student relationships: A growing field of study. *New Directions for Youth Development, 137*, 15-26.

Brown, D. F. (2011). Urban Teachers’ Professed Classroom Management Strategies: Reflections of Culturally Responsive Teaching. *Annual Editions: Multicultural Education, 06/07, Article 28*, p. 146.

Bryman, A., & Bell, E. (2003). *Business Research Method, Oxford, Oxford University Press*. Dissertation completed at California State University.1-97.

Brannon, T. S. (2010). *The Effects of classroom management beliefs/ideologies on student academic success*. Dissertation completed at California State University. 1-97.

Barnes, S. A., Green, A., Orton, M., & Bimrose, J. (2005). Redressing gender inequality in employment: the national and sub-regional policy fit.

Local Economics, 20, 154—167

[.http://dx.doi.org/10.1080/02690940500053325](http://dx.doi.org/10.1080/02690940500053325).

Brouwers, A., & Tomic, W. (2014). Perceived self-efficacy in classroom management and students' academic performance. *Teaching and Teacher education*, 16(2), 239-253.

Calvo, R. A. & D'Mello, S. K. (2010). Affect detection: An interdisciplinary review of models, methods, and their applications. *IEEE Transactions on Affective Computing*, 1, 18-37.

Chafouleas, S. M., Sanetti, L. M., & Fallon, L. M. (2012). An evaluation of a class wide intervention package involving self-management and a group contingency on classroom behaviour of middle school students. *Journal of Behavioural Education*, 21(1), 34-57.

Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2014). Teacher-student matching and the assessment of teacher effectiveness. *Journal of Human Resources*, 41(4), 778-820.

Corrigan, L., Peters, C. & Castellano, G. (2013). Identifying Task Engagement: Toward Personalized Interactions with Educational Robots. 2013 Humane Association Conference on Affective Computing and Intelligent Interaction (ACII) IEEE, 2013, ISSN: 2156-8103.

Colavecchio, S. & Miller, K. (2012). *Bad kids in class: How unruly students have changed the way today's teachers teach*. The Palm Beach Post, Section A.

Conard, M. A. (2012). Aptitude is not enough: How personality and behaviour predict academic performance. *Journal of Research in Personality*, 40(3), 339–346.

Carr, M., May, H., & Podmore, V. (2008). Learning and teaching stories: New approaches to assessment and evaluation in relation to students' performance in Wakiri. *Journal for Early Childhood Studies*, 12, 18-20.

Connors, S. (2014). Young adult literature: A vehicle for imagining other worlds. *SIGNAL Journal*, 37, 34-36.

Corker, K. S., Oswald, F. L., & Donnellan, M. B. (2012). Conscientiousness in the classroom: A process explanation. *Journal of Personality*, 80(4), 995–1028.

Corwin, R. M., Mendler, A. N. & Mendler, B. D. (2008). *Discipline with Dignity* (3rded.). Alexandria, Virginia: ASCD.

Chionh, Y. H., & Fraser, B. H. (2009). Classroom environment, achievement, attitudes and self-esteem in geography and mathematics in Singapore. *International Research in Geographical and Environmental Education*, 18 (1), 29-44.

Chowa, G., Masa, R., Wretman, C., & Ansong, D. (2013). The impact of household possessions on youth's academic achievement in the Ghana's youth save experiment: a propensity score analysis. *Economics of Education Review*, 33, 69-81.

Chowa, G., Masa, R., & Tucker, J. (2013). The effects of parental involvement on academic performance of Ghanaian youth: testing measurement and relationship using structural equation modeling. *Children and Youth Services Review*, 35, 2020-2030.

Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of Educational Research*, 77 (1), 113–143.

Collins, W. A., and Laursen, B. (2014). Changing relationships, changing youth: Interpersonal contexts of adolescent development. *Journal of Early Adolescence*, 24, 55-62.

Colavecchio, S. & Miller, K. (2012). *Bad kids in class: How unruly students have changed the way today's teachers teach*. The Palm Beach Post, Section A.

Chauhan P, & Sharma N. (2015). Academic Achievement of Intellectually gifted students in relation to their gender and Intelligence. *ZIRAF* 5(2):139-45.

Cohen, L., Manion, L. & Morrison, K. (2000). *Research methods in education*. (5th ed.). London: Routledge Falmer.

Creswell, J. W. (2005). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research*. New Jersey: Pearson Merrill.

Cumming, G., & Schmitt, J. C. (2015). Instruction strategy, classroom quality, and academic achievement. *The Economic Journal*, 125(588), 425- 448.

Creswell, J. (2013). *Research design: qualitative, quantitative, and mixed methods*. London, United Kingdom: Sage.

Creswell, J. & Poth, C. (2017). *Qualitative inquiry and research design: choosing among five approaches*. London, United Kingdom: Sage.

Daniel S., Asep S., Sudarno S., & Halsey R. (2006): Improving Student Performance in Public Primary Schools in Developing Countries: Evidence from Indonesia, *Education Economics*, Vol. 14, Issue. 4, Pp. 401-429.

Dave, M. (2013). *When the lights go on: Household electrification and educational outcomes in rural India*. Master's thesis. Georgetown University. Retrieved from https://repository.library.georgetown.edu/bitstream/handle/10822/558641/Dave_georgetown_0076M_12200.pdf?sequence=1.

Diaz, A. L. (2005). Personal, family and academic factors affecting low achievement in secondary school. *Electronic Journal of Research in Educational Psychology and Psycho-pedagogy*.

Dogue, J. (2012). Reversing the decline in academic performance at the BECE level in Volta Region: the role of stakeholders. Modern Ghana News. Retrieved from <http://www.modernghana.com/news/417607/1/reversing-the-decline-in-academic-performance-at-t.html>.

Doyle, W. (2016) Ecological Approaches to classroom management. In C.M. Evertson & C.S. Weinstein, (Eds.) *Handbook of classroom management*. (p. 97-126). Mahwah, Lawrence Erlbaum Associates

Durlach, P. & Ray, J. (2011). Designing Adaptive Instructional Environments: Insights from Empirical Evidence. *Technical Report 1297*. Arlington, VA: United States Army Research Institute for the Behavioral and Social Sciences.

Duncan, G. J., & Raudenbush, S. W. (2009). Assessing the effects of context in studies of children and youth development. *Educational Psychologist*, 34, 29-41.

Dyer, J. E., & Osborne, E. W. (2005). Effects of Teaching Approach on Achievement of Agricultural Education Students with Varying Learning Styles. *Proceedings of the 22nd Annual National Agricultural Education Research Meeting*, 22, 260-271.

Downey, D. B. (2005). When bigger is not better: family size, parental resources, and children's educational performance. *American Sociological Review*, 60(5), 746-761.

Daily Graphic. (2008). 2008 BECE results: 63 percent made it. Modern Ghana. Available online at <http://www.modernghana.com/news2/180704/1/2008-bece-results-62-percent-made-it.html>

Dave, M. (2013). *When the lights go on: Household electrification and educational outcomes in rural India*. Master's thesis. Georgetown University. Retrieved from https://repository.library.georgetown.edu/bitstream/handle/10822/558641/Dave_georgetown_0076M_12200.pdf?sequence=1

Degue, J. (2012). Reversing the decline in academic performance at the BECE level in Volta region: the role of stakeholders. Modern Ghana News.

<http://www.modernghana.com/news/417607/1/reversing-the-decline-in-academic-performance-at-t.html>.

Doro, M. E. (2008). The development decade: economic and social change in South Africa. *The Choice J.*, 45(6), 102—244.

Doyle, W. (2011). Classroom organization and management. In Mertin C. Wittrock (Ed) *Handbook of research on teaching*, (4th Edition): MacMillan Publishing.

Duncan, G. J., & Raudenbush, S. W. (1999). Assessing the effects of context in studies of children and youth development. *Educational Psychologist*, 34, 29-41.

Eccles, J. S., & Davis-Kean, P. E. (2005). Influences of parents' education on their children's educational attainments: the role of parent and child perceptions. *London Review of Education*, 3(3), 191e204.

Eric, K., Osterweil, S., Groff, J., & Haas, J. (2009). Using the Technology of Today, in the Classroom Today. The Education Arcade Massachusetts Institute of Technology.

Erasmus, J. (2009). *An exploration of disciplinary approaches to classroom management in selected Northern Area schools in Port Elizabeth*. Unpublished thesis submitted for the degree of master's in Education: faculty of Education: Nelson Mandela Metropolitan University.

Edwards, C. H., & Watts, V. J. (2010). *Classroom discipline & management (2nd Ed.)*. Milton, Qld.: John Wiley & Sons.

Etheridge, T. (2010). Assertive Discipline and Its Impact on Disruptive Behavior. Dissertation completed at Capella University.1-118. Retrieved from ProQuest Dissertations & Theses database.

Erik, A. R., & Christopher, A. A. (2016). How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Journal of Social Science and Education, 42*(11), 83-89.

Etsey, K. (2014). *Causes of low academic performance of primary school pupils in the Shama Sub-Metro of Shama Ahanta East Metropolitan Assembly (SAEMA) in Ghana*. Paper presented at the Regional Conference on Education in West AfricaDakar, Senegal.

Ewetan, T. O., & Ewetan, O. O. (2015). Teachers' teaching experience and academic performance of in Mathematics and English Language in public secondary schools in Ogun State, Nigeria. *International Journal of Humanities, Social Sciences and Education, 2*(2), 123-134.

Freiberg, H. J. (2013). Classroom management and student achievement. *International Guide to Student Achievement, 228-230*.

Farrington, C.A., & Beechum, N.O. (2012). *Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review*. Chicago, IL: The University of Chicago Consortium on Chicago School Research.

Fowler, F.J. (2002). *Survey Research Methods*. Newbury Park, CA, SAGE.

Furnham, A., Monsen, J., & Ahmetoglu, G. (2009). Typical intellectual engagement, big five personality traits, approaches to learning and cognitive ability predictors of academic performance. *British Journal of Educational Psychology*, 79(4), 769–782.

Fergusson, D. M., Horwood, L. J., & Ridder, E. M. (2016). Classroom management approaches: The implication for pupils' conduct and performance in school. *Journal of Child Psychology and Psychiatry*, 46, 837-849.

Gallagher, E. (2015). The Effects of Teacher-Student Relationships: Social and Academic Outcomes of Low-Income Middle and High School Students. Department of Applied Psychology. Online Publication of Undergraduate Studies, University, USA.

Ghana Education Service (2009). Progress Report.

Gnamb, T., & Hanfstingl, B. (2016). The decline of academic motivation during adolescence: An accelerated longitudinal cohort analysis on the effect of psychological need satisfaction. *Educational Psychology*, 36, 1691-1705.

Gettinger, M., & Kohler, K.M. (2006) Process-outcome approaches to classroom management and effective teaching. In C.M. Evertson & C.S. Weinstein, (Eds.) *Handbook of classroom management*. (pp. 73-95). Mahwah, Lawrence Erlbaum Associates.

Greenberg, J., Putman H., & Walsh, K. (2014). Classroom management and its implication for students' learning outcome. *International Journal of Pedagogy*, 25(67), 56.

Government Schools (2008). Report prepared for the Victorian Secondary School Reform. Available at. : <http://www.dpskl2.org/pdf/culture>.

Glasser, W. (1998). *Choice theory: A new psychology of personal freedom*. NY: Harper. *Journal of Case Studies in Education*, 7, 13.

Greenwood, C., & Parker, R. (2013). Academic benefits of peer tutoring: A meta-analytic review of single-case research. *School Psychology Review*, 42, 39-55.

Goldberg, L. R. (2012). The structure of phenotypic personality traits and academic success of individuals. *American Psychologists Journal*, 48(1), 26.

Graybill, D., Jamison, M., & Swerdlik, M. (1984). Remediation of impulsivity in learning disabled children by special education resource teachers using verbal self-instruction. *Psychology in the Schools*, 21, 252-254.

Hochanadel, A. H. and Finamore, D. (2015). Fixed and growth mindset in education and how grit helps students persist in the face of adversity. *Journal of International Education Research*, 11, 47-50.

Hakimi, S., Hejazi, E., & Lavasani, M. G. (2011). The relationships between personality traits and students' academic achievement. *Procedia-Social and Behavioural Sciences*, 29, 836–845.

Hickey, D.T., & Schafer, N.J. (2006) Design-Based, Participation-Centered Approaches to Classroom Management. In C.M. Evertson & C.S. Weinstein, (Eds.) *Handbook of classroom management*. (p. 281-308). Mahwah, NJ: Lawrence Erlbaum Associates.

Hughes, J.N. (2011). Longitudinal effects of teacher and student perceptions of teacher-student relationship qualities on academic adjustment. *Elementary School Journal*, 112, 38-60.

Hughes, J., & Cao, Q. (2017). Trajectories of teacher-student warmth and conflict at the transition to middle school: Effects on academic engagement and achievement. *Journal of School Psychology*, 67, 148-162.

Hughes, J. N., & Im, M. H., and Allee, P. J. (2015). Effect of school belonging trajectories in grades 6-8 on achievement: Gender and ethnic differences. *Journal of School Psychology*, 53, 493-507.

Hale, J., & Maola, J. (2011). Achievement among second grade students who received instruction from either teachers' trained in choice theory/reality therapy or teachers who were not so trained. *International Journal of Choice Theory and Reality Therapy*, 31(1), 109-127.

Hicks, S. (2012). Self-efficacy and classroom management; a correlation study regarding the factors that influence classroom management. (Doctoral dissertation). <http://digitalcommonsliberty.edu/doctoral/562>.

Hughes, K. (2014). *The Effect of Classroom Management Strategies on Math Fluency Growth Rate*. Oklahoma State University.

Immordino-Yang, M. & Damasio, A. (2007). We feel, therefore we learn: The relevance of affective and social neuroscience to education. *Mind, Brain and Education*, 1, 3-10.

Jonassen, D. H., & Grabowski, B. L. (2012). *Handbook of individual differences, learning, and instruction*. NY: Routledge.

Julie G., Joseph A. T., Janet C., April, L. G., Christopher, D. W., & Molly A.

M. S. (2019) Teacher pedagogical content knowledge, practice, and student achievement, *International Journal of Science Education*, 41(7), 944-963,

Joseph, A., John O. & Eric, I. Y. (2015). Intelligence and Academic

Achievements of Kashmiri and Tibetan students. *Journal of Education and Practice*. 1(5): 76-80.

John, S. P. & Jiradilok, S. (2012). An analysis of personality traits and learning styles as predictors of academic performance. *ABAC Journal*, 32(3), 1–9.

Jang, H., Reeve, J., & Deci, E. (2010). Engaging students in learning activities: It is not autonomy support or structure but autonomy support and structure. *Journal of Educational Psychology*, 102(3), 588-600.

Kulkarni, S.D, Pathak R.N, & Sharma, S.C. (2010).Academic performance of school children with their intelligence quotient. *NJARIM*. 1(2):113 – 20.

Kunateh, M. A. (2011 June 23). Ghana: who cares about the north-south divide in standards of living?. *The Ghanaian Chronicle*. Available online at <http://allafrica.com/stories/201106240076.html>

Kane, T. J., Taylor, E. S., Tyler, J. H., & Wooten, A. L. (2011).Identifying effective classroom practices using student achievement data. *Journal of Human Resources*, 46(3), 587-613.

Kimani, G. N., Kara, A. M., & Njagi, L. W. (2013). Teacher factors influencing students' academic achievement in secondary schools. *International Journal of Education and Research*, 1(3), 1-14.

Kaufman, G., & Libby, L. (2012). Changing beliefs and behaviors through experience taking. *Personality and Social Psychology, 103*(1), 1-19.

Kunzendorf, R., McGlone, M., & Hulihan, D. (2004). Reframing cognitive therapy to integrate recent research on emotion, imagery, and self-talk. *Imagination, Cognition and Personality Journal, 23*, 309-323.

Kimani, G. N., Kara, A. M., & Njagi, L. W. (2013). Teacher Factors Influencing Students' Academic Achievement in Secondary schools. *International Journal of Education and Research, 1*(3), 1-14.

Ko, J, Sammons, P. & Bakkum, L. (2013). Effective teaching: a review of research and evidence Reading: CfBT Education Trust.

Kohn, A. (1999) *The Schools Our Children Deserve: Moving Beyond Traditional Classroom and Tougher Standards*. New York, Houghton Mifflin Company.

Komarraju, M., & Avdic, A. (2011). The big five personality traits, learning styles, and academic achievement. *Personality and Individual Differences, 51*(4), 472–477.

Laidra, K., & Allik, J. (2007). Personality and intelligence as predictors of academic achievement: A cross-sectional study from elementary to secondary school. *Personality and Individual Differences, 42*(3), 441–451.

Lamb, S. (2007). Teachers' resource package for Classroom management: Three Year Rolling Benchmark. *Review-Victorian, 67*(59), 76—88

Lamptey, S.L. (2010). Factors influencing high academic performance: A study of some selected private Junior High Schools in Accra. A long essay submitted to the faculty of social science, department of sociology in

partial fulfilment of the requirements for the Bachelor of Arts degree,
University of Ghana, Legon.

Levin, J. & Nolan, J.F. (2009). *Principles of classroom management: A professional decision-making model*. Allyn and Bacon.

Leu, D. J., Forzani, E., & Kennedy, C. (2016). Providing classroom leadership in new literacies: Preparing students for their future. *The administration and supervision of reading programs*, 200-213.

Leflot, G., van-Lier, P. A. C., Onghena, P., & Colpin, H. (2010). The role of teacher behavior management in the development of disruptive behaviors: An intervention study with the good behavior game. *Journal of Abnormal Child Psychology*, 38, 869-882.

Martin, J. & Sugarman, J. (2013). *Models of Classroom Management*. (Second Edition). Bellingham, Temeron Books Inc.

MacCallum, R. C., Widaman, K. F., Zhang, S., & Hong S. (2009). Sample size in factor analysis. *Psychological Methods*, 4, 84-99

Manatte, R. P., & Stow, S. B. (2004). *Clinical manual for teacher performance evaluation*. Ames: Iowa State University Research Foundation.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2010). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, Virginia: ASCD

Mac, I. D. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions. *Educational Psychologist*, 42, 223-235.

Margolis, H., McCabe, P. (2006). Improving self-efficacy and motivation: What to do, what to say. *Intervention in School and Clinic*, 41, 218-227.

Mawer, J. (2014). A simple use of Dweck's mindset theory. *Australian Educational Leader*, 36, 50-52.

Mehmood, T., Hussain, T., Khalid, M., & Azam, R. (2012). Impact of Formative Assessment on Academic Achievement of Secondary School. *International Journal of Business and Social Science*, p.101-103.

Meina, Z., Annisa, S., & Mimi, M. L. (2018). A systematic review of research methods and topics of the empirical MOOC literature. *Internet and Higher Education*, 37, 31-39.

Maikish, A., & Gershberg, A. (2008). *Targeting education funding to the poor: Universal primary education, education decentralization and local level outcomes in Ghana* (Document Code 2009/ED/EFA/MRT/PI/38). UNESCO.

<http://unesdoc.unesco.org/images/0018/001804/180410e.pdf>

Michaelowa, K. (2011). Primary education quality in francophone Sub-Saharan Africa: Determinants of learning achievement and efficiency considerations. *World Development*, 29, 1699-1716.

Ministry of Education (2013). Education sector performance report. Accra, Ghana: Ghana Ministry of Education. <http://www.moe.gov.gh/docs/FinalEducationSectorReport-2013.pdf>

Ministry of Education (2018). *National Pre-tertiary Education Curriculum Framework for developing subject curricula*. Accra: National Council for Curriculum and Assessment.

Ministry of Finance (2018). Composite budget for 2018 fiscal year. Accessed from www.mofe.gov.gh

Mushtaq, I., & Khan, S. N. (2012). Factors Affecting Students

Academic Performance. *Global Journal of Management and Business Research*, 11(5), 940-963

Nakaya, T. (2014). GWR4 User Manual: Windows application for geographically weighted regression modelling. *Journal of Statistics and Economics*, 39, 63-68.

Norviewu-Mortty, E. K. (2012). *Principals' strategies for improving the academic achievement of students of disadvantaged rural Junior High Schools in Ghana* (Doctoral Dissertations). Perth, Western Australia: Edith Cowan University. Available online at <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article%41494&context%4theses>

Nettles, S. M., & Herringtong, C. (2007). *Revising the Importance of the Direct Effects of School Leadership on Students Achievement: The Implication for School Improvement*. Policy.82.

Nsiah-Preprah, Y. (2014). Assessment of factors that impedes pupils' academic performance in science and Mathematics in public basic schools in Ghana: the case of selected junior high schools in Asokwa Sub-metro. *Journal of Science and Technology*, 24(4), 52-69

Nwokoukwu, O. (2007). *Factors influencing teaching effectiveness of industrial education teachers at community college level in the state of Iowa*. Unpublished master's thesis, Iowa State University, Ames.

Nzoka, J.T & Orodho J.A. (2014) School Management and Students Academic Performance: How Effective are Strategies Being Employed by School Managers in Secondary Schools in Embu North District, Embu County Kenya? *International Journal of Humanities and Social Sciences*, 4(9), 446-577.

Nguyen, N. T., Allen, L. C., & Fraccastoro, K. (2010). Personality predicts academic performance: Exploring the moderating role of gender. *Journal of Higher Education Policy and Management*, 27(1), 105–117.

Nguyen, T. (2015). The effectiveness of online learning: Beyond no significant difference and future horizons. *MERLOT Journal of Online Learning and Teaching*, 11(2), 309–319.

Orodho, A.J. (2014). *Coalescing Nutrition and Health Programmes to Enhance Pupils' Participation in Basic Education as A Panacea to Socio-Economic Development of Marginalized Communities in Kenya in. The 21st Century*. A paper presented the Africa Nutrition Conference, North Coast Beach Hotel Mombasa, Kenya. 10-11 March, 2014.

Okyerefo, M.P.K., Fiaveh, D.Y, & Lamptey, S.N.L. (2011). Factors prompting pupils' academic performance in privately owned Junior High Schools in Accra, Ghana. *International Journal of Sociology and Anthropology*, 3(8), pp. 280-289.

Obeng-Denteh, O., Yeboah, E. A., Sam, C., & Esi, M. (2011). The impact of student and teacher absenteeism on student performance at the Junior High School: The Case of the Kumasi-Metro School District. *Continental J. Education Research*, 4 (1):7 - 17, 2011

Opolot-Okurut, C. (2014). Classroom learning environment and motivation towards mathematics among secondary school students in Uganda. *Learning Environments Research*, 13(3), 267-277.

Owusu, M. K. (2020). *Influence of classroom management strategies of junior high school teachers on academic performance of students in Asante Akyem North District*. Thesis submitted to the University of Cape Coast.

- Patall, L., Busato, V. V., Prins, F. J., Elshout, J. J., & Hamaker, C. (2008). Intellectual ability, learning style, personality, achievement motivation and academic success of psychology students in higher education. *Personality and Individual Differences, 29*(6), 1057–1068.
- Pool, I. R., & Everston, C. M. (2013). Elementary classroom management. In J. Hattie, & E. M. Anderman (Eds.), *Elementary classroom management* (pp.188-191). Routledge.
- Poropat, A. E. (2012). A meta-analysis of the five-factor model of personality and academic performance. *Psychological Bulletin, 135*(2), 322.
- Rischer, A. (2016). Management strategies help to promote student achievement. *Education Digest, 74*(3), 47-49.
- Rosas, C., & West, T. (2009). Teachers' beliefs about classroom management: Pre-service and in-service teachers' beliefs about classroom management. *International Journal of Applied Educational Studies, 5*, 54-61.
- Roskos, K., & Neuman, S. B. (2012). Classroom management for achieving readers. *Reading Teacher, 65*(5), 308-312. 65(5), 308–312.
- Russell, H.A., Kruger, A.C., & Schafer, N.J. (2004) *Analysis of transactional discourse during learning*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Ross, S. M., Morrison, G. R., & Lowther, D. L. (2010). Educational Technology Research Past and Present: Balancing Rigor and Relevance to Impact School Learning. *Contemporary Educational Technology, 1*, 17-35.
- Reinke, W. M., Lewis-Palmer, T., & Merrell, K. (2008). The classroom check-up: A class-wide teacher consultation model for increasing praise and

decreasing disruptive behaviour. *School Psychology Review*, 37, 315-332.

Rodríguez-Pose, A., & Tselios, V. (2011). The determinants of regional educational inequality in Western Europe. In P. Nijkamp, & L. Siedschlag (Eds.), *Advances in Spatial Science Series Innovation, growth and competitiveness in Dynamic regions in the knowledge-based world economy* (pp. 135-163). Heidelberg, Springer.

Rodriguez, E. R., & Bellanca, J. (2007). *What Is It About Me You Can't Teach?* (Second Edition). Thousand Oaks, Corwin Press.

Robert, A. S., Jeanine, A. D., and Janice, C. (2014). *A Guide to Instructional Techniques, Strategies and Tactics to Manage Learner Affect, Engagement, and Grit*. U.S. Army Research Laboratory.

Rolleston, C., & Adefeso-Olateju, M. (2012). De Facto Privatization of Basic Education in Africa: A Market Response to Government Failure? Comparative Study of the Cases of Ghana and Nigeria. Accra.

Sarıçoban, A. (2010). Classroom management skills of the target language teachers. *Journal of and Linguistics Studies*, 1(1), 1-11.

Schieb, L. J., & Karabenick, S. A. (2011). Teacher Motivation and Professional Development: A Guide to Resources. *Math and Science Partnership – Motivation Assessment Program*, p.8.

Senadza, B. (2012). Education inequality in Ghana: gender and spatial dimensions. *Journal of Economic Studies*, 39(6), 724-739.

Shindler, J. (2013) *Creating a Psychology of Success in the Classroom: Enhancing Academic Achievement by Systematically Promoting Student Self-Esteem*. Classroom Management Resource Site, CSULA.

Shindler, J. (2005) *Teaching Across type. Five Principles for Succeeding with Students of Different Learning Styles*. Available from Paragon Educational Consulting, Los Angeles, CA.

Savage, T. V, & Savage, M.K. (2009). *Successful Classroom Management and Discipline: Teaching Self-Control and Responsibility*. (3rd edition).

Sage Publications, Inc.

Strutt, C., & Kepe, T. (2010). Implementing Education for All—whose agenda, whose change? The case study of the Ghana national education campaign coalition. *Int. J. Educ. Dev.*, 30, 369–376

Shindler, J., Jones, A., Taylor, C., & Cadenas, H. (2003) *Don't Smile Until Christmas: Examining the Immersion of New Teachers into Existing Urban School Climates*. Paper Presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill (April).

Sampson, R. (2008). Moving to inequality: Neighbourhood effects and experiments meet social structure. *American Journal of Sociology*, 114(1), 189—231

Sammons, P., Kathy, S., Edward, M., & Brenda, T. (2008). *The Influence of School and Teaching Quality on Children's Progress in Primary School*.

London: Department for Children, Schools and Families

Shindler, J. (2009). *Transformative Classroom Management: Instruction and Pedagogy Management Connection*.

Shipman, M. (2007). *The Management of Learning in the Classroom: Studies in Teaching and Learning*. London, England: Hodder& Stoughton.

Simonson, M. (1979). Attitude measurement: Why and how. *Educational*

Saifi, I. L., Hussain, M., Salamat, L., & Bakht, I. (2018). Impact of classroom management on students' achievement at university level. *Asian Innovative Journal of Social Sciences and Humanities*, 2(2), 13-27

Sunday-Piaro, M. (2018). Classroom Management and Students' Academic Performance. *Journal of Sociology and Education*, 37(45), 788-899

Smart, J. B., & Igo, L. B. (2010). A grounded theory of behaviour management strategy selection, implementation, and perceived effectiveness reported by first-year elementary teachers. *Elementary School Journal*, 110(4), 567-584.

Schoonover, B. (2009). *Zero Tolerance Discipline Policies: The History, Implementation, and Controversy of Zero Tolerance Policies in Student Codes of Conduct.*, Universe, Inc

Sowell, H. (2013). Classroom management strategies: The impact on student achievement. Trajectory of children's school outcomes through eighth grade. *Child Development*, 72, 625-63

Strutt C. & Kepe, T. (2010). Implementing Education for All—whose agenda, whose change? The case study of the Ghana national education campaign coalition. *Int. J. Educ. Dev.*, 30: 369-376.

Tal, C. (2010). Case studies to deepen understanding and enhance classroom management skills in preschool teacher training. *Early Childhood Education Journal*, 38, 143-152.

Tauber, R. T. (2007). *Classroom management: Sound theory and effective practice.* Greenwood Publishing Group.

Tapola, A. & Niemivirta, M. (2008). The role of achievement goal orientations in students' perceptions of and preferences for classroom environment. *British Journal of Educational Psychology* 78: 291–312.

UNDP. (2015). *Achieving universal primary education*. Available online at <http://www.gh.undp.org/content/ghana/en/home/mdgoverview/overview/mdg2/>

Vitto, D. (2008). *Relationship-Driven Classroom Management*. Thousand Oaks, Corwin Press, Inc.

Varly, P., Cummiskey, C., Kline, T., & Randolph, L. (2014). Ghana 2013 national education assessment technical report. *RTI international*, 5(70), 557-604. Available online at <https://www.eddataglobal.org/documents/index.cfm/2013%20NEA%20Tec>

Weinstein, C.S., Tomlinson-Clarke, S., & Curran, M. (2008). Toward a Conception of Culturally Responsive Classroom Management. *Journal of Teacher Education*, Volume 55, pages 33-34.

Walker, J. (2009). Authoritative classroom management: How control and nurturance work-together. *Theory Into Practice*, 48(2), 122-129.

Wheeler, C. H. (2014). Wage inequality and urban density. *Journal of Economic Geography*, 4, 421-437.

Wong, H., Wong, R., Rogers, K., & Brooks, A., (2012). Managing your classroom for success. *Science & Children*, 49 (9), 60–64

Waweru, P. N., & Orodho, A. J. (2013). Management practices and students' academic performance in national examinations in public secondary schools in Kiambu County. *International Journal of Scientific Research*. 5(2), 472-479.

Weinstein, C. S., & Mignano, A. J., Jr. (2013). *Elementary classroom management: Lessons from research and practice*. McGraw-Hill.

Wolk, S. (2003). Hearts and minds. *Educational Leadership*, 61(1), 14–18.

World Bank. (2008). Kenya-Data and Statistics. <http://web.worldbank.org/pk:356509,00.html> 26th April, 2019.

Wong, P. O. C. (2010). *Efficiency of Classroom Management*. New York, Hiltop Publication

Wong, H., Wong, R., Rogers, K., & Brooks, A., (2012). Managing your classroom for success. *Science & Children*, 49(9), 60–64.

Weinstein, C. S. (2009). *Secondary classroom management lessons from research and practice*. Boston: McGraw Hill.

www.wordwebdictionary.com

Wisethrinthong K., Sirisuthi C., & Weangsamoot V. (2012). The development of classroom management system for the educational extension schools. *European Journal of Social Sciences*, 30(2), 313-320.

Wilkins, P. (2014). Efficacy of a growth mindset intervention to increase student achievement. *Journal of Educational Psychology*, 24(5), 12–16

Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47, 302-314.

Yamane, T. (1967). *Statistics: An introductory analysis*, (2nd ed.), Harper and Row.

Yeboah, B. R. (2015). *School Culture and Its Implication on the Education of Pupils: A Case of Patasi M/A Junior High School in Kumasi, Ghana*.

Unpublished Thesis for KNUST, Department of Arts Education.

Yin, R. K. (2009). *Case Study Research: Design and Methods*. Fourth Edition. SAGE Publications.

Yount, R. (2006). *Population and Sampling: Research Design and Statistical Analysis for Christian Ministry*, (4th Edition), pp. 1-10.
<http://www.napce.org/documents/research-design-yount/07-sampling-4th.pdf>

Zapeda, S. (2014). Instructional leadership for school improvement. *Eye on Education Journal*, 28(65), 455-577.

Zikmund, L. (2012). *Business Research Methods: With Qualtrics Printed Access*. Centage Learning.

Zimmerman, B. J., & Kitstantas, A. (2014). Comparing students' self-discipline and self-regulating measure and their prediction of academic achievement. *Contemporary Educational Psychology*, 39(2), 145-155.



APPENDICES

Appendix A

QUESTIONNAIRE FOR TEACHERS OF AHINSAN M/A J.H.S., ATONSU DOMPOASE M/A J.H.S., AND ATONSU M/A J.H.S.

Introduction

Please, I am an M.Phil student studying Educational Psychology in University of Cape Coast and undertaking a study on the effects of teacher classroom management techniques on the Junior High School students in the Asokwa Municipality. The main aim is to assess the relationship between teachers' classroom management techniques and students' academic performance in Junior High schools in the Municipality.

I am very much aware of your busy schedule, but also think your participation in the study would contribute significantly to the achievement of the objective.

Please, this is not a test so feel free to supply the information applicable to you.

You are **not to write your name anywhere in this questionnaire instrument.**

SECTION A: Background of Respondents

Instruction: Please, tick (✓) the response applicable to you.

1. Gender: Male Female
2. Age: 21 –30 years 31 –40 years 41 –50 years 51years &above
3. Educational Level:
HND Diploma (Professional) First Degree (Non-Professional)
 First Degree (Professional) Postgraduate (non-professional)
Postgraduate Professional
4. Rank/Grade.....

5. Working experience: Less than 2 years [] 3-5 years []
 6-9 years [] Above 10 years []

SECTION B: Approach of Classroom Management Used

Indicate the extent of your agreement or disagreement to the following statements about the classroom management approach you practice. (Please, tick (√)) the response applicable to you using the following:

SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree,

	Interventionist/Reactive Approach (operant Condition)	SD	D	A	SA
1	I set classroom rules for my students when I observe any classroom disruptive behaviour.				
2	I periodically give incentives (e.g. recognition, pen) to attentive and well-behaved students during lessons.				
3	I design and execute punitive action against students whose behaviour is disruptive during lesson.				
4	I look out to address the seating problems of students in the course of the lesson.				
5	I offer students special reward package when they make exceptional contribution during lesson.				
6	I only change my teaching style when I observe a change in the students' mood.				
7	I alone take all the decisions in the classroom during lessons				
8	I consider having special relationship with the students as important as my instructional delivery technique				

	I plan and deliver my lessons with the sole aim of achieving the instructional objectives.				
--	--------------------------------------------------------------------------------------------	--	--	--	--

	Interactionist / Integrated Technique (The Choice)	SD	D	A	SA
9	I partner with my students to set classroom rules to regulate their behaviour during lessons.				
10	My class and I jointly establish incentive package for students who become attentive and well-behaved during lesson.				
11	I in partnership with the students design punitive strategy in advance for disruptive students during lessons.				
12	I consult the students to plan the seating arrangements in the classroom before every lesson.				
13	My students and I make a choice as to how to reward students who make demonstrate creativity on task.				
14	I plan and deliver my lessons by paying attention to students' needs while making efforts to achieve the lesson's objectives.				
15	I mostly consult the students when taking decisions which affect them during lessons.				
16	Having a good relationship with my students is sometimes part of my instructional delivery.				
	Permissive Technique (Students-directed Learning)	SD	D	A	SA
17	I allow my students to set their rules for the classroom and I plan to fit into it.				

18	I give my students the chance to establish their incentive package when they pay attention and behave well during lessons.				
19	My students decide/prescribe reasonable punitive strategies before and during lessons.				
20	I give my students the opportunity to choose their own seating arrangements before every lesson.				
21	I give my students the prerogative to decide how to reward students who demonstrate creativity on task.				
22	My students' interests drive my lesson plans and delivery for every topic.				
23	During lesson delivery, my decisions are based on what students do.				
24	My relationship with the students forms an integral part of all my lesson plans and delivery approaches.				

Section C: Reasons for Choosing Classroom Management Approach

Indicate the extent of your agreement and disagreement by ticking (✓) the response applicable to you using one of the following:

SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree,

	Interventionist/Reactive Approach (operant Condition)	SD	D	A	SA
1	I set the classroom rules to gain control of my class.				
2	I offer incentive package to well-behaved and attentive students during lessons to gain students' attention.				
3	I punish disruptive students during lessons to assert my authority in maintaining order in the classroom.				

4	I address the seating problems in the class to demonstrate my skills on classroom management.				
5	I offer students special reward package for their creativity on task to encourage them to perform well in my subject.				
6	Generally, I prefer interventionist classroom management approach because it affords me the chance to treat my lesson better than using any other approach.				
7	I choose interventionist classroom management since it gives me the chance to assert my authority in the classroom.				
8	I use interventionist/reactionary classroom management approach because it helps me to achieve my instructional objectives.				

	Interactionist/Integrated Technique(The Choice)	SD	D	A	SA
9	I adopt interactionist classroom management technique because it permits me to understand my students' collective academic needs and meet them accordingly.				
10	I like using integrated classroom management technique since it usage aids me to gain my student's interest in my subject.				
11	Interactionist approach enables me to address my students' problematic classroom behaviours much better than using other approaches.				
12	Integrated approach helps me to address student's individual academic needs easily.				
13	I am able to devise the right instructional delivery method for my students with integrated classroom management approach				

14	I use integrated classroom management approach because it helps me to cover my termly lessons easily.				
15	Interactionist classroom management approach permits me to control my class better than using any other approach.				
16	I am comfortable with interactionist classroom management and that is why I prefer using it.				
	Permissive Technique (Students-directed Learning)	SD	D	A	SA
17	I adopt permissive classroom management approach because it helps me to gain the attention of my students during lessons.				
18	Permissive classroom management technique aids my students to actively participate in my lessons.				
19	I use permissive classroom management because I want my students to explore in my lessons.				
20	Permissive classroom management technique enables me to cover all my topics for the academic term.				
21	Permissive classroom management technique assists me to instill a sense of responsibility in my students.				
22	I use permissive classroom management technique to make my students feel a sense of belongingness.				
23	Permissive classroom management usage helps me to handle my lessons better than using any other approach.				
24	My students' classroom behaviours make me adopt permissive classroom management				

Appendix B

**QUESTIONNAIRE FOR STUDENTS OF AHINSAN M/A J.H.S.,
ATONSU M/A J.H.S. AND DOMPOASE M/A J.H.S**

Introduction

Please, I am an M.Phil student studying Educational Psychology in the University of Cape Coast and undertaking a study on the **Effects of Teacher Classroom Management Techniques on Junior High School Students' Academic Performance in the Asokwa Municipality**. The main aim of the study is to identify classroom management techniques most suitable to teaching students studying at the junior high school level.

I am very much aware of your busy schedule, but also think your participation in this study would contribute significantly to the achievement of the objective. Please this is not a test so feel free to supply the information applicable to you.

You are assured of confidentiality and therefore not to write your name anywhere in this questionnaire instrument.

Thank you.

SECTION A: Background of Respondents

Instruction: Please, tick (√) the response applicable to you

1. Gender: Male [] Female []
2. Age: 11 –15 years [] 16 –18years [] 19 years and above []

SECTION B: Classroom Management Approach Practised by Teachers

Indicate the extent of your agreement or disagreement to the following statements about the approach of classroom management practiced by your teacher. Please, tick (√) the response applicable to you using one of the following:

SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

	Interventionist/Reactive Approach (operant Condition)	SD	D	A	SA
<i>In the following, please, indicate what your Teachers do:</i>					
1.	They set classroom rules for our class when they observe disruptive behaviour in the classroom.				

2	They give incentives/gifts (e.g. recognition, pen) to attentive and well-behaved students during lessons.				
3	They spell out punitive actions they have put in place against students who will misbehave during lesson.				
4	They address the seating problems of students themselves in class during lessons.				
5	They offer students special reward package when they demonstrate creativity on task.				
6	They change the way they teach us only when they observe we have changed mood.				
7	They alone decide how and when to teach my class.				
8	They consider having special relationship with the students as important to them when teaching.				
	Interactionist/Integrated Technique (The Choice)	SD	D	A	SA
9	They collect ideas from our class to set classroom rules to regulate our classroom behaviour during lessons.				
10	They get ideas from us to plan special package for students who become attentive and well-behaved during lesson.				
11	They collect our ideas to plan ahead the kind of punishment to be given to disruptive students during lessons.				
12	They plan with us how our sitting arrangement should be in the classroom before every lesson.				
13	I have become creative academically because our teachers plan with us to reward students who become creative on task.				
14	They always pay attention to students' needs during lessons.				
15	They consult us in most of their major decisions affecting us during lessons.				

16	They have good classroom relationship with the students.				
	Permissive Technique (Students-directed Learning)	SD	D	A	SA
17	They always allow my class to set our rules for the classroom and it encourages us to obey them.				
18	They give our class the chance to establish a gift package for students who pay attention and behave well during lessons.				
19	I stay calm and do well on class exercises because our teachers allow us to decide reasonable punishment for disruptive students during lessons.				
20	They give our class the opportunity to choose our own seating arrangements before every lesson.				
21	I am given the privilege to decide on how to reward students who demonstrate creativity on task.				
22	They use materials that are interesting in teaching their topics which motivates me to contribute towards the lessons.				
23	They sometimes permit us to do group learning.				
24	I can talk to my teachers during school hours freely about personal issues for guidance.				

Thanks for the information

Appendix C

UNIVERSITY OF CAPE COAST
COLLEGE OF DISTANCE EDUCATION

GRADUATE STUDIES UNIT

Tel #: 0332091217

Fax: 042 - 36946

E-mail: code.postgraduate@ucc.edu.gh



University Post Office

Cape Coast

Cape Coast, Ghana

Our Ref: CoDE/G/R/VOL.3/139

19th August, 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: ASSIBEY KWABENA

The bearer of this letter is a student of the College of Distance Education, University of Cape Coast with student registration number ED/EPS/18/0004. He is pursuing a Master of Philosophy degree in Educational Psychology. He is investigating the topic “**Effect of Teacher Classroom Management Techniques in Junior High School Students Academic Performance**”.

Kindly extend to him any curtesy he may require in relation to his postgraduate studies at the University of Cape Coast.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Felix Kumudzro', written over a circular stamp or seal.

Dr. Felix Kumudzro.

(Coordinator)