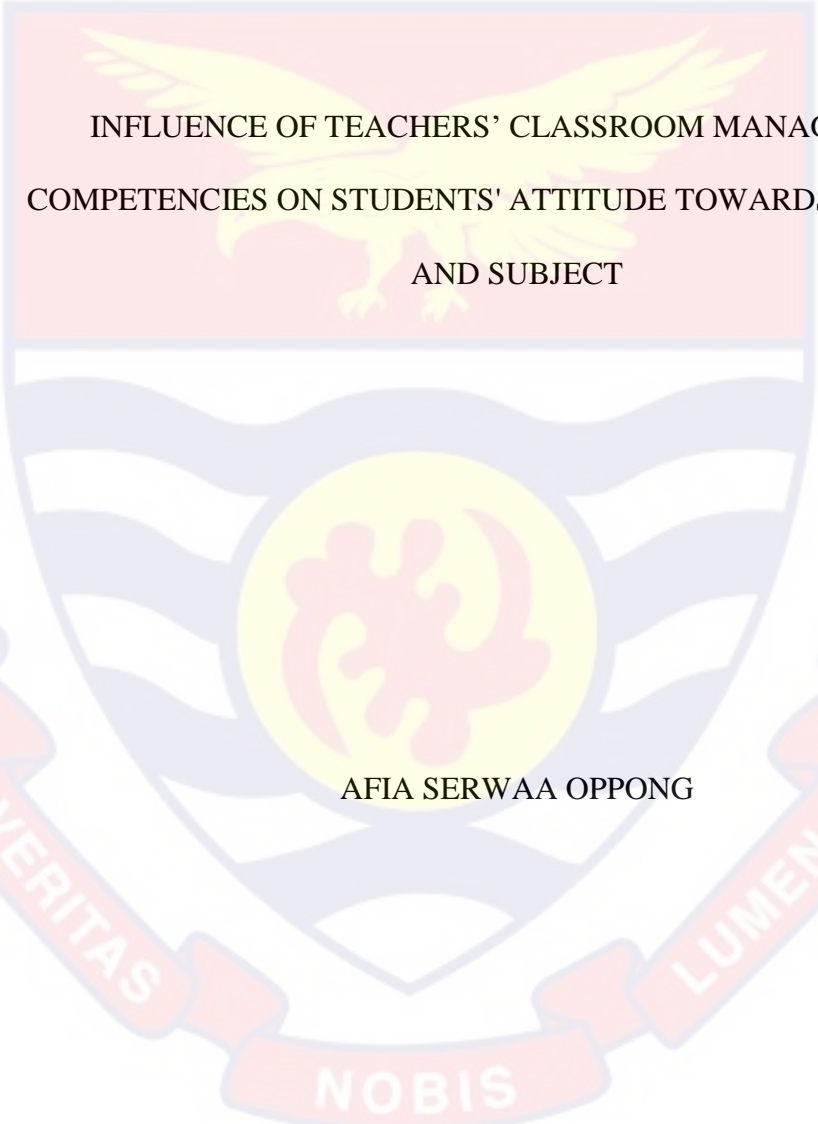


UNIVERSITY OF CAPE COAST



INFLUENCE OF TEACHERS' CLASSROOM MANAGEMENT
COMPETENCIES ON STUDENTS' ATTITUDE TOWARDS TEACHERS
AND SUBJECT

AFIA SERWAA OPPONG

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AND SUBJECT

BY

AFIA SERWAA OPPONG

Thesis submitted to the Department of Business and Social Sciences
Education of the Faculty of Humanities and Social Sciences Education of the
College of Education Studies, University of Cape Coast, in partial fulfilment
of the requirements for the award of Master of Philosophy Degree in
Management Education

JANUARY 2023

DECLARATIONS

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 this university or elsewhere.

Candidate's Signature..... Date.....

Name: Afia Serwaa Oppong

Supervisor's Declaration

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

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

Name: Dr. Bernard Yaw Sekyi-Acquah

ABSTRACT

The study investigated the impact of instructors' classroom management competencies on students' attitudes about both the teacher and the subject in Senior High Schools in the Cape Coast Metropolis. Utilizing a descriptive cross-sectional survey design with a quantitative approach, data was gathered from 200 business students, selected from an estimated sample of 285 students, through the administration of questionnaires. The findings of the study indicated that teacher classroom management competencies exert a positive influence on students' attitudes towards their teachers. However, they also reveal a contrasting effect on students' attitudes toward the subject being taught, which tends to be negative. More specifically, the study identifies that effective behavioural management significantly enhances students' attitudes towards their teachers. Conversely, students' engagement management competencies seem to negatively impact students' attitudes towards both their teachers and the study of Business Management. Furthermore, the study revealed that there were no statistically significant disparities between male and female educators in terms of their approaches to managing the classroom. Similarly, there was no discernible statistically significant influence of gender on students' attitudes towards the teacher and the subject. It was recommended that Business Management teachers focus on enhancing their behavioural management competencies to foster positive attitudes among their students. Also, teachers should adopt a multifaceted approach that goes beyond mere student engagement management to enhance students' attitudes toward the subject.

ACKNOWLEDGEMENTS

I am grateful to my supervisor, Dr Bernard Yaw Sekyi-Acquah, for the support given me throughout this study. My special thanks to my husband, Mr. Edwin Adjei, for the encouragement and assistance. May God bless you.



DEDICATION

To my lovely husband, Mr Edwin Adjei, to my amazing parents, Regina Adu and Opoku Boateng and my son, Asedampem Brewu Adjei

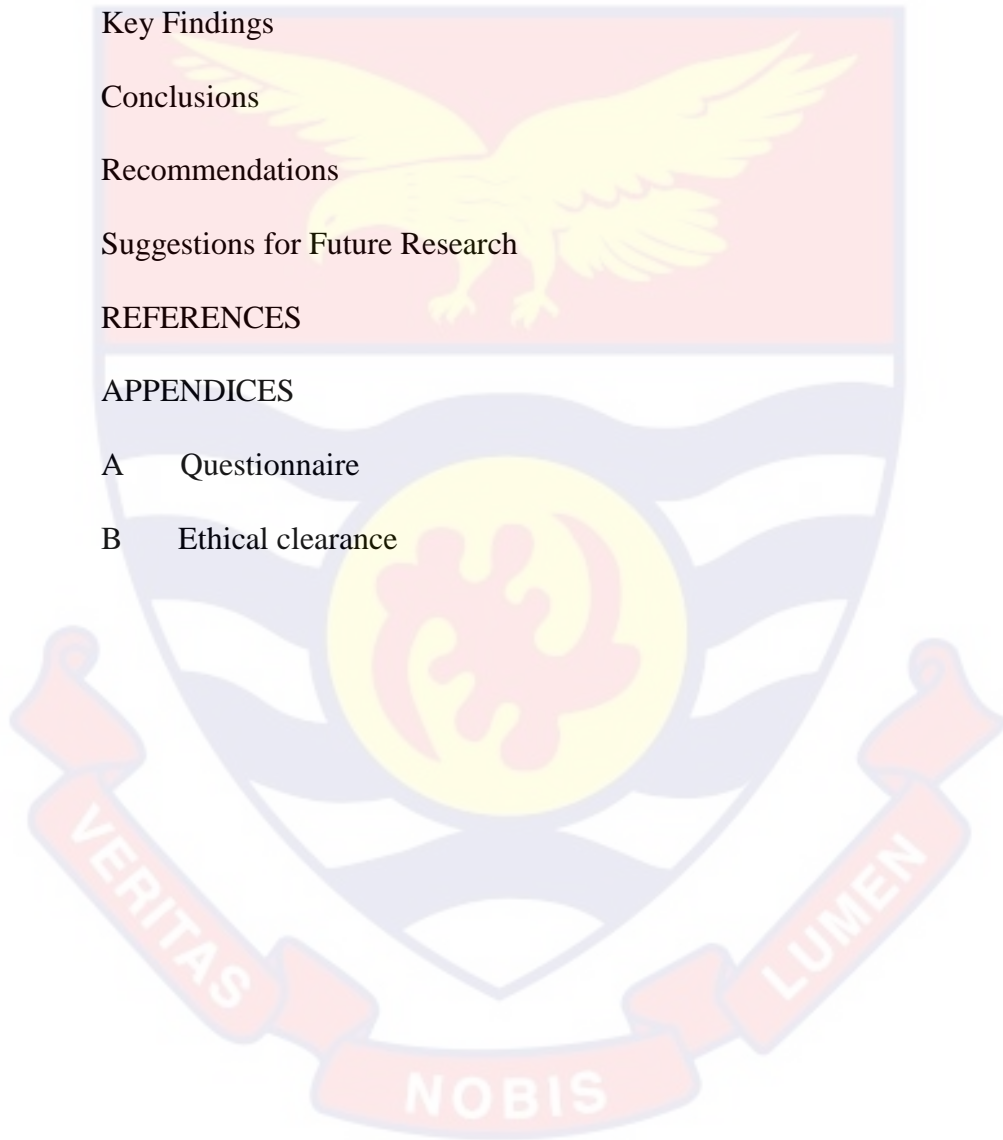


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CHAPTER ONE

INTRODUCTION

Secondary schools, like other formal organizations, strive for effective and well-organized management of the human and substantial resources accessible to achieve the school's academic goals. The classroom instructor is responsible for a wide range of tasks during the teaching and learning process. Ensuring discipline in the classroom is one of the most arduous responsibilities for a teacher. Effective instruction and learning cannot occur in a classroom environment that is typified by excessive noise and distractions caused by other students. A teacher's effectiveness in instruction relies on their capacity to implement various classroom management tactics to guide students towards meaningful and productive learning. Thus, several factors affect student learning and performance, including the student's attitude toward learning, the teachers' classroom management competencies, and the school environment.

Background to the Study

Instructors more than anyone, are required to form learning societies, construct a knowledge culture and foster creativity capacities in today's society. (Hargreaves, 2003, p.9) "Effective educators possess a comprehensive understanding that teaching and learning can only be accomplished when teachers establish compassionate connections with their students and when their students are emotionally invested in the learning process." (Hargreaves, 2003, p. 60). Substantial evidence has been established on the assertion that teachers, among other things, play a crucial role in shaping effective education (Blazar & Kraft, 2017).

Poole and Evertson (2013) argue that classrooms are complex social and cultural settings where many activities take place simultaneously. So, rather than exerting control over students, a teacher should collaborate with them so that everyone can learn, develop, and achieve success. The classroom will serve as a forum for participants to openly articulate their emotions and collaborate effectively, contingent upon the establishment of robust student-teacher connections. These tight bonds and the assistance instructors and students receive are essential for academic success (Chandra, 2015). In children's cognitive and social-emotional development, teachers play crucial roles. Senler (2011) asserts that a teacher's effectiveness is influenced by a variety of elements in addition to pedagogical and subject-matter expertise. The environment for learning is created by good classroom management. Without it, classrooms are disorderly and chaotic, impeding the acquisition of knowledge for students (Suleh & Osuji, 2020). Teacher Classroom management practices, therefore, play a crucial part in the academic success of students. Hargreaves (2003, p.59) clarifies that the teacher's responsibility is to foster social and emotional learning, as well as cultivate dedication and character. Hargreaves argues that educators should cultivate a cosmopolitan identity and dedicate themselves to ongoing professional and personal growth.

Hence, it appears that teachers must employ a wide range of skills and strategies to ensure that students stay engaged, attentive, and academically productive during a lesson. Classroom management alludes to everything a teacher undertakes to put pupils together, including space, time, and materials, according to Wong and Hernandez (2012). According to Savage and Savage (2010), many people perceive classroom management as preserving order

through teacher control. He contends that classroom management encompasses considerably more than that. It encompasses the creation and upkeep of the classroom setting to facilitate the achievement of educational objectives.

Surveys of education school and college graduates indicate that the primary concern of new teachers is the sensation of inadequacy in classroom management (Zhukova, 2018). The management of classroom behaviour has long been identified as a significant challenge for teachers (Martin & Sass, 2010). Teenagers at the senior high school level tend to be sometimes defiant, indifferent, disruptive, and engaged in risk-taking behaviours, among others (Graham, 2016). Hence, teachers need to master the strategy of properly managing a classroom to minimize or even avoid undesirable student attitudes toward learning. Student attitude in the classroom can be a major challenge for any professional teaching (Searby & Armstrong, 2016). According to Searby and Armstrong (2016), teachers should put their attention toward fostering a purposeful, emotionally, and psychologically positive classroom culture by identifying and assisting students who experience societal, affective, and behavioural difficulties, by utilizing research to guide and enhance classroom practices about student behaviour.

Ineffective classroom management abilities, according to Cubero-Gonzalez and Barrantes Rogas (2019), can waste class time, reduce concentration, and disturb the learning environment. Studies show that reprimands are more common in the classroom than constructive comment and admiration (Barkley & Major, 2020, Suheland, Lewis-Palmer, Stichter, & Morgan, 2008)

Addressing disciplinary issues is a major burden on teachers and administrators, as negative attitudes hinder their ability to educate and are the primary cause for children being expelled from classrooms and school premises (Richter, Lewis, & Hagar, 2012).

Katans, Katane, and Baltusite (2020) define competencies as a collection of demonstrable skills that enable and increase a job's efficiency or performance. Instructors have the most commanding impact on student achievement according to Babu & Mendro, 2003, as a result, instructors need to be proficient in the delivery of instruction, classroom management, formative assessment, and personal competencies. Negative attitudes in the classroom cause tension for both the tutor and the pupils impede the delivery of teaching and lead to conflict. By shifting attention away from the current academic work and toward the disturbances brought on by unruly behaviours, they also alter the dynamics of the classroom, making it necessary for teachers to advance their knowledge and competencies to strengthen and broaden their classroom management proficiencies.

Some strategies for classroom supervision may be extra operative than others. Teachers apply varieties of classroom management techniques that they learnt at their colleges or on the job (Higgins & Moule, 2009). Several teachers employ traditional, corrective methods to deal with disruptions in the classroom, while others use a more comprehensive, positive behavioural support approach (Ross & Horner, 2007). Classroom management approaches are broken down into three key categories: behavioural management, instructional management, and student engagement as a result of changing instructor requirements and concerns over time.

Martin and Sass (2010) define behavioural management as the general daily care of the classroom, which includes the type of reward system in use and the classroom rules that students are expected to abide by while in class. According to Zimmerman (2011), behavioural management is connected to the standards a teacher has for their students. All educational resources are empowered to accomplish learning goals through the process of instructional management (Gunawan, 2017). Establishing regular routines, assigning resources, and keeping track of students' work are all examples of components of classroom life that fall under the category of instructional management (Martin & Sass, 2010). Student engagement refers to the extent to which students show desire and interest in what is being taught. Astin (1984) expresses student engagement as “the amount of physical and psychological energy that the student dedicates to the academic experience” (p. 518).

Effective classroom management has been a significant challenge due to inadequate textbooks and infrastructure, transportation and funding in senior high schools (Sahir, 2010). Additionally, Effective classroom management in Ghana also appears to be faced with teachers managing overwhelmingly large classrooms (Opoku-Agyeman, 2012).

It could be realised from the preceding that classroom management is a broad concept that considers every aspect of the classroom activity, which aids the smooth on-going of teaching and learning and enhances academic performance. Thus, the teacher must possess the competencies needed to help contain the classroom and ensure proper instructional delivery by bringing students on board through motivation and adequate management of unwanted attitudes.

Statement of the Problem

In recent years, student performance has emerged as a pressing concern for education stakeholders in Ghana. This issue gains further prominence when considering international benchmark assessments, where Ghana's students have consistently scored poorly. The quality of teachers in the country has been identified as a significant contributing factor to this troubling trend, as highlighted by Buabeng-Andoh's research in 2012. Several factors can be attributed to this persistently poor performance. First and foremost, negative attitudes among students towards learning have played a detrimental role. These attitudes can be exacerbated by ineffective instructional methods that fail to engage and inspire students. Moreover, the failure to clearly communicate expectations and establish meaningful teacher-student relationships further compounds the problem. (Sahir, 2010) Additionally, challenges in completing curricula and insufficient teacher preparation are notable issues that hinder student achievement. (Opoku-Agyemang, 2012)

Financial incentives and access to educational resources also hold considerable sway over teacher motivation. In many cases, the commitment of teachers to deliver their best in the classroom is directly influenced by the availability of adequate resources and financial rewards. Without access to quality textbooks and essential classroom resources, teachers face limitations in their ability to enhance teaching outcomes and student performance.

Furthermore, despite the extensive periods of education and training that teachers undergo, a notable gap persists in the implementation of professional codes for classroom management practices. This deficiency poses a significant

challenge to the effective management of classrooms and the fostering of a conducive learning environment.

One of the top five issues affecting students' academic progress is frequently cited as classroom management (Adedigba & Sulaiman, 2020; Hicks, 2012). At the senior high school level, teachers' capacity to handle inappropriate classroom attitudes is hampered by a high number of low-motivated teachers, an overburdened curriculum, and a high student-teacher ratio. Students may develop negative attitudes toward the teacher and the subject as a result of this (Adu-Agyem & Osei-Poku, 2012).

In Ghana, a large majority of senior high schools have insufficient classroom infrastructure (Kwegyiriba, 2021). Enrollment has significantly increased due to Ghana's policy of providing free education for senior high school students, leading to a situation of overcrowding in classrooms (Tamanja & Pajibo 2019). Consequently, educators devote a substantial amount of time in the classroom to maintaining discipline, which might hinder the process of effective instruction and acquisition of knowledge (Tamanja & Pajibo 2019).

Adentwi (1998) reports that teachers themselves may cause negative classroom attitudes by students. According to Adentwi, teacher behaviour, lesson presentation, teacher behaviour management competencies and teachers' personality as perceived by students may be a cause of discipline or indiscipline. Teachers' genders also determine how students perceive teachers and how it influences their attitudes towards the subject. This is expected to have a significant impact on pupils' long-term academic success. Gender of the teacher and pupils' academic success was found to be related by Akiri and

Ugborugbo (2008). Female teachers believe male teachers are better at inspiring boys than female teachers, according to Jones's (2003) research. According to Weist (2003), “women are deemed better suited to serve as role models and teachers of moral behaviour” (p.15). As a result of these varying views, there is a need to assess how teacher-gender differences affect students' attitudes towards the teacher and subject.

The approach and manner in which students are treated and taught can be viewed in the preceding review as a possible explanation for students' attitudes towards business management teachers and the learning of the subject itself. As a result, how teachers teach the subject and spark students' interest is a major concern for researchers trying to figure out what elements contribute to students' poor performance in the subject. Nevertheless, up to date, little or no research has been done in the Cape Coast Metropolis to assess how teacher classroom management competencies in the classroom impact student attitude towards the teacher and the subject. The objective of this study was to identify the various types of classroom abilities employed by teachers and examine their impact on students' attitudes towards learning Business Management and their perception of the teachers instructing the subject.

Purpose of the Study

The goal of the study was to assess classroom management competencies and their influence on students' attitudes towards the teacher and the subject in Senior High Schools in the Cape Coast Metropolis. Specifically, the study sought to:

1. examine the influence of a teacher's classroom management competencies on students' attitudes toward the instructor;

2. ascertain the influence of a teacher's classroom management competencies on students' attitudes toward the subject.
3. determine the differences in classroom management strategies between male and female teachers
4. assess the differences in male and female students' attitudes toward the teacher.
5. determine the differences in male and female students' attitudes toward the subject.

Research Hypotheses

The primary objective is to investigate various aspects of teacher classroom management competencies and their influence on students' attitudes. The study also explores potential gender-related differences in both classroom management and students' attitudes. The hypotheses are as follows:

1. H_0 : There is no significant influence of teacher classroom management competencies on students' attitudes towards teachers.
 H_1 : There is a significant influence of teacher classroom management competencies on students' attitudes towards teachers.
2. H_0 : There is no significant influence of teacher classroom management competencies on students' attitudes towards the subject.
 H_1 : There is a significant influence of teacher classroom management competencies on students' attitudes towards the subject.
3. H_0 : There is no statistically significant difference in classroom management levels between male and female teachers.
 H_1 : There is a statistically significant difference in classroom management levels between male and female teachers.

4. H_0 : There is no statistically significance difference between male and female students' attitudes towards the teacher.

H_1 : There is a statistically significance difference between male and female students' attitudes towards the teacher.

5. H_0 : There is no statistically significance difference between male and female students' attitudes towards the subject.

H_1 : There is a statistically significance difference between male and female students' attitudes towards the subject.

Significance of the Study

The study will be used to understand how senior high school teachers' classroom management skills affect their students' attitudes towards the teacher and the subject. The findings of the study will allow policymakers to make better decisions based on available facts and better adapt to realities on the ground regarding classroom management techniques.

Additionally, the research will add to the body of proof. on the effects of classroom management strategies on students' impressions of subject teachers and the subject itself. It will also help educators better grasp the dynamics of classroom management. As a result, decision-makers and curriculum planners will be informed about the identified classroom management competences and their impact on students' attitudes toward the teachers and the subject, resulting in a standard approach to shaping classroom management.

Delimitation

Classroom management methods (behavioural management, instructional management, and students' classroom engagement activities)

were the focus of the research. The study was also delimited to only the attitudes of students towards the teacher and the Business Management subject even though there are other variables to explore such as students' perceptions, beliefs among others about teachers and the subject. Only public senior high school instructors in the Cape Coast Metropolis were included in the study.

Limitations

The outbreak of the Covid-19 pandemic hampered this research, making data collecting nearly impossible. The researcher had to wait for schools to reopen before data was collected. Form 3 students had a lot of experience in the school; hence they had the capability to furnish information based on their long stay in school but they were preparing for their final examinations hence they were not allowed to participate in the study. As a result, the researcher had to use Form 2 students who did not have much experience as compared to Form 3 students.

Definition of Terms

In this study, we delved into concepts which include Classroom management, Competencies and Attitudes. The study sought to explore how these concepts interrelate within the educational context.

Classroom management: refers to the skills and strategies teachers use to keep students focused, engaged, and academically successful in class.

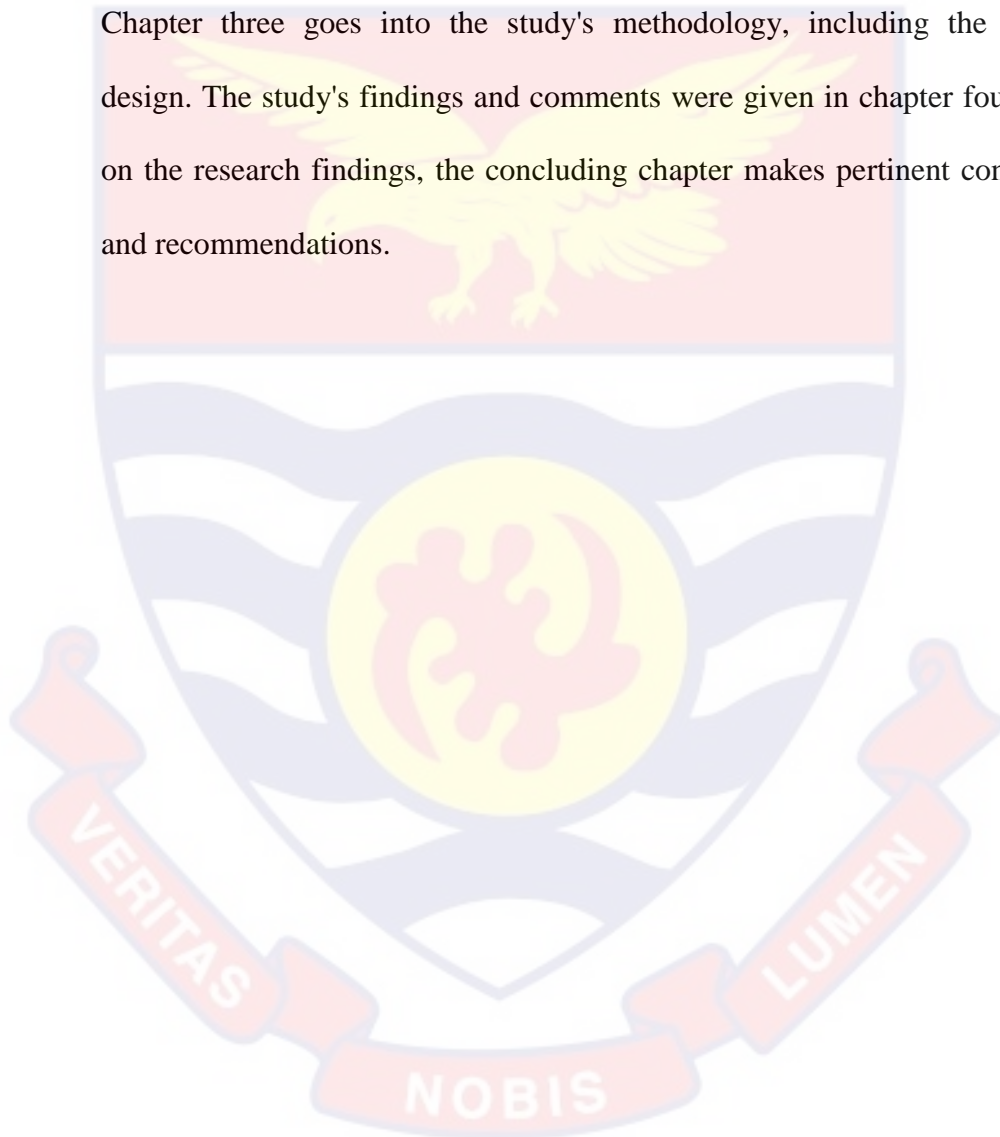
Competencies: are defined as a person's ability to apply their training, skills, experience, and knowledge to do a task efficiently.

Attitudes: are a set of beliefs or feelings about something.

Organisation of the Study

The first chapter discusses the background to the study, the statement of the problem as well as the purpose and significance of the study amongst others. The literature was discussed in the second chapter. The review includes theoretical and empirical examinations of the subject under consideration.

Chapter three goes into the study's methodology, including the research design. The study's findings and comments were given in chapter four. Based on the research findings, the concluding chapter makes pertinent conclusions and recommendations.



CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter examines the research literature to gain a better understanding of how teacher classroom management competencies affect student attitudes about teachers and learning. The conceptual review looks at ideas like teacher classroom management and attitudes about teaching and learning. The theoretical review aims to analyse the theories propounded by researchers concerning the study. The empirical review examined the facts and figures that describe how classroom management practices impact students' attitudes towards the teacher and learning.

Theoretical Review

Choice theory

The choice theory, established by Glasser (1998), elucidates human conduct using the lens of internal motivation. The choice theory is based on five primary elements: Survival, Love and Belonging, Power, Freedom, and Fun. Gaining insight into these individuals can assist us in cultivating and maintaining improved connections with the significant individuals in our lives, leading to increased happiness and fulfilment. The study will dive into the fundamental requirements of the choice theory. As per Glasser (1998), our behaviour is determined by our conscious decision to fulfil one or more of the five fundamental needs that are inherent in our genetic makeup. Glasser posits that all behaviour is intent.

Choice theory, according to Sullo (2007), is "a biological hypothesis that contends people are born with particular desires that are genetically

programmed to be satisfied" (p. 8). Everything we do is generally driven by these fundamental requirements. The fundamental needs are power, freedom, fun, and survival.

Survival - This need, which comprises the need for food, shelter, and safety, is physiological. For our survival as a species as well as individuals, we have genetic instructions. This involves the desire for procreation.

Love & Belonging - These first three demands are also psychological needs. Relationships, social connections, the ability to give and receive affection, and a sense of belonging are all part of the need to love and belong.

Power - Being powerful entails achieving, being competent, being skilled, being acknowledged for our accomplishments and skill, being listened to, and having a sense of value.

Freedom - The desire for freedom is a craving for autonomy, independence, choice, and control over an individual's own life.

Fun – “The need for enjoyment, play, and laughter is referred to as the need for fun.”.

Glasser (1998) ties a need for enjoyment to learning. Dogs, dolphins, primates, and all other higher creatures play. They pick up useful life lessons while playing. The same applies to people. Each person actively acts to fulfil these demands, which is a crucial choice theory tenet. As a result, each action is deliberate and driven by a desire to satiate one or more of the five needs (Glasser, 1998). The choice theory has implications for the study of the classroom since it provides the opportunity for instructors and students to recognize the unique behavioural variations of others. Attitude is a matter of choice. A good attitude in the classroom emanates from good choices; a bad

attitude also comes from bad choices. The teacher is to help students make good choices and this will be based on whether they see the results of those choices to be desirable. If a bad attitude gets them what they want, they will make bad choices. These opportunities allow teachers to recognize and understand how students desire to be handled to help students incorporate teachers into their personal lives, which leads to modifications and adjustments happening in the classroom. Classroom management is made simpler when both teachers and students have positive attitudes.

The main tenets of the choice theory provide a valuable framework for understanding human behaviour and can be applied to this current study. According to the choice theory, individuals are driven by five fundamental needs: survival, love and belonging, power, freedom, and fun. Within the framework of this study, the choice theory elucidates that students' attitudes towards the teacher and the subject are shaped by their judgements of how these needs are being fulfilled. For example, a teacher who creates a safe and supportive classroom environment addresses the need for love and belonging, which in turn can positively impact students' attitudes towards the teacher. Similarly, a teacher who provides students with autonomy and choice in their learning experiences addresses the need for freedom, which can contribute to positive attitudes towards the subject.

Furthermore, the choice theory emphasises that all behaviour is driven by individuals' best efforts at the time to meet their fundamental needs. This suggests that students' attitudes towards the teacher and the subject are not fixed but can be influenced by the choices they make based on their perceptions of how these needs are being satisfied. Teachers can customise

their classroom management tactics to foster a conducive environment for good attitudes and enhanced student engagement by comprehending the fundamental requirements and motivations of students. Essentially, the choice theory offers a structure for comprehending the motivations and requirements that form the basis of students' attitudes towards the instructor and the subject.

Through acknowledging and attending to these requirements, educators can proficiently administer their classrooms, cultivate favourable dispositions, and establish an environment that promotes students' holistic welfare and scholastic accomplishments.

Kounins Model of Classroom Management

Kounins model of classroom management, developed by educational theorist Jacob Kounin, focuses on preventing disruptive behaviour through effective instructional management by emphasizing the following concepts;

The ripple effect: being in the moment, seamless transitions, optimal learning, variety, and progress awareness are all key concepts in this model.

According to Kounin (1977), the ripple effect emphasizes that teachers should both encourage and admonish pupils by making them aware of the implications of completing or failing to complete their assignments. Reprimanding one student has a favourable impact on the attitudes of other students in the area. When the teacher identifies the wrong behaviour and explains why it was reprimanded, the effect is amplified.

With-it-ness: Students should always be vigilant and aware of what is going on in the entire classroom, according to their teachers. If professors emphasize this quality explicitly, students will assume that they are aware of the activities taking place in the classroom.

Overlapping: Additionally, teachers should be able to attend to two situations at the same time without one affecting the other.

Momentum and Smooth Transitions: According to Kounin (1977), teachers should keep lessons brief so that pupils are not bored. Teachers should also be able to effortlessly transition from one activity to the next while maintaining momentum throughout. The activities in class should be enjoyable and also challenging.

Group Focus: Teachers should be able to keep students focused in class by encouraging active involvement and maintaining high levels of engagement.

Kounin's Model of Classroom Management, with its main tenets of the ripple effect, with-it-ness, overlapping, momentum and smooth transitions, and group focus, is highly applicable to the study on the influence of teachers' classroom management competencies on students' attitudes towards the teacher and the subject. The ripple effect is particularly relevant in this study as it emphasises the importance of addressing individual student behaviours and their impact on the entire classroom. By effectively managing student behaviours and providing clear explanations and consequences for both positive and negative actions, teachers can create a positive ripple effect that influences the attitudes of other students. This means that addressing a behaviour concern or acknowledging a positive action not only impacts the student involved but also sets an example for others, shaping their attitudes towards the teacher and the subject.

In addition, teachers that exhibit with-it-ness possess a high level of awareness regarding the events and occurrences taking place throughout the entire classroom, ensuring that they can promptly respond to students' needs

and maintain a productive learning environment. By being attentive and responsive, teachers can create a sense of trust and respect among students, which in turn positively influences their attitudes towards the teacher. When students perceive their teacher as present, engaged, and attuned to their individual and collective needs, they are more likely to develop positive attitudes towards both the teacher and the subject. In summary, Kounin's Model of Classroom Management provides valuable insights into the key aspects of effective classroom management. Teachers can cultivate a favourable classroom atmosphere that promotes student engagement, active involvement, and good dispositions towards both the teacher and the subject by implementing the principles of the ripple effect, with-it-ness, overlapping, momentum and smooth transitions, and group focus.

Conceptual Review

Evolution of Classroom Management

As narrated by Cuban (1984), in the early 19th century, students were segregated into different classes based on their age and learning was primarily enforced using memorization and recitation techniques. Students simply focused on the subject at hand and learned just what they needed to be able to thrive in society. Since teachers generally ran the affairs of the study course, students were largely passive participants in the teaching and learning process in the nineteenth century. The lack of critical thinking, problem-solving, and decision-making skills among students prevented self-expression in the classroom (Cuban, 1984).

In the 20th century, it was discovered that the classroom management practices of the 19th century were losing their relevance as it was mainly

mechanical and assembly lines: International wars and the prominence of racial and ideological groups in the 20th century affected education. Colonialism had almost come to an end, and new countries emerged from Africa and Asia. The century saw little acceptance of diversity as education was seen as a tool for national development and hence saw the building of schools everywhere around the world. Teachers were tasked to develop activity programs and were to teach in a way that education was not imposed on the child. The concept of individual worth also became very prominent in the 20th century.

Proponents of learner-centred education such as Francis Parker and Heinrich (October 9, 1837–March 2, 1902) became more prominent in the twentieth century. Their suggestion was to shift the focus of instruction from the teacher to the pupil. Despite the tremendous developments in the 20th century, education appeared to be still predominantly time- based, lessons seemed to focus on the lower level of blooms taxonomy of learning, the curriculum was fragmented, diversity was still ignored to a large extent and the three R's, reading, writing, and arithmetic, were used to assess literacy

In the twenty-first century, classroom management appears to be altered dramatically to match society's current needs. The key aspects integral to 21st-century learning include:

- (i) identity (Hattie, 2003; Hipkins, 2005),
- (ii) technology (Brown, 2000; Prensky, 2001)
- (iii) globalization (Brown, 2000; Prensky, 2001), and
- (iv) Individual or personalized learning approaches (Ministry of Education, 2007; Prensky, 2005).

Classroom management practices of the 21st century appear to focus on what the students can do after all the details are forgotten and it seems to be outcome-based. The curriculum of the 21st-century classroom seems to be integrated and interdisciplinary and diversity seems to be addressed by the curriculum. Also, classroom management in the 21st century appears to ensure that literacies in the 21st century are aligned with living and working in a globalized world.

Classrooms are bustling environments where diverse groups of students with different interests and skills need to be efficiently managed and guided to optimise engagement and minimise interruptions. (Wolff, Jarodzka & Bohuizen 2021). Because of the complexity of classrooms, the ability to manage a classroom is a skill that teachers should acquire through training as well as be assisted in putting into practice the skills that will help them succeed (Simonsen, Fairbanks, Briesch, Myers, & Sugar, 2008).

Day-to-day instruction typically takes place in an unusual environment; a small room with inadequate infrastructure and room for movement, a time slot of 50 minutes or less to cover curriculum objectives, and 25 to 30 distinct and unique personalities, some of whom may not even want to be there (Rogers, 2015). This puts the idea of classroom management front and centre. There are various researches which have made provisions for the definitions of classroom management. McCreary and Fiore (2010) proposed classroom management as “the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning” (p. 1).

Classroom management is the broad range of abilities and tactics educators employ to maintain their pupils' attention, focus, order, cleanliness, and academic productivity during the lesson. Effective classroom management strategies can decrease student attitudes that impede learning on an individual and group level while increasing attitudes that foster or support learning (Leader, 2014). According to Marzano and Marzano (2003), “well-managed classroom by teachers provides an environment in which teaching and learning can flourish” (p. 1). Milner and Tenore (2010) contend that effective classroom management necessitates careful attention to the arrangement of the learning environment, the regulation of student behaviour, the formation of student groups for various tasks, and the customisation of student learning.

Creating a calm, orderly, engaging, and courteous learning environment for the instructor and the students is the main goal of classroom management, which also involves some aspects of discipline (Rudhumbu, 2016). To establish a positive learning environment, teachers must take all the necessary steps to encourage their pupils' academic interest and cooperation, in the view of Umoren (2010). Classroom management goes beyond the view of student control and punishment. A broader viewpoint on classroom management, following Bassey (2012), promotes student responsibility for academic work, increases involvement, reduces inappropriate and disruptive behaviour, and improves academic success for students.

Additionally, Morse (2016) posits that classroom management includes putting a stop to students' noisy and disruptive behaviour. He contends that teachers should keep a careful eye on classroom activities and how the learning materials are organized, as well as make sure that any pupils with

issues with their hearing, reading, writing, spelling, or study habits are discovered and given extra supervision. According to Little and Akin-Little (2008), it is possible to combine antecedent and consequent procedures to create a comprehensive approach to classroom management.

Classroom management encompasses the learning environment in which students are taught as well as how the instructor teaches the curriculum and how the students communicate with one another as well as with the teacher. (Leader, 2014). A well-run classroom can lower the percentage of underachievers in schools (Adjei, Dontoh, & Baafi-Frimpong, 2017).

Classrooms with low levels of negative attitudes and productive education require preparation and consistency. Following a review of the literature, Kern and Clemens (2007) discovered the following elements linked to these outcomes:

- i. Clear, straightforward, and regularly enforced rules and expectations.
- ii. Every student in the class has to have an equal opportunity to access the resources, turn in assignments, and participate in and respond to class activities.
- iii. For older students (those 10 years and older), row seating is preferable over group seating.
- iv. To promote interest and learning and reduce disruption, activities should be set up so that longer, more challenging tasks are alternated with shorter, easier ones.
- v. Freedom of choice and access to favourite activities increase involvement and reduce harmful behaviour. Children's involvement

can be considerably increased through activities that are focused on their interests.

Magableh and Hawamdeh (2007) assert that behavioural management and instructional management are two categories within the dichotomous idea of classroom management. Marzano, Pickering, and Pollack (2001) assert that for teachers to effectively instruct their pupils, they must use effective behaviour management tactics, apply effective teaching strategies, and create a solid curriculum. Because it can impact education, learning, and achievement, regulating the attitude of students in the classroom is a teacher's biggest task in addition to controlling the curriculum.

Marzano, Marzano and Pickering (2003) however listed six elements that bring efficiency in classroom management. These are the personal characteristics of the teacher, the support the child receives from within and outside of the school, the level of involvement of the child in academic work, the objectives of learning, and the confidence of the teacher as well as the child and the attitudes with which both teachers and students approach learning. The efficiency of high-quality training is hampered by a lack of classroom management abilities.

There has been an emphasis on classroom management as a key feature influencing students' academic success in several research studies (Marzano, 2003). Efficient classroom management paves the way for teaching and learning, which is the claim's most obvious justification. It establishes a classroom atmosphere that engages students' attention, which is essential for efficient teaching and learning (Marzano, 2003).

Idopise (2004) asserts that a chaotic setting is not conducive to academic learning; as a result, pupils often perform poorly academically, which may be related to the turbulence in the classroom, making a conducive learning environment uncomfortable. Students can pay attention to lessons and form favourable attitudes about the teacher and the subject if the classroom is managed effectively.

The number of underachievers can be reduced in a well-managed classroom setting. Establishing, sustaining, and re-establishing the classroom atmosphere in a productive way for instruction and learning has been referred to as effective classroom management (Brophy, 1986). In consequence, it is anticipated that this will have a significant impact on students' academic progress (Marzano & Marzano, 2003).

Attitude and Formation of Attitude

Attitude is the propensity to respond either positively or negatively to a particular thing (Lasagabaster, 2017). The term "attitude" in psychology describes a person's mental, emotional, and behavioural traits. The development of complicated attitudes requires experience. One of the main agents of attitude formation in students is the school since the early years of students are spent in school. Attitudes formed in school may be through:

Classical conditioning: This type of learning is called conditioning, and it involves pairing an unrelated unconditioned stimulus with a conditioned stimulus to elicit a behaviour known as a conditioned response (Pavlov, 1902). Classical conditioning is based on the idea that our environment shapes our attitudes and behaviours. Therefore, a student who is frequently punished by a particular teacher may tend to associate that teacher with pain or fear and may

develop negative attitudes towards the teacher and the subject. Teachers should therefore try and create a classroom environment where students associate positive experiences with learning (McLeod, 2018).

Operant conditioning: In this form of learning, the results of a response determine the likelihood that it will be repeated (Skinner, 1971). Through operant conditioning, behaviours that are enforced and rewarded are more likely to be repeated, while behaviours that are penalized are less likely to take place. Teachers should therefore reinforce positive attitudes in class through praise, engagement etc. and punish negative attitudes in class since behaviour that is followed by enjoyable moments is expected to be repetitive and behaviour followed by unpleasant results is expected to be extinguished.

Cognitive appraisal: This idea contends that our judgments of events—whether they are evaluations, interpretations, or explanations—are what trigger emotions. Varied people have different reactions in response to these evaluations (Lazarus, 1984). Therefore, if a student evaluates a learning experience as positive, they might feel excitement or anticipation for that particular instructional time. On the other hand, if the class is perceived negatively, the student might feel fear, emptiness or dejected during instructional time. For example, anger may be elicited by the appraisal that a student feels as being untreated fairly in class. Judgments that students make about learning underlie the attitudes that are aroused, hence teachers should treat students fairly, reward positive behaviours and use positive behaviour management strategies to ensure that students' interpretation of classroom events may be pleasant and thus lead to positive attitudes towards the teacher and learning.

According to Blazar and Kraft (2017), secondary school teachers have a significant influence on the attitude and behaviours of students. Researchers contend that among other student characteristics, attitude plays a significant role in whether students perform better or worse academically (Mohammed & Waheed, 2011; Ngussa & Mbuti, 2017). According to Cetin- Dindar (2015), students may develop attitudes according to the personalities and behaviours of their teachers. Students perceive the teacher's aim in their management and discipline beyond what can be said (Rogers, 2015). Students must view professors as confident and fair since their behaviour influences how students behave in class (Walters & Frei, 2007). A study by Acikgoz (2005) reported that students had an unfavourable attitude towards teachers who were unfriendly, boring and strict but had a favourable attitude towards teachers who were humorous, cooperative and friendly. Several studies report that a classroom environment characterized by teacher respect for students and democratic leadership impacts positively the attitude of students towards the teacher and the subject (Dörnyei & Muir, 2019; Berkowitz, Moore, Astor & Benbenishty, 2017)

Classroom Management Competencies

Various researchers have agreed on the fact that classroom management is one of the most challenging aspects of teaching (Carr, 2013; Ritter & Hancock, 2007 as cited in Adjei et al., 2017). As concerns of stakeholders increase, there is a need to understand how the classroom can be managed properly to improve academic performance. According to Sowell (2013) the two main mechanisms of classroom management strategies are behavioural management (BM) and instructional management (IM).

Korpershoek, Harms, van Kuijk and Doorlaard (2016) also emphasized that classroom management competencies comprise conduct management, content management and covenant management.

Classroom management, according to Chaplain (2006), has three main sectors. These include the layout of the classroom, the development of social skills necessary for the growth of positive connections between students and teachers, the adoption of instructional methodologies, and the improvement of professional abilities. Although various researchers have published articles on classroom management competencies, the analysis Sugai and Simonsen (2012) conducted concerning the three primary classroom management competencies has me impressed. These skills include instructional management, which involves organizing instruction to make the most of the time given for learning.

Behaviour Management as a Classroom Management Competence

The primary responsibility of teachers is to help students learn. Some pupils come from households that are quite nurturing, while others return home to loud arguments, constant shouting, inadequate nutrition, and other problems. Their capacity and motivation to learn in the structured environment of schools may differ greatly due to the varied nature of students in the classroom (Rogers, 2015). Positive educational outcomes, in the opinion of Emmer and Stough (2001), depend greatly on instructors' capacity to control their pupils' behaviour. Although good behaviour management does not ensure effective instruction, according to their argument, it does create a conducive climate for effective instruction.

Martin and Sass (2010) define behavioural management as the general daily care of the classroom, which includes the type of reward system in use and the classroom rules that students are expected to abide by while in class. According to Zimmerman (2011), behavioural management is connected to the standards a teacher has for their students. Students must comprehend how you anticipate them to enter the classroom, turn in their papers, and sit at their desks in addition to raising their hands when speaking or keeping their hands to themselves; they must be aware of the best ways to gain your attention, the proper voice volume to employ, and the best times to do so without interfering with class activities.

Disruptive classroom behaviour, as described by Reinke, Lewis-Palmer, and Merrell (2008), refers to any verbal or physical actions by an individual student or a group of students that hinder or impede the teacher's continuous instruction. Examples of disruptive behaviours in the classroom include talking during class, engaging in any activity that the teacher has already warned against, asking unrelated questions or making unrelated comments, and interacting physically or noisily with peers in a way that disturbs other students. Childhood behaviours are characterized by defiance, impulsivity, antisocial tendencies, disruptiveness etc. Hart (2010) asserts that these insignificant interruptions are most frequent and that their increasing effects can be particularly damaging (Bali, Anagnostopoulos & Roberts, 2005). Classrooms are made up of students who possess different temperaments and come from different home environments. Students have different experiences from one another and as a result, self-discipline has

been argued to be a good indicator of academic performance than student intelligence (Duckworth & Seligman, 2005).

The purpose of adopting behavioural management techniques in the classroom is to encourage proper behaviour by rewarding it and to decrease unsuitable behaviour via extinction (Hughes, 2014). Disruptive behaviour can interfere with learning, which has a detrimental impact on student success (Clunies-Ross, Little & Kienhuis, 2008; Freiberg, Huzinec & Templeton, 2009). Teachers in recent times have recorded an increase in the number of interruptions in the classroom (Reglin, Akpo-Sanni, & Losike-Sedimo, 2012) which coupled with bad classroom management styles tend to cause a decrease in the academic performance of students.

When teachers must deal with students' inappropriate behaviours, less time is spent teaching and less time is spent by students focusing on academic assignments (Matheson & Shriver, 2005). According to prior studies, consistent application of classroom rules has been associated with improved student behaviour both within the classroom and across the entire school, as observed by Kern and Clemens (2007).

Off-task or disruptive behaviour, according to Austin and Agar (2005), prevents pupils from having the opportunity to learn as much. For the other students in the class, a student who consistently engages in disruptive or off-task behaviour in class can reduce their learning time (Little, 2003, as cited in Clunies-Ross et al., 2008). This is probably because, rather than being focused on education, the teacher's attention is being drawn to the student who is displaying problematic behaviours. Thus, more time is dedicated to discipline as a result (Giallo & Little, 2003; Little, 2003).

Ineffectively supervised classes are distinguished by disruptive activities such as dozing off, tardiness, creating disturbances, inaccurately transcribing notes, consuming food, using derogatory language, and engaging in verbal or physical intimidation towards other students or the instructor (Ekere, 2006). These disruptive behaviours impede pupils' academic achievement and disrupt learning processes. Because teachers are more concerned with controlling behaviour than with imparting knowledge, schools with serious discipline problems make it harder for students to study. Positive behaviour management practices by teachers include:

1. Setting realistic boundaries
2. Ensuring that pupils are clear about rules and sanctions
3. Addressing inappropriate or off-task behaviour quickly

Instructional Management as a Classroom Management Competence

All educational resources are empowered to accomplish learning goals through the process of instructional management (Gunawan, 2017). Establishing regular routines, assigning resources, and keeping track of students' work are all examples of components of classroom life that fall under the category of instructional management (Martin & Sass, 2010). Danarwati (2016) Instructional management include activities such as formulating teaching and learning programmes, implementing the teaching and learning process, assessing the process and learning outcomes, and enhancing classroom management. Occasionally, the terms "instructional management" and "content management" are used synonymously.

According to Kurtz (2011), the duration of training, the subject matter covered during instruction, and the effectiveness of the instruction are the

three most important factors. Stressors that affect student behaviour are ultimately determined by the teachers' approach to instructional management (Martin et al., 2012). Because of how impressionable they are, students need instructors who can foster an environment that benefits everyone involved in learning.

Student Engagement as a Classroom Management Competence

Student engagement refers to the extent to which students show desire and interest in what is being taught. As a teacher can engage students in the classroom, it provides students with the opportunity to have a deeper learning experience and a deeper understanding of what is being taught which leads to increased student satisfaction. Students tend to show interest and desire in classroom activities by being alert, listening attentively, and when they ask and respond to questions.

The concept and theory of student engagement is originally presented as the theory of student involvement by Astin (1984). Astin (1984) expresses student engagement as “the amount of physical and psychological energy that the student dedicates to the academic experience” (p. 518). “Engagement refers to the quality of a student’s sense of connection or involvement with the effort of schooling and henceforth with the people, events, aims, values, and place that constitute it” (Skinner et al., 2009a, p. 494). Student engagement refers to the active and passionate participation of students in their academic work. It involves being emotionally positive and mentally engaged when engaging in learning activities at school. This concept is considered essential in the field of motivation (Connell & Wellborn, 1991; Skinner & Pitzer, 2012). The behavioural, emotional, and cognitive spheres of student

participation are interconnected. In the classroom, emotional involvement mostly refers to students' sentimental reactions, emotions, and sentiments, such as interest, boredom, happiness, despair, and anxiety (Connell & Wellborn, 1991; Skinner & Belmont, 1993). The term "cognitive engagement" describes how prepared a learner is to learn challenging material (Lester, 2004).

According to Steinberg, Brown, and Dornbusch's (1996) definition, it also has to do with how "attached" students are to what is going on in their lectures. According to the principle of student involvement, students will study more and develop their personalities more as they get more involved in college (Astin, 1984).

Based on the findings of Saphier, Haley-Speca, and Gower (2008), students are less likely to acquire academic knowledge if they are not actively involved and engaged in the classroom. Engaged students are less prone to becoming off-task or engaging in distracting activities during a learning session (Eisenman, Edwards & Cushman, 2015; Marshall, 2016).. Without capable teachers who have subject-matter experience, pedagogical understanding, and good interpersonal skills, the aforementioned will never come to pass.

In a similar vein, Umbach and Wawryznski (2005) challenged educators to give this particular function more importance by asserting that teacher-student relationships are the most crucial element in promoting student learning. Institutional supports are equally crucial since they play a key role in motivating students to take an active role in their learning. In this essay, "engagement" denotes a teacher's willingness to establish a supportive milieu

that promotes student participation in class activities. For students to understand how to engage in learning genuinely, teachers should be genuine and present in the classroom (Loughran, 2012; Starratt, 2004).

The teacher can use a diverse strategy to interest the students in the class and motivate them to pay attention, including playing games, organizing competitions, and using gestures and suspense to keep the students guessing. Additionally, instructors' preparation of the curriculum, cooperation with other teachers, instruction quality, techniques of evaluation, and feedback to students all contribute to student involvement. Teachers' ability to motivate students to take part in classroom activities aids in learning and increases academic activities in the classroom.

According to research by Suárez-Orozco et al. (2009) and Glanville & Wildhagen (2006), academic engagement can be influenced by classroom or school policies and can have a range of effects on academic achievement. As a result, children who are highly interested in their education actively participate and complete the necessary tasks to succeed in school, while moderately engaged kids may only do satisfactory academic work without reaching their maximum academic capabilities (Suárez-Orozco et al., 2009).

Empirical Review

Blazar and Kraft (2017) explored the role of teachers in shaping students' attitudes and behaviours in class and also examined the relationship between teaching practices and student outcomes beyond academic skills. The study utilised a mixed-methods approach, combining quantitative data analysis (statistical modelling) with qualitative data (observations and surveys) to examine the relationships between teaching practice and student outcomes. On

the East coast of the United States, 310 participating fourth- and fifth-grade teachers in four anonymous, medium-sized school districts provided the information by agreeing to having their classrooms videotaped, filling out a teacher questionnaire, and contributing to the collection of a number of student outcomes. It was discovered that students' reports of their behaviour in class are positively correlated with classroom organisation, which measures teachers' ability to control classroom behaviour and productivity when delivering information. Despite this beneficial association, it was also discovered that classroom organization is negatively correlated with student pleasure, suggesting that classrooms that place an excessive emphasis on routines and control are detrimental to students' enjoyment of the learning environment. Additionally, students' self-efficacy and pleasure are negatively correlated with how often professors make mistakes in class. The study focused on the relationship between teaching practices and student outcomes beyond academic skills. However, this current study explored the specific impacts of classroom management competencies on students' attitudes towards the teacher and the subject. Additionally, the study examined classroom organization and its relationship with student behaviours and happiness in class. However, other aspects of classroom management, such as instructional strategies and teacher-student relationships were explored to gain a more comprehensive understanding of the factors influencing student attitudes.

In the area of elementary science education, Mitchell, Hirn, and Lewis (2017) looked into connections between teacher competence, teaching quality, and student outcomes. During two teaching units (1070 students, 54 courses), the conceptual comprehension and interest of the students were evaluated. The

results indicate a substantial correlation between instructor competency, which includes pedagogical subject understanding, self-efficacy, and teaching passion, and students' interest. Additionally, self-efficacy is favourably connected with student achievement. The relationships were influenced by three dimensions of teaching quality (cognitive activation, supportive atmosphere, and classroom management), which pertain to the specific interactions between teachers and students in the classroom. The study utilises a pre-post design, which provides valuable information about changes in student outcomes over time. However, the lack of a control group limits the ability to establish causal relationships between the variables. Additionally, the study focuses specifically on elementary science education, which may limit the generalizability of the findings to other subjects or grade levels. This current study explored how specific teacher classroom management competencies affect students' attitudes towards Business Management teachers and the subject.

In senior secondary schools in Nigeria, Taiwo, Ukamaka, and Abdallah (2021) looked into how classroom management elements affected students' attitudes toward learning science. The study comprised a cohort of 6349 students and educators. The questionnaire was employed as the research instrument to collect data. The results indicated that the attributes of classroom management in Nigerian senior secondary schools had a significant collective influence on students' attitudes towards the acquisition of scientific knowledge. Additionally, senior secondary schools in Nigeria's classroom management (discipline, classroom design, communication, and students' attitudes) characteristics have a personal impact on how science students feel

about learning science topics. While the study enhances our comprehension of how classroom management impacts students' attitudes towards learning science in Nigeria, it solely relies on a questionnaire as a research instrument. This approach may restrict the quantity of data it can collect and its capacity to capture intricate aspects of classroom management. Employing a mixed-methods approach, which integrates quantitative data from questionnaires with qualitative data from observations or interviews, would yield a more comprehensive understanding of the classroom management qualities and their impact on students' attitudes. The study's specific emphasis on senior secondary schools in Nigeria also restricts its applicability to a broader context. This research was conducted in the Cape Coast Metropolis, employing business management to address these deficiencies.

In order to ensure that secondary students in Nigeria's Ebonyi State received high-quality instruction, Nwankwo, Matthew, and Christiana (2019) investigated the breadth of instructors' classroom management tactics. Descriptive survey research methodology was chosen. 3275 teachers from secondary schools made up the study's population, while 1641 participants made up the sample. The researcher utilised a tool of their own creation, which was duly evaluated by professionals, to gather the data. The data analysis utilised the mean and t-tests. The results suggest that teachers in private schools utilise sufficient reinforcement techniques that effectively motivate students, in contrast to teachers in public secondary schools in Ebonyi state. The results also showed that public school teachers flog children more frequently than their counterparts in private secondary schools when they misbehave in class. The findings also indicate that teachers in public

schools pay attention to struggling children only a relatively small amount of the time. It was shown that secondary school teachers in private institutions employ positive reinforcement far more frequently than those in public institutions to encourage their students to learn more.

In their study, Gauge, Scott, Hirn, and MacSuga-Gage (2018) examined the utilisation of efficient classroom management techniques by teachers and investigated the potential association between their implementation and both students' learning time and the occurrence of disturbances. The researchers conducted a study including 1,242 teacher-student pairs in 65 elementary schools. Through the use of latent class analysis, they categorised the teachers into four distinct groups. One of these groups exhibited significantly low levels of classroom control methods. The researchers utilised a multilevel framework to model the correlation between low rates of classroom management practices, student involvement, and disruptive behaviour. The results indicate that although there were no variations in disturbances, children in classrooms with low levels of classroom management strategies exhibited a statistically significant decrease in their level of engagement during instruction.

Haryani et al. (2017) did a study on engaging students' learning using aspects of formative assessment to find out how formative assessment may be applied as part of students' involvement in the classroom. In this study, formative assessment is utilized to examine how 17 secondary school students from Brunei Darussalam are learning in their secondary geography lessons. A qualitative methodology was used to gather and examine the data. Data were gathered through interviews, group research projects, and video-recorded

classes. According to the research, students' learning in terms of acquiring knowledge and skills—not only concerning the study of geography but also in developing their 21st Century communication and socialization skills—improved when formative assessment elements, such as questioning, feedback, and peer and self-assessments were incorporated into lessons.

Tossavainen and Juvonen (2015) used the students' self-reflective statements method to investigate the motivation of mathematics and music courses in primary and secondary schools. They discussed the students' motivation for studying in terms of how much they enjoyed the classes and how significant and beneficial the subjects were to them. They also looked at the respondents' opinions of the difficulty and popularity of the topics, as well as their confidence in their ability to succeed in those areas and their gender. The study's findings revealed a correlation between students' attitudes toward mathematics and their motivation to learn it.

These studies show that teachers who use good classroom management techniques have a positive influence on their pupils' attitudes toward learning and teachers. Teachers should, logically, obtain appropriate training in these competencies before their first day on the job. However, little study has been done to establish how much training and supervised practice in these areas are provided in teacher preparation programs. The purpose of this study was to determine how frequently teachers organise their classrooms using classroom management techniques.

Conceptual Framework

Figure 1 shows a conceptual structure developed by the researcher to aid in the analysis of "Teachers' Classroom Management Competencies" and "Students' Attitude towards Teachers and the Subject." as predictors of academic achievement of Business students in senior high schools in the Cape coast metropolis. This framework provided a foundation for making decisions on methodology and hypotheses formulation.

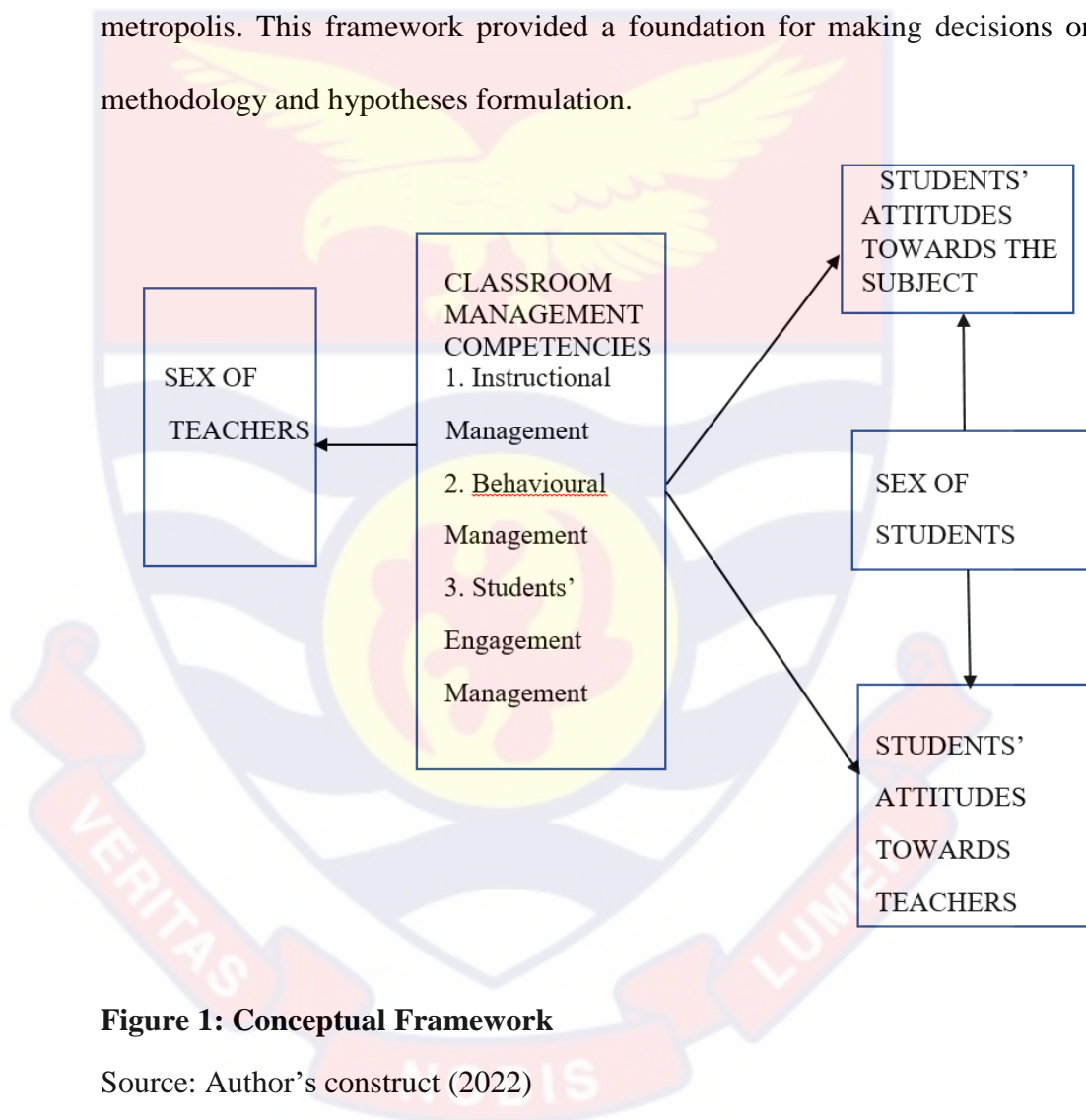


Figure 1: Conceptual Framework

Source: Author's construct (2022)

Figure 1 depicts the relationships between the variables in the study. The conceptual framework for this study focuses on exploring the influence of teachers' classroom management competencies and the sex of teachers and students on the attitudes of students towards the teacher and the subject. The framework includes both dependent variables, which are the attitudes of

students towards the teacher and the subject, and independent variables, which are the sex of teachers, the sex of pupils, and the competencies of teachers' management of the classroom.

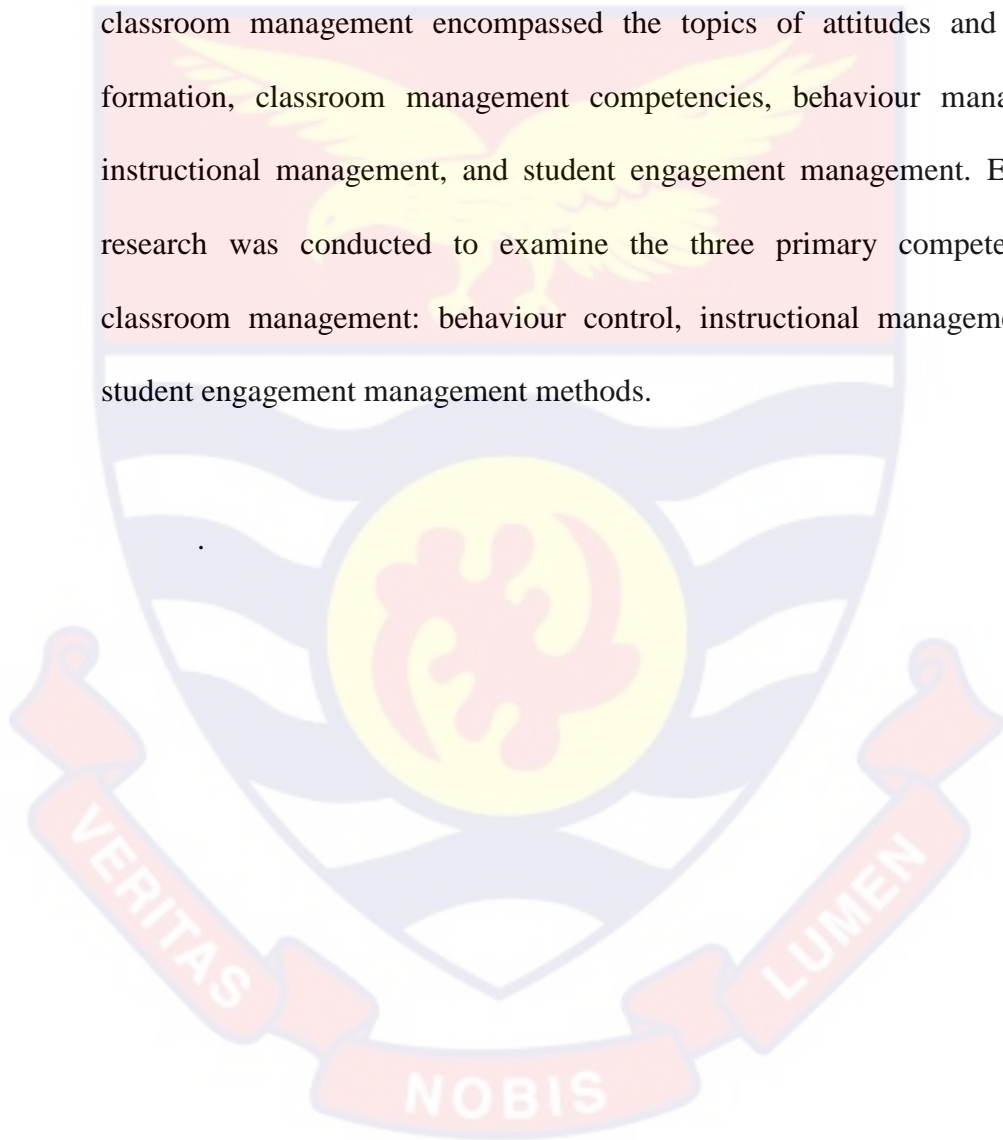
The attitudes of students towards the teacher and the subject serve as the dependent variables in this framework. These attitudes reflect the perceptions, opinions, and emotions that students hold towards their teachers and the specific subject being taught. The study aims to examine how these attitudes are influenced by various factors. The independent factors include the gender of teachers, the gender of pupils, and the teachers' proficiency in classroom management. The inclusion of teachers' and students' sex as an independent variable aims to investigate potential disparities in attitudes depending on gender.. By considering the impact of the sex of teachers and students, the study aims to investigate whether there are any gender-related variations in students' attitudes towards the teacher and the subject.

Furthermore, teachers' classroom management competencies are another independent variable in the framework. Classroom management competencies refer to the skills, strategies, and approaches that teachers utilize to establish and maintain an effective learning environment. This variable aims to examine how teachers' ability to manage their classrooms influences students' attitudes towards the teacher and the subject. The conceptual framework encompasses all the key elements relevant to the research objectives. By exploring the relationships between the dependent variables (students' attitudes towards the teacher and the subject) and the independent variables (sex of teachers, sex of students, and teachers' classroom

management competencies), the study seeks to provide insights into how these factors contribute to shaping students' attitudes in the classroom context.

Chapter Summary

The literature review focused on William Glasser's choice theory and Jacob Kounin's approach of classroom management. The literature review on classroom management encompassed the topics of attitudes and attitude formation, classroom management competencies, behaviour management, instructional management, and student engagement management. Empirical research was conducted to examine the three primary competences of classroom management: behaviour control, instructional management, and student engagement management methods.



CHAPTER THREE

RESEARCH METHODS

Overview

The goal of the research was to learn more about teacher classroom management skills and how these affect students' attitudes about learning and teachers in the Cape Coast Metropolis. The following topics are covered in this chapter: research design, population, sample and sampling technique, instruments, data collecting, and data analysis.

Study Area

This study focused on the Cape Coast Metropolis as its research area. The Cape Coast Metropolis, located in Ghana's Central Region, was selected for this study due to its significant concentration of senior high schools.

Research Paradigm

Positivism is the research paradigm that this study is based on. The researcher in this study employed the positivist research paradigm due to the necessity of quantifying and substantiating the understanding of the phenomenon in question (Hammersley, 2013). Positivist researchers employ empirical methods such as sampling, measurement, surveys, and focus group discussions to get a thorough comprehension of phenomena. This paradigm serves as an alternate approach (Pham, 2018). According to the "Positivist" perspective, social phenomena ought to be examined through the scientific method, giving particular importance to empiricism (Alakwe, 2017). As a result, the positivist researcher holds that there is an external reality that is distinct from the observer and method of observation and whose characteristics can be ascertained by measurement and experimentation

(empiricism). The use of the positivist paradigm is deemed appropriate for the present research that aims to investigate the impact of teachers' classroom management competencies on students' attitudes towards both the teacher and the subject. The positivist paradigm prioritises objectivity, quantification, and the utilisation of empirical data to establish causal connections among variables. The study endeavours to reveal measurable data and patterns through the adoption of this paradigm, which can be subjected to statistical analysis, thereby facilitating a more methodical and rigorous inquiry.

This approach allows the researcher to collect information using surveys, to assess factors such as instructional management abilities, learners' attitudes towards their instructors, and learners' attitudes towards the subject. This study adopts a positivist approach to examine the causal relationships between teachers' classroom management competencies and students' attitudes. The aim is to identify the specific impact of these competencies on students' attitudes. The implementation of this paradigm made a valuable addition to the current pool of knowledge regarding efficient pedagogical techniques. It also guided educational policies and interventions that target the enhancement of classroom management and the cultivation of positive attitudes among students towards their instructors and the subject.

Research Approach

This study used a quantitative research approach and was guided by the positivist worldview. The quantitative approach aided the collection and analysing of numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations (Crowther & Lancaster, 2012). The use of a quantitative approach

is justified for this study because the approach is well-suited for examining relationships between variables and determining the extent and direction of those relationships. By employing a quantitative approach, the study collected numerical data from a large sample size, enabling statistical analysis to uncover patterns and trends.

This approach allowed for the precise measurement of variables related to classroom management competencies, student attitudes towards the teacher, and student attitudes towards the subject through the use of validated scales and standardised instruments. By quantifying these variables, the study established causal relationships and provide objective and generalisable findings that informed educational practices and policies. Additionally, the quantitative approach enabled comparisons between different groups, such as male and female teachers, as well as male and female students, facilitating an exploration of potential gender differences in classroom management strategies and attitudes towards the teacher and subject. Therefore, the quantitative approach provided a rigorous and systematic investigation, contributing valuable insights to the field of education through this study.

Research Design

The descriptive cross-sectional survey method was used in this study to make inferences on teacher classroom management competencies and attitudes of students towards learning and the teacher. A descriptive cross-sectional survey seeks to ascertain the scope and distribution of various social elements, such as location, occupation, and level of education or training, as well as the associations between these traits and particular attitudes or behavioural patterns (Cresswell, 2018).

The descriptive cross-sectional survey design was chosen for this study on the influence of teachers' classroom management competencies on students' attitudes towards the teacher and the subject since is appropriate for obtaining a snapshot of data at a specific point in time, allowing for the collection of information from a large sample of participants. By employing the cross-sectional survey, the study aimed to gather data on the variables of interest, including classroom management competencies, student attitudes towards the teacher, and student attitudes towards the subject, from a diverse group of participants. This design provided an opportunity to examine these variables simultaneously, facilitating a comprehensive understanding of the relationships between them.

Additionally, the descriptive nature of the design allowed for the characterisation and summarisation of the collected data, providing a detailed overview of the current state of classroom management competencies and student attitudes. The cross-sectional aspect of the design ensured that data from multiple groups, such as male and female teachers, as well as male and female students, could be collected and analysed to explore potential gender differences. Finally, the descriptive cross-sectional survey design served as a suitable and practical approach to obtain valuable information about the variables of interest and their associations in a relatively efficient and cost-effective manner.

Population

The study's target respondents consisted of all Business Management students enrolled in public senior high schools within the Cape Coast Metropolis. The accessible population for the study was specifically limited to

Form 2 Business Management students. Because data collection was necessary at the time, the researchers included these students in the study. The Form 1 students, who were new to the schools, lacked the necessary knowledge to answer the questionnaire. The Form 3 students, who were preparing for their final exams, were excluded from the study. The total number of public senior high schools offering Business was 10 and the total number of Form 2 Green Track Business Management students was 1,100 at the time this study was conducted (Ghana Education Service (GES) Cape Coast Metropolis, 2020). Data was collected from all the public senior high schools in the Cape Coast Metropolis. The population of the students in the various schools are shown in Table 1. For anonymity, the name of the schools was represented with alphabets.

Table 1: Population of Students in the Schools

School	Population
A	106
B	120
C	100
D	104
E	112
F	115
G	102
H	122
I	109
J	110
Total	1,100

Source: GES Cape Coast Metropolis (2020)

Sample and Sampling Procedure

The sample size for this investigation was determined to be 285 using the table of random numbers developed by Krejcie and Morgan (1970). Table 2 presents the count of pupils selected from each school using the proportionate sampling method.

Table 2: Sample from the Schools

School	Proportion	Sample
A	$\frac{106}{1100} \times 285$	27
B	$\frac{120}{1100} \times 285$	31
C	$\frac{100}{1100} \times 285$	26
D	$\frac{104}{1100} \times 285$	27
E	$\frac{112}{1100} \times 285$	29
F	$\frac{115}{1100} \times 285$	30
G	$\frac{102}{1100} \times 285$	26
H	$\frac{122}{1100} \times 285$	32
I	$\frac{109}{1100} \times 285$	28
J	$\frac{110}{1100} \times 285$	29
Total		285

Source: Researcher's calculation

The Business Management students were purposively selected for this study since the study is confined to only Business Management students. Thus, the systematic random sampling technique was used to select the students from each respective school for the study. This was done by using the students' class attendance register and every 5th student was used until the required number was attained. This was done to give an equal chance to each student to be selected for the study.

Data Collection Instrument

A standardized questionnaire was used in the study. The questionnaires were designed around the study's primary variables. A questionnaire, according to Ndukwu et al., (2019), is a tool or method for conducting research that consists of a series of open-ended or closed-ended questions. The goal was to collect information from respondents that would be helpful and

could be applied in a variety of ways. The researcher devised the questionnaire, which was then partitioned into four sections. The initial component collected data on the students' demographic characteristics. Because only students' data was obtained, they were asked to specify the gender of their business management teachers. This aided the researcher to collect data on the teachers' sex as this is important to respond to the research objectives.

The rest of the sections were measured on a 5-point Likert-scale (Strongly disagree – strongly agree). Section two collected data on the classroom management competencies using 22 measurement items. The classroom management competencies were categorised under three (3) subscales. The subscales are Instructional Management (9 items), Behaviour Management (6 items) and Student Engagement Management (6 items). Section C consisted of 12 measurement items that were used to elicit responses from the students on their attitudes towards the teacher and grouped under the subscales: Anxiety (3 items), Confidence (3 items), Enjoyment (3 items), and Benefit/Value (3 items). The last section, section D includes 12 items grouped under Anxiety (3 items), Confidence (3 items), Enjoyment (3 items), and Benefit/Value (3 items) to collect data on students' attitude towards the business management subject.

Pre-Test

Pretesting of the questionnaire was done by administering the questionnaire in another school selected purposely to check clarity, absence of ambiguity, objectivity, simplicity, and reliability. The questionnaire was pretested on 50 respondents Cronbach's Alpha was used to determine the

reliability. The reliability obtained after the pre-testing was 0.789 which showed that the instrument was reliable for the main data collection.

Validity and Reliability

Validity is defined by Mugenda (2002) as "the degree to which a test measures what it is designed to measure." The research design addressed specific research questions. The instrument was approved by the supervisor with the help of experts to establish its validity. Reliability is "the extent to which results are consistent over time and an accurate representation of total population under study". Following the pilot study, Cronbach's Alpha was employed to assess the instrument's consistency, as shown in Table 3.

Table 3: Reliability of Measurement Variables

Constructs	Factor Loadings	Cronbach's Alpha
Teacher Management Classroom Competencies		.928
Instructional Management	.89	
Behavioural Management	.75	
Students' Engagement Management	.72	
Attitude of Students toward the Teacher		.886
Anxiety	.81	
Confidence	.84	
Enjoyment	.70	
Benefit/Value	.72	
Attitude of Students toward the Student		.818
Anxiety	.75	
Confidence	.79	
Enjoyment	.80	
Benefit/Value	.78	
Total	.989	

Source: Fieldwork (2022)

The evaluation of the constructs used in the model as shown in Table 3 depicts that all the constructs' measures are valid and reliable. The coefficients ranged between 0.72 and 0.89 which are all above the value of 0.6 (Nunnally & Bernstein, 1994). As a result, the items used to assess teachers' classroom

management competencies and how they influence students' attitudes towards the teacher and the subject can be verified as reliable for this analysis.

Data Collection Procedures

A letter of introduction was acquired from the Institutional Review Board (IRB) of the University of Cape Coast and thereafter dispatched to the headmasters of the schools for their consent and endorsement. Upon receiving authorization, the researcher visited each school during the designated Business Management sessions, as previously arranged between the researcher and the schools. The data gathering was limited to 45 minutes by the teachers in charge. The data for the study was gathered by the delivery of questionnaires to students in person. Before responding to the questionnaire, the respondents were given permission and their confidentiality and anonymity were protected. The data was collected between May 2022 and June 2022. Thus, 200 out of the sample of 285 students took part in the study representing a 70.18% response rate.

Measurement of Variables

Measurement of variables in educational research is vital for understanding the dynamics in the classroom. Hence, the variables in the study were measured as follows;

Teachers' Classroom Management Competencies: Operationalised as the effective implementation of strategies and practices aimed at maintaining an organised and productive learning environment. To measure this variable, a validated and reliable classroom management competency scale was utilised. The scale consists of items assessing teachers' ability to establish clear expectations, manage student behaviour, foster student engagement, and create

a positive and supportive classroom climate. Participants were asked to rate their agreement on the extent to which teachers engaged in specific behaviours on a Likert-type scale.

Students' Attitude towards the Teacher: Operationalised as students' overall perception, evaluation, and emotional response towards their respective teachers. This variable was measured using a validated and reliable student attitude scale towards the teacher. The scale included items assessing students' anxiety, confidence, enjoyment, and the benefit/value they experience from the teacher. Students were asked to rate their agreement or level of agreement on a Likert-type scale.

Students' Attitude towards the Subject: Operationalised as students' overall liking, interest, and motivation towards the subject being taught by the teacher. This variable was measured using a validated and reliable student attitude scale towards the subject. The scale comprised items assessing students' anxiety, confidence, enjoyment, and the benefit/value they experience from the teacher. Students were asked to rate their agreement or level of agreement on a Likert-type scale.

Data Processing and Analysis

The study's responses were analysed using quantitative data analysis methodologies. (SPSS, version 26.0) and SMART PLS (version 2.0) were used to analyse the data. Descriptive statistics (frequency counts and percentages) were employed to describe the demographic data. The independent sample t-test, multi-variate analysis of variance (MANOVA), multiple linear regression model, and structural equation modelling were used

to examine the research hypotheses. The results of the analysis were then given as percentages, means, standard deviations, and frequencies.

The regression equations derived from the ANOVA models for the study are:

$$Attitude_{teacher/subject} = B_0 + B_1IM + B_2BM - B_3SEM \dots \dots \dots Eqn$$

(1)

Where:

$Attitude_{teacher/subject}$ is students' attitude towards the teacher and/or the subject

IM is instructional management

BM is behaviour management

SEM is student engagement management, and

B_0, B_1, B_2, B_3 are the beta coefficients to be determined.

H₀₁: There is no statistically significant influence of teacher classroom management competencies on students' attitudes towards teachers

Multiple linear regression and Structural Equation Modelling (SEM) were used to analyse this hypothesis. The multiple linear regression was used because teachers' classroom management competencies are categorised into instructional management, behavioural management, and students' engagement management hence, the independent variables are more than one whereas the dependent variable (students' attitude towards teachers) was lumped together. Thus, the unstandardized beta coefficient was used for interpreting the results. When there was a positive beta coefficient, it was interpreted as a positive influence and when there was a negative beta coefficient, it was interpreted as a negative influence. Finally, the significant level of 0.05 was used to determine whether the influence was significant or

not. When the p-value was less than 0.05, then there was a significant influence but when the p-value was greater than 0.05, it means that there was no significant influence of teachers' classroom management competencies on students' attitudes towards teachers. Finally, the SEM was used to put together all the classroom management competencies to determine their combined influence on students' attitudes towards teachers.

H₀₂: There is no significant influence of teacher classroom management competencies on students' attitudes towards the subject

To determine whether there was a statistically significant influence on teacher management competencies on the attitudes of students towards the subject, multiple linear regression and SEM were used and measured on a 0.05 significant level. The multiple linear regression was used because teachers' classroom management competencies are categorised into instructional management, behavioural management, and students' engagement management hence, the independent variables are more than one whereas the dependent variable (students' attitude towards the subject) was lumped together. Thus, the unstandardised beta coefficient was used for interpreting the results. When there was a positive beta coefficient, it was interpreted as a positive influence and when there was a negative beta coefficient, it was interpreted as a negative influence. Finally, when the p-value was less than 0.05, then there was a significant influence but when the p-value was greater than 0.05, it means that there was no significant influence of teachers' classroom management competencies on students' attitudes towards the subject. Finally, the SEM was used to put together all the classroom

management competencies to determine their combined influence on students' attitudes towards teachers.

H₀₃: There is no statistically significant difference in classroom management competencies between male and female teachers

The Multi-variate analysis of Variance (MANOVA) was used to determine whether there existed any differences in the classroom management competencies of male and female teachers. The MANOVA was appropriate for this analysis because of the dependent variable (teachers' classroom management competencies have three categories). The MANOVA was measured on a 0.05 level of significance and when the p-value was less than 0.05, then there was a significant difference but when the p-value was greater than 0.05, it means that there was no significant difference in teachers' classroom management competencies based on their sex.

H₀₄: There is no statistically significance difference between male and female students' attitudes towards the teacher

To do this, the independent sample t-test was used. Thus, since the attitudes of the students were taken as one independent variable and the sex of the students had two categories (male and female), the independent sample t-test was suitable for this analysis. The independent sample t-test was measured on a 0.05 significant level and when the p-value was less than 0.05, then there was a significant difference but when the p-value was greater than 0.05, it means that there was no significant difference in the attitude of students towards the teachers based on the students' sex.

H₀₅: There is no statistically significance difference between male and female students' attitudes towards the subject

The independent sample t-test was used to analyse whether there was a statistically significant difference between the attitudes of students towards the subject. Thus, since the attitudes of the students were taken as one independent variable and the sex of the students had two categories (male and female), the independent sample t-test was suitable for this analysis. The independent sample t-test was measured on a 0.05 significant level and when the p-value was less than 0.05, then there was a significant difference but when the p-value was greater than 0.05, it means that there was no significant difference in the attitude of students towards the subject based on the students' sex.

Table 4 presents the summary of the statistical analysis of the research hypotheses

Table 4: Summary of Analyses Techniques

Research Hypotheses	Statistic
There is no significant influence of teacher classroom management competencies on students' attitudes towards teachers	Multiple Linear Regression and Structural Equation Modelling (SEM).
There is no significant influence of teacher classroom management competencies on students' attitudes towards the subject	Multiple Linear Regression and Structural Equation Modelling (SEM)
There is no statistically significant difference in classroom management levels between male and female teachers	Multi-variate analysis of Variance (MANOVA)
There is no statistically significance difference between male and female students' attitudes towards the teacher	Independent sample t-test
There is no statistically significance difference between male and female students' attitudes towards the subject	Independent sample t-test

Source: Author construct

Ethical Considerations

The researcher requested ethical permission from the University of Cape Coast's Institutional Review Board because she is aware of the psychological, financial, and social harm that respondents may suffer if ethical issues are not taken into account. The ethical approval letters were issued to the various schools, requesting authorization from the heads of institutions and heads of departments from the institutions where data was collected. Everyone who participated was given the assurance that any information they submitted would be kept private and anonymous. The researcher made sure that data collection was voluntary and that participants' agreement was obtained before any data was collected.

Chapter Summary

This chapter presented the methods employed to conduct the study. Thus, the study was conducted in the Cape Coast Metropolis and utilised the positivist paradigm as its philosophical foundation. Based on the positivist paradigm, the quantitative approach was used employing the descriptive cross-sectional approach. Additionally, Form Two senior high school students were selected to take part in the study. After obtaining ethical clearance from UCC-IRB, data was collected and analysed using descriptive statistics (frequency counts, percentages, means and standard deviations) and inferential statistics (MANOVA, multiple linear regression, and independent sample t-test). Finally, ethical concerns were also addressed.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The outcomes of the data analysis used to measure instructors' classroom management competencies and how they influence students' attitudes toward the teacher and the subject in Senior High Schools are presented in this chapter. As a result, this chapter is broken down into three portions. The findings of the demographic data of the respondents are presented in section one, while the consequences of the diagnostic analysis of the data are presented in section two. The outcomes of the study's specific research objectives are presented in the concluding section.

Results of Demographic Characteristics of the Respondents

This section presents the analysis of the demographic information of the students who participated in the study as shown in Table 5. Data were collected from 200 students out of the 285 sampled from the study. This gives a response rate of 70% rate.

Table 5: Demographic Characteristics of Respondents

Demographic data	Frequency	Percentage
Sex of students		
Male	116	58.0
Female	84	42.0
Age of students		
13-15 years	72	36.0
16-19 years	128	64.0
Sex of Teacher		
Male	92	46.0
Female	108	54.0

Source: Fieldwork, 2022

The demographic characteristics of the students shown in Table 5 reveal that out of the 200 students sampled for the study, 116(58.0%) of them are males whereas the remaining 84(42.0%) are females. Also, the sex of the teachers as reported by the students showed that 108(54.0%) of the teachers are males and the rest 92(46.0%) are females. Furthermore, the age categories of the students revealed that 128(64.0%) are in the age range of 16-19 years and the rest 72(36.0%) are aged 13-15 years.

Diagnostic Tests

Multicollinearity, Normality and Heteroscedastic Tests

The Tolerance and Variance Inflation Factor (VIF) (Table 6) was utilized to ascertain whether or not multicollinearity was present in the data.

Table 6: Coefficients^a of Collinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
Instructional Management	.850	1.177
Behavioural Management	.844	1.184
Student Engagement Management	.891	1.122

Source: Fieldwork, 2022

a. Dependent Variables: Students' Attitude towards the Subject and Teacher

The VIF values, between 1 and 10, suggest that the data is free from multicollinearity (Pallant, 2013) as shown in Table 6.

Analysis of Research Objectives

Research Hypothesis 1

H₀₁: There is no statistically significant influence of teacher classroom management competencies on students' attitudes towards teachers

The multiple linear regression model (ANOVA) was adopted to determine the influence of teacher classroom management competencies (Instructional Management, Behavioural Management, and Students

Engagement Management) on students’ attitudes towards teachers. The outcomes are presented in Tables 7, 8, and 9.

Table 7: ANOVA^a Test for Attitude of Students towards the Teacher

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	162.849	3	54.283	1.769	.002 ^b
Residual	6014.146	196	30.684		
Total	6176.995	199			

Source: Fieldwork, 2022

a. Dependent Variable: Attitude of Students towards the teacher

b. Predictors: (Constant), SEM, IM, BM

From Table 7, the ANOVA (F-test) is used to determine whether or not the model for measuring the influence of the teacher classroom management competencies (Instructional Management, Behavioural Management, and Students’ Engagement Management) on students’ attitudes towards teachers is fit for the study. The model is said to be fit for the sample if the p-value of the F-statistic is less than the significance value of 0.05. Similarly, the model is considered unfit for the sample if the F-statistic p-value is greater than the significance level of 0.05. From Table 4, The F-statistic (F = 1.769, df = 3, $p < 0.05$) has a p-value (Sig.) of $0.002 < 0.05$. This leads to the conclusion that the study's linear regression model is adequate for explaining the impact of teacher classroom management competencies (Instructional Management, Behavioural Management, and Students Engagement Management) on students’ attitudes towards teachers.

Furthermore, the difference in the influence of independent variables (Instructional Management, Behavioural Management, and Students’ Engagement Management) on the dependent variable (students’ attitude toward the teacher) is defined by the coefficient of determination, also known

as the proportion of all independent variables' effect on the dependent variable. As a result, Table 8 displays the coefficient of determination.

Table 8: Model Summary (Attitude of Students towards the Teacher)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.994 ^a	.989	.011	5.53935

Source: Fieldwork, 2022 Predictors: (Constant), SEM, IM

From Table 5, the R-square value of 0.989 means that teacher classroom management competencies (Instructional Management, Behavioural Management, and Students Engagement Management) account for 98.9% of the variance in students' attitude towards teachers, while the remaining 1.1 per cent is explained by variables not included in this study.

Lastly, to determine whether or not teacher classroom management competencies (Instructional Management, Behavioural Management, and Students Engagement Management) influence students' attitudes towards teachers, the researcher employed the linear regression model. The results are shown in Table 9.

Table 9: Attitude of Students towards the Teacher

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.487	3.804		7.751	.000
	IM	.012	.113	.008	.110	.913
	BM	.260	.120	.166	2.167	.031
	SEM	-.060	.100	-.045	-.598	.551

Source: Fieldwork, 2022

a. Dependent Variable: Attitude of Students towards the teacher

From Table 9, teacher classroom management competencies are proxied by Instructional Management, Behavioural management, and student engagement management. It can be seen that only behavioural management ($\beta = 0.260, p < 0.05$) has a significant impact on students' attitudes towards the teacher. Even though instructional management ($\beta = 0.012, p > 0.05$) also has a positive influence on students' attitudes towards the teacher, the influence is not significant. However, students' engagement management ($\beta = -0.060, p > 0.05$) has an insignificantly negative influence on students' attitudes towards the teacher. Hence, the resulting regression equation is given as:

$$Attitude_{teacher} = 29.487 + 0.012IM + 0.260BM - 0.060SEM \dots \dots \text{Eqn (2)}$$

Finally, the Structural Equation Modelling (SEM) was used to determine the combined effects of teachers' classroom management practices (instructional management, behavioural management, and student engagement management practices) on students' attitudes towards the teacher. The results from the SEM analysis are shown in Figure 3.

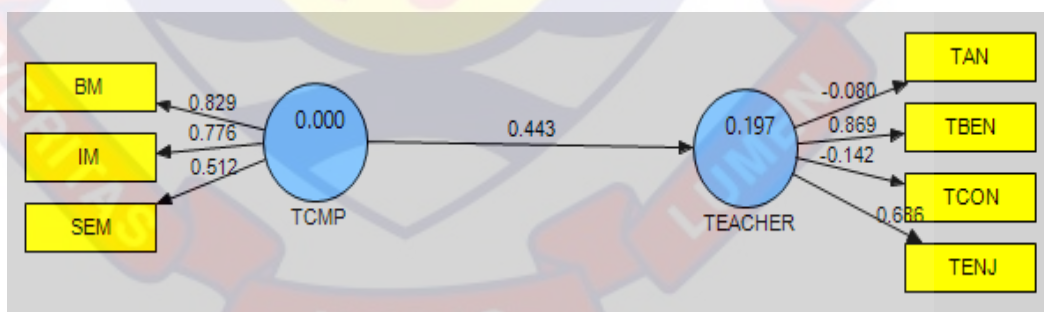


Figure 2: SEM (Attitudes of Students towards the Teacher)

Source: Fieldwork, 2022

Note: TCMP = Teacher Classroom Management Competencies, TEACHER = Attitudes of the students towards the teacher, TAN = Anxiety towards Teacher, TBEN = Benefit from Teacher, TCON = Confidence in Teacher, TENJ = Enjoyment from the Teacher

The results in Figure 3 showed that teacher classroom management competencies have a positive influence ($\beta = 0.44$) on students' attitudes towards the teacher. It can also be seen that teacher-classroom management practices are accountable for 19.7% of the variations in students' attitudes towards the teacher.

Research Hypothesis 2

H₀₂: There is no statistically significant influence of teacher classroom management competencies on students' attitudes towards the subject.

This objective sought to find out whether or not there is a statistically significant influence of teacher-classroom management competencies (Instructional Management, Behavioural Management, and Students Engagement Management) on students' attitudes towards the subject. Thus, the multiple linear regression model (ANOVA) was espoused to determine the influence of teacher classroom management competencies (Instructional Management, Behavioural Management, and Students Engagement Management) on students' attitudes towards teachers. The results are presented in Tables 10, 11, and 12.

From Table 10, the results are used to determine whether or not the model for measuring the influence of the teacher classroom management competencies (Instructional Management, Behavioural Management, and Students' Engagement Management) on students' attitudes towards the subject is fit for the study. The model is said to be fit for the sample if the p-value of the F-statistic is less than or equal to the significance value of 0.05. Similarly, the model is considered unfit for the study if the p-value of the F-statistic is greater than the significance level of 0.05.

Thus, from Table 10, The F-statistic ($F = 0.989$, $df = 3$, $p < 0.05$) leads to the conclusion that the study's linear regression model is adequate for explaining the impact of teacher classroom management competencies (Instructional Management, Behavioural Management, and Students' Engagement Management) on students' attitude towards the subject.

Table 10: ANOVA test for Attitude of Students towards the Subject

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76.818	3	25.606	.989	.039 ^b
	Residual	5073.002	196	25.883		
	Total	5149.820	199			

Source: Fieldwork, 2022

a. Dependent Variable: Attitude of Students Towards the Subject

b. Predictors: (Constant), SEM, IM, BM

Again, the difference in the influence of independent variables (Instructional Management, Behavioural Management, and Students' Engagement Management) on the dependent variable (attitude of students toward the subject) is defined by the coefficient of determination, also known as the proportion of all independent variables' effects on the dependent variable. As a result, Table 11 displays the coefficient of determination.

Table 11: Model Summary for Attitude of Students towards the Subject

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.122 ^a	.758	.0896	5.08750

Source: Fieldwork, 2022

a. Predictors: (Constant), SEM, IM, BM

From Table 11, the R-square value of 0.758 means that teacher classroom management competencies (Instructional Management, Behavioural Management, and Students Engagement Management) account for 75.8% of the variance in students' attitude towards the subject, whereas the remaining 24.2% is explained by variables not included in this study.

Furthermore, to determine whether or not teacher classroom management competencies (Instructional Management, Behavioural Management, and Students Engagement Management) influence students' attitudes towards the subject, the researcher employed the linear regression model. The results are shown in Table 12.

Table 12: Coefficients^a for Attitude towards the Subject

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.815	3.494		9.392	.000
	IM	.034	.104	.025	.324	.746
	BM	.165	.110	.115	1.494	.137
	SEM	-.074	.092	-.061	-.809	.420

Source: Fieldwork, 2022

Dependent Variable: Attitude of Students Towards the Subject

From Table 12, teacher classroom management competencies are proxied by Instructional Management, Behavioural management, and student engagement management. The results revealed that both instructional management ($\beta = 0.034$, $p > 0.05$) and behavioural management ($\beta = 0.165$, $p > 0.05$) have an insignificantly positive influence on students' attitudes towards the subject. However, students' engagement management ($\beta = -0.074$,

$p > 0.05$) has an insignificantly negative influence on students' attitudes towards the subject. Hence, the resulting regression equation is given as:

$$Attitude_{subject} = 32.815 + 0.034IM + 0.165BM - 0.074SEM \dots \dots \text{Eqn (3)}$$

Finally, the Structural Equation Modelling (SEM) was used to determine the combined effects of teachers' classroom management practices (instructional management, behavioural management, and student engagement management practices) on students' attitudes towards the subject. The results from the SEM analysis are shown in Figure 4.

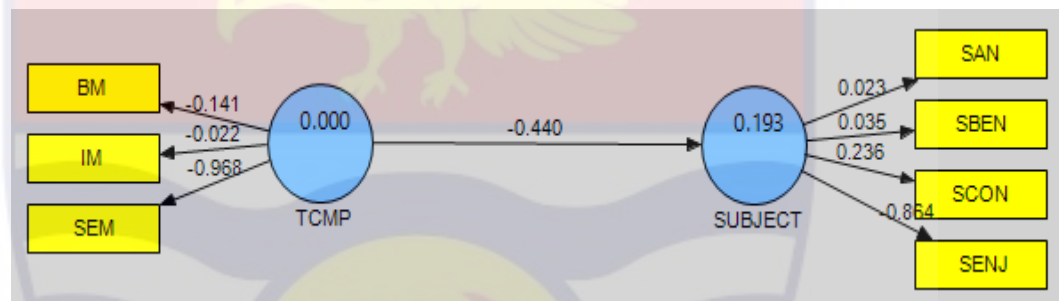


Figure 3: Attitude of Students towards the Subject

Note: TCMP = Teacher Classroom Management Competencies, SUBJECT = Students' Attitude towards the Subject, SAN = Anxiety towards Subject, SBEN = Benefit from Subject, SCON = Confidence in Subject, SENJ = Enjoyment from the Subject.

The results in Figure 4 showed that teacher classroom management competencies have a negative influence ($\beta = -0.44$) on students' attitudes towards the subject. It can also be seen that teacher classroom management practices are accountable for 19.3% of the variations in students' attitudes towards the subject.

Research Hypothesis 3

H₀₃: there is no statistically significant difference in classroom management levels between male and female teachers.

The one-way between-groups multi-variate analysis of variance (MANOVA) was used to respond to this research objective and to establish whether or not “there is a statistically significant difference in the classroom management competencies of male and female teachers. Instructional Management Practices, Behavioural Management Practices, and Students' Engagement Management Practices were employed as dependent variables”. The gender of the professors was the independent variable. Tables 13 and 14 show the outcomes.

Table 13: MANOVA Descriptive Results of Teachers' Gender and Classroom Management Competencies

Variables	Sex of teacher	Mean	Std. Deviation	N
IM	Male	35.02	2.467	92
	Female	35.76	4.585	108
BM	Male	16.27	3.204	92
	Female	17.20	3.801	108
SEM	Male	17.04	3.393	92
	Female	17.87	4.705	108

Source: Fieldwork (2022)

Results from Table 13 show that the descriptive statistics of male teachers is (M = 35.02, SD = 2.47) and that of females is (M = 35.76, SD = 4.59). It can also be seen from the table that the descriptive statistics of male teachers on their behavioural management practices is (M = 16.27, SD = 3.20) and that of females is (M = 17.20, SD = 3.80). Additionally, the table revealed that the descriptive statistics of male teachers on their student engagement management practices is (M = 17.04, SD = 3.39) whereas that of females is (M = 17.87, SD = 4.71).

Table 14: Multivariate Test Results of Teachers' Sex and Instructional Management Practices

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Sex of teacher	.977	1.565 ^a	3.000	196.000	.199	.023

a = exact statistic

No significant violations were detected during the initial assessment testing for normality, linearity, univariate and multivariate outliers, homogeneity of variance-covariance matrices, and multicollinearity. Table 14 shows that there was no statistically significant difference in classroom management methods between male and female teachers ($F(3, 196) = 1.57, p = 0.199$; Wilks' Lambda = 0.98; partial eta squared = .023).

Research Hypothesis 4

H₀₄: there is no statistically significance difference between male and female students' attitudes towards the teacher

This research objective sought to determine the significance difference between male and female students' attitudes towards the teacher. To do this, the independent sample t-test was used. The results of this analysis are presented in Table 15.

Table 15: T-test statistics of Students' Gender and Students' Attitudes towards the Teacher

	N	Mean	Sd.	t	df	Sig. (2-tailed)
Male	116	33.14	5.73	-0.32	198	0.75
Female	84	33.39	5.37			

Source: Fieldwork (2022)

Using Leven’s test for equality of variation, the data revealed the equality of variances test was assumed ($p > .05$) therefore the assumption of homogeneity of variances has been met. As indicated in Table 15, an independent-sample t-test was conducted to compare the attitude of male and female students towards the teacher. The results of the difference in the attitudes of male and female students towards the teacher showed that there was no significant difference in scores for male students ($M = 33.14$, $SD = 5.73$) and female students ($M = 33.39$, $SD = 5.37$; $t(200) = -0.32$, $p = 0.75$, two-tailed). Since the p-value (Sig. 2-tailed) is greater than 0.05 significant level, I fail to reject the null hypothesis (H_0). It is therefore concluded that there is no statistically significant difference between male and female students in their attitude towards the teacher.

Research Hypothesis 5

H₀₅: there is no statistically significance difference between male and female students’ attitudes towards the subject

The purpose of this study was to see if there was a significant difference in male and female students' attitudes toward the subject. The independent sample t-test was used to accomplish this. The results of this analysis are presented in Table 16.

Table 16: T-test statistics of Students’ Gender and Students’ Attitudes towards the Subject

	N	Mean	Sd.	t	Df	Sig. (2-tailed)
Male	116	35.03	54.69	-1.46	198	0.15
Female	84	36.08	5.56			

Source: Fieldwork (2022)

Using Leven's test for equality of variation, the data revealed the equality of variances test was assumed ($p > .05$) therefore the assumption of homogeneity of variances has been met. As indicated in Table 16, an independent-sample t-test was conducted to compare the attitude of male and female students towards the subject. The results of the difference in the attitudes of male and female students towards the subject showed that there was no significant difference in scores for male students ($M = 35.03$, $SD = 4.69$) and female students ($M = 36.08$, $SD = 5.56$; $t(200) = -1.46$, $p = 0.15$, two-tailed). I, therefore, fail to reject the null hypothesis (H_0) since the p-value (Sig. 2-tailed) is greater than 0.05 significant level. It is therefore concluded that there is no statistically significant difference between male and female students in their attitude towards the subject.

Discussion of Results

This study sought to assess teachers' classroom management competencies and how they influence students' attitudes towards the teacher and the subject in Senior High Schools.

The results from the study on the influence of teacher classroom management competence on students' attitudes towards the teacher revealed that teachers' instructional management and behavioural management have positive influences on students' attitudes towards the teacher. The way and manner in which teachers deliver the business management concepts to students affect students' attitudes towards the teacher in a way that the better students feel that their teachers make them understand the concepts, the better attitudes they exhibit towards the teachers. Thus, when teachers teach better and make it easier for students to understand what is being taught, students

tend to develop positive feelings towards the teachers. This can be seen in our classrooms where students seem to like some teachers more than others. These results are consistent with those of Nwankwo et al. (2019), who found that teachers in public secondary schools flog students more frequently than their colleagues in private secondary schools when they misbehave in the classroom.

Also, teachers' management of students' behaviour in the classrooms tends to affect students. Students who felt that teachers correct and prevent them from doing bad things in the classroom feel good and associate themselves better with the teachers whereas students, who when corrected feel offended tend to develop hate towards the teachers. Therefore, how a teacher responds to a student's behaviour and how that response affects the learner are crucial factors. This finding is consistent with research by Nwankwo et al. (2019), who discovered that teachers in private secondary schools employ positive reinforcement more frequently than those in public schools to inspire their students to learn.

Furthermore, the results suggest that student engagement management has a negative impact on the attitude of students towards the teacher. Engaging students in classroom activities is a good way to involve the students in the teaching and learning process. This also tends to make them understand the concepts being taught. Since, the results revealed that students' engagement management competencies have a negative influence on students' attitudes towards the teacher, students who feel that they are not being engaged by the teachers tend to love the teachers in the sense that the teachers are not worrying them. This is explainable from experiences when students feel that

they are being worried and disturbed by teachers who engage them to answer questions in class. These students tend to develop hate for their teachers whereas those students who the teachers do not call upon from time to time to answer questions in class tend to develop love for the teachers since they (students) are not worried to study every day to respond to questions posed by the teachers. This study contradicts the findings of Eisenman et al. (2015) and Marshall (2016), who asserted that there is less of a chance for distraction and off-task or distracting behaviour when students are actively engaged in a learning activity. In general, a student feels much more at ease in a teacher's class that they have a close relationship with, values them as individuals, and treats them with respect than in a teacher's class who doesn't show any interest in them.

Concerning how teachers' classroom management competencies influence students' attitudes towards learning business management, the results show that teachers' instructional and behavioural management practices in business management classrooms positively influence students' attitudes towards the subject. In this case, teachers' delivery of the concepts and how they make it understandable to students makes students have interest in the subject and hence make more time to study. Moreover, when teachers do not handle the subject well and students find it difficult to understand the concepts, they tend to hate the subject and go with the popular saying that the subject is difficult. This then translates to them having negative attitudes towards the subject and this contributes to their failure in the subject. This is because the interest is low and they do not spend time studying business management. Also, when teachers do not correct behaviour in the classroom

during lesson delivery, the hate students develop for the teachers is translated to the subject. This is because, when students perceive teachers who try to manage their behaviours as wicked, they do not show any interest in learning the subject hence it affects their performance in business management. These findings are not in line with the findings by Taiwo et al. (2021) who found that factors of classroom management have a significant joint influence on the attitude of students towards learning.

Furthermore, the engagement of students during business management classes shows that when students feel that they are being engaged more in classroom activities, they tend to state that the subject is more demanding hence they end up not showing up for business management lessons however when teachers just appear as lecturers and read the notes to them to copy notes, students find this rather exciting and develops more interest in the subject since they do not feel that a lot is being demanded from them. Also, the nature of the business management subject makes students read a lot to be conversant with the concepts and those students who find this disturbing tend to develop negative attitudes towards the subject. The results of this study are in opposition to the results reported by Mitchell et al. (2017), which indicated a positive correlation between teacher competence and students' interest, as well as a favourable correlation between self-efficacy and student accomplishment.

The results also indicate that there is no significant statistical difference in the classroom management tactics employed by male and female teachers. These findings suggest that when instructing students in business management principles, teachers of both genders employ identical

instructional management techniques. This is likely to make students have the same attitudes towards the teachers since none of the teachers appears to be delivering the business management concepts in a different way from the other teachers. According to this study, there are no significant differences between male and female teachers' scores on the instruction management subscale, contrary to the findings of a study by Graham (2020).

Again, male and female teachers use the same behavioural management techniques to correct behaviour in the classrooms when students seem to exhibit behaviours that do not conform to the required behaviours expected from the teachers. This could be that, since there is a ban on the use of canes in the classrooms, all teachers resort to meting same punishment to students by asking students to stand at the back of the class for some minutes, asking students to leave the class, among others. All these ways of correcting behaviour are carried out in the same vein by both male and female teachers. Also, Gage et al. (2018) found that, when it came to instructional management and student management, women were much less interventionist than men, which is contrary to the findings of this study. This is possible because, at the time when teachers used canes to correct deviant students, students see male teachers as being more disciplined than female students thus they tend to have negative attitudes towards male teachers.

Once more, this study revealed that both male and female teachers employed identical behavioural management strategies. Once more, the findings assert that both male and female teachers employed identical tactics to include pupils in academic tasks within the company management classrooms. The findings of this study align with those of Adeyemo (2012),

who found that instructors' perceptions of effective classroom management do not exhibit considerable variation.

Concerning the influence of students' attitudes towards the teacher, it was seen that there is no statistical difference between male and female students' attitudes towards the teacher. This is likely because, teachers' delivery of instruction, their management of students' behaviour and their engagement techniques are reported to be the same for all students. Hence, it becomes difficult for either male or female students to have different attitudes towards business management teachers. This is because teachers have a large influence on students' learning as well as learning-related factors such as interest, motivation, and attitude (Zakaria & Syamaun, 2017). To assist students in learning information, abilities, and attitudes and to permanently adopt these new behaviours, teachers utilize rewards and reinforcements through all stages of the learning process. Moreover, these rewards are given the same to male and female students without any bias. This caused students to not have different attitudes towards the teachers as reported in this study. This study found that female students and male students show the same attitudes towards their teachers. They use the students' names when speaking to them, show interest in their issues, and let the students know they are all unique people. These educators can win over their students' trust. Students are therefore more likely to enjoy their classes and teachers. Hence, the sex of students plays no role in determining how students perceive their teachers.

Moreover, the findings indicated that there is no statistically significant disparity in the opinions of male and female students towards the subject of Business Management. As it was purported that female students develop an

interest in reading subjects and for that matter business management is more of a reading subject, this study found that this is not different from male students as well. Thus, the same attitudes exhibited by male and female students towards business management could be positive and/or negative and either positive or negative, it is the same for both sexes.

Chapter Summary

The study aimed to assess teachers' classroom management competencies and how they influence students' attitudes towards the teacher and the subject in Senior High Schools. The results showed teachers' classroom management competencies influence students' attitudes towards the teacher but showed a negative influence on students' attitudes towards the subject. There is no significant difference between male and female teachers' instructional management practices, and there is no statistical difference between male and female students' attitudes towards the teacher as well as the subject.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter presents a concise overview of the study's findings, conclusions, and suggestions. The summary provides a concise overview of the study's purpose, research objectives, adopted research methodologies, and conclusions derived from the data analysis section.

Summary

The study sought to assess teachers' classroom management competencies and how they influence students' attitudes towards the teacher and the subject in Senior High Schools in the Cape Coast Metropolis. Five research objectives developed into hypotheses guided the study. The particular goals were evaluating the impact of classroom management skills on students' attitudes toward the instructor and the subject, examining the variations in classroom management techniques between male and female teachers, and examining the perspectives of male and female students. The population for the study was all business students in senior high schools in the metropolis. A pilot test was conducted with 50 students who shared the same features as the study sample. The reliability analysis shows that the Cronbach's alpha for the study instrument was 0.989 hence the instrument was deemed reliable for the data collection. Data were collected across ten (10) schools for the study. Descriptive statistics (mean and standard deviations) and inferential statistics (independent sample t-test, multiple linear regression, and MANOVA) were employed to analyse the research hypotheses.

Key Findings

The key findings of the study are :

1. Teacher classroom management competencies, in general, have positive influences ($\beta = 0.443$) on students' attitudes towards the teacher. Specifically, behavioural management ($\beta = 0.260, p < 0.05$) has a significantly positive impact on students' attitudes towards the teacher. Instructional management ($\beta = 0.012, p > 0.05$) has an insignificantly positive influence on students' attitudes towards the teacher. However, students' engagement management ($\beta = -0.060, p > 0.05$) has an insignificantly negative influence on students' attitudes towards the teacher.
2. In general, teacher classroom management competencies have negative influences ($\beta = -0.440$) on students' attitudes towards the subject. Specifically, instructional management ($\beta = 0.034, p > 0.05$) and behavioural management ($\beta = 0.165, p > 0.05$) have an insignificantly positive influence on students' attitudes towards the subject. However, Students' engagement management ($\beta = -0.074, p > 0.05$) has an insignificantly negative influence on students' attitudes towards the subject.
3. There was no statistically significant $F(3, 196) = 1.57, p = 0.199$; Wilks' Lambda = 0.98; partial eta squared = .023) difference between male and female teachers' classroom management competencies.
4. There was no statistically significant difference ($t(200) = -0.32, p = 0.75$, two-tailed) between male and female students' attitudes towards the teacher.

5. There was no statistically significant difference ($t(200) = -1.46, p = 0.15$, two-tailed) between male and female students' attitudes towards the Business Management subject.

Conclusions

These inferences have been drawn from the study's findings:

The classroom management practices adopted by teachers influence how students react towards the teachers and this explains their attitudes to the teacher. The results of this study provide evidence that teachers' behavioural management competencies have a significantly positive impact on students' attitudes towards the teacher. Students' attitudes towards the teacher are influenced by the teacher's ability to establish clear expectations, manage student behaviour effectively, and create a positive and supportive classroom climate. This suggests that teachers who effectively implement strategies to manage student behaviour and maintain an organised classroom environment are more likely to be perceived positively by their students.

Also, students generally exhibit negative attitudes towards business management as a result of the classroom management competencies of teachers. Even though the specific classroom management competencies have different levels of influence on students, it can be concluded that the adoption and practice of various classroom management competencies by teachers can affect their attitudes towards business likely to affect their performance. Specifically, the results of this study indicated that students' engagement management has a negative influence on students' attitudes towards the subject. This suggests that when teachers primarily focus on managing student

engagement in the classroom, it may adversely affect students' attitudes towards the subject being taught.

Furthermore, business management teachers irrespective of their gender employ similar classroom management practices. Therefore, gender does not have any influence on the type of classroom management skills that should be employed by Business Management instructors. This indicates that both male and female teachers exhibit similar degrees of proficiency in properly managing their classrooms.

Moreover, the sex of students cannot be used to explain their attitudes towards the teachers of business management since the sex of students plays no role in determining their attitudes towards the teachers. This suggests that both male and female students have similar perceptions and evaluations of their teachers, irrespective of their sex.

Lastly, students' attitudes towards business management in the schools do not vary based on the sex of the student. Hence, both male and female students exhibit similar attitudes towards learning business management. This suggests that both male and female students have similar levels of liking, interest, and motivation towards Business Management.

Recommendations

The study's results and conclusions led to the formulation of the following recommendations:

1. Business Management teachers should focus on enhancing their behavioural management competencies to foster positive attitudes among their students. To achieve this, professional development programs and workshops can be designed and implemented to provide

teachers with training and support in effective classroom management strategies. These programs can offer guidance on establishing clear and consistent rules, implementing proactive behaviour management techniques, and fostering positive relationships with students. Additionally, mentoring programs or peer observation and feedback systems can be implemented to provide teachers with ongoing support and opportunities for reflection and improvement. By investing in the development of teachers' behavioural management competencies, schools and educational institutions can contribute to creating a conducive learning environment that promotes positive student-teacher relationships and enhances students' attitudes towards both teachers.

2. Business Management teachers should adopt a multifaceted approach that goes beyond mere student engagement management to enhance students' attitudes towards the subject. Teachers should strive to create a supportive and inclusive classroom environment that fosters a sense of curiosity, relevance, and connection to the subject matter. This can be achieved by incorporating diverse teaching strategies, such as project-based learning, interactive discussions, real-world applications, and hands-on activities, to make the subject more engaging and meaningful for students. Encouraging student autonomy and providing opportunities for self-expression and creativity can also contribute to a positive attitude towards the subject. By adopting these approaches, teachers can create a positive learning experience that enhances students' attitudes towards the subject and promotes a deeper understanding and appreciation of the content.

3. Educational institutions and policymakers should recognise and promote gender equality in the field of teaching. It is essential to foster an inclusive and supportive environment that values and acknowledges the expertise and contributions of teachers regardless of their gender. By promoting gender equality and providing support for all teachers, educational institutions can strive to create a balanced and diverse teaching workforce that benefits both teachers and students.
4. Educators and schools should continue to foster an inclusive and equitable learning environment where students' attitudes towards the teacher are not influenced by gender biases. It is important to provide equal opportunities for both male and female students to engage with their teachers, participate in class activities, and receive support and guidance. Teachers should be encouraged to implement inclusive teaching practices that cater to the diverse needs and preferences of all students, regardless of their gender. It is crucial to continue educating students about gender equality and challenging stereotypes to foster a more inclusive and respectful school environment.
5. Educators should continue to foster an inclusive and supportive learning environment that promotes equal opportunities for all students to engage with and excel in Business Management. Teachers should strive to make the subject accessible, relevant, and engaging to students of all genders. One can accomplish this by integrating tangible illustrations, in-depth analyses of specific instances, and engaging exercises that accommodate a wide range of learning preferences and passions. Establishing a classroom environment that esteems and

promotes the input of every student, regardless of their gender, is crucial.

Suggestions for Further Research

1. This research should be replicated in other parts of the country to have a holistic view of the impact of teachers' classroom management competencies. This would help curriculum planners develop appropriate means to train business management teachers to meet the educational objectives of the business management subject.
2. Additionally, further research can be conducted to explore other factors that may influence classroom management competencies, such as teaching experience, educational background, and pedagogical approaches.
3. Furthermore, future research and evaluation can be conducted to explore other factors that may influence students' attitudes towards Business Management, such as teaching methodologies, curriculum design, and student support mechanisms.

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	classroom						
11	Teacher makes his/ her expectations clear about students' behaviour						
12	Teacher always ensures students follow class rules and routines						
13	Teacher punishes students for negative attitudes.						
14	Teacher always praise students for positive attitudes						
15	Teacher addresses bad behaviour quickly.						
	Student Engagement Management						
17	Teacher has a good relationship with students						
18	Lessons are challenging and interesting						
19	Teacher always fosters creativity in students						
20	Teacher encourages participation and cooperation						
21	Teacher allows students to choose how they learn.						
22	Teacher values student opinions.						



SECTION C: ATTITUDES OF STUDENTS TOWARDS TEACHER

Please indicate by ticking (√) the appropriate response on the scale where SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree and SA = Strongly Agree

No.	Attitudes toward teacher	SD	D	U	A	SA
	Anxiety					
1	Teacher makes me nervous/Teacher does not make me nervous					
2	Teacher is unapproachable/ Teacher is approachable					
3	I am scared of my teacher/ I am not scared of my teacher					
	Confidence					
4	I have confidence in my teacher					
5	My teacher cares about me					
6	The presence of my teacher does not scare me at all.					
	Enjoyment					
7	Teacher encourages participation and cooperation in class					
8	Teacher is humorous and lively in class					
9	Teacher uses practical examples in class.					
	Benefit/Value					
10	Teacher inspires me to learn.					
11	Teacher helps me make good decisions.					
12	Teacher motivates me when I show low interest in class					

SECTION D: ATTITUDES OF STUDENTS TOWARDS THE SUBJECT

Please indicate by ticking (√) the appropriate response on the scale, where SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree and SA = Strongly Agree

No.	Attitude towards subject	SD	D	U	A	SA
	Anxiety					
1	Business management lessons make me nervous					
2	Learning business management is very frustrating					
3	I feel insecure about asking questions in business management class					
	Confidence					
4	I have confidence in taking business management tests.					
5	I am able to answer business management questions in class					
6	Business management does not scare me at all					
	Enjoyment					
7	I look forward to a business management class					
8	Business management is very interesting to me					
9	I feel comfortable solving business management problems					
	Benefit/Value					
10	Business management is important in everyday life					
11	I will need business management for my future work					
12	The business management subject helps me make good decisions					

B: ETHICAL CLEARANCE

TEL: 0558093143/ 0508878309
E-MAIL: irb@ucc.edu.gh
OUR REF: UCC/IRB/A/2016/1356
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096



12TH MAY, 2022

Ms. Afia Serwaa Opong
Department of Business and Social Sciences Education
University of Cape Coast

Dear Ms. Opong,

ETHICAL CLEARANCE - ID (UCCIRB/CES/2022/01)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional

Approval for the implementation of your research Assessing the Teacher Classroom

Management Competencies and how it Influences Student Attitude towards the Teacher and the Student. This approval is valid from 12th May, 2022 to 11th May, 2023. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'S. Owusu'.

Samuel Asiedu Owusu, PhD

UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST