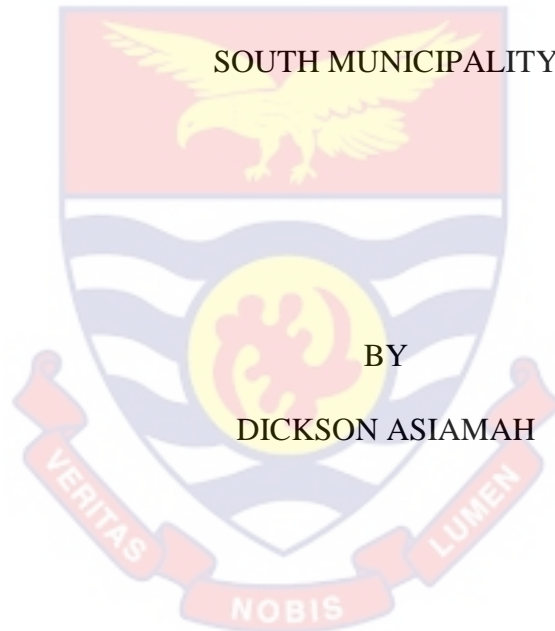UNIVERSITY OF CAPE COAST

CLASSROOM MANAGEMENT PRACTICES ON ACADEMIC

PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS IN KWAHU

SOUTH MUNICIPALITY

BY

DICKSON ASIAMAH

2023

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DICKSON ASIAMAH

Thesis submitted to the Department of Educational Programmes, College of

Distance Education, University of Cape Coast, in partial fulfillment of the

requirements for the award of Master of Philosophy degree in Administration in

Higher Education

SEPTEMBER 2023

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that

no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature…………………………   Date:…………………………

Name: ………………………………………………………………………

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised

in accordance with the guidelines on supervision of thesis laid down by the

University of Cape Coast.

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

Name: ………………………………………………………………………

ABSTRACT

The aim of the study was to ascertain the effects of the classroom management techniques employed by teachers at Public Senior High Schools (SHS) on the academic performance of students in the Kwahu South Municipality of the Eastern Region of Ghana. The use of a descriptive survey method allowed for the acquisition of quantitative data. The targeted population of the Public SHS students was 4,102 with a sample size of 364. The simple random sampling method was used. A questionnaire and a performance assessment test were used. The following metrics were used: frequencies, percentages, means, and standard deviations, as well as correlation analysis. According to the findings of the study, the most important classroom management strategies of teachers were verbal instructional management, instructional supervision, behavior and instructional management, delegation of authority, and the use of corporal punishment. Additionally, the performance of students in Public SHS was not influenced by the classroom management practices adopted by the teachers. In consequence, there are other factors that induce students to study, and not how their teachers manage classrooms. The positive link identified also suggests that more effective classroom management techniques would boost students' academic performance. Based on the findings, it was recommended that teachers should set classroom rules and regulations against disruptive behaviour to improve students' academic achievement. Also, to have a favourable impact on students' academic progress, teachers should constantly work on improving their classroom management techniques.

KEY WORDS

Academic Performance

Classroom

Classroom Management

Management

Performance Assessment Test (PAT)

Senior High School (SHS)

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DEDICATION

To my late mother, Madam Afua Nkansah Manu (a.k.a. Nakuma)

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LIST OF ACRONYMS

ABCC   Attitudes and Beliefs on Classroom Control

BECE   Basic Education Certificate Examination

BIMS   Behavior and Instructional Management Scale.

COVID-19   Coronal Virus Disease-2019

CST   California Standards Test

DB   Disruptive Behavior

FCUBE   Free Compulsory Universal Basic Education

GES   Ghana Education Service

GST   General Systems Theory

IDEA   Individuals with Disabilities Education Act

JHS   Junior High School

MANOVA   Multivariate Analysis of Variance

PAT   Performance Assessment Test

PSMQ   Problems of School Management Questionnaire

SHS   Senior High Schools

SPSS   Statistical Package for Social Sciences

SSMAT   Senior Secondary Mathematics Achievement Test

WASSCE   West African Senior School Certificate Examination

CHAPTER ONE

INTRODUCTION

Concerns about students' academic performance at Senior High Schools (SHS) have been highlighted by practitioners, educational researchers, parents, and other stakeholders all around the world. Teachers have a significant impact on learners' academic success. Teachers continue to face the realities of classroom management issues, notwithstanding recent improvements in College of Education programmes formerly called Teacher Training College to extend classroom management curriculum and shortfalls in classroom management abilities. More encouragingly, both new and experienced teachers could overcome classroom challenges and improve students' academic performance in Public SHS. Most developing countries, including Ghana, have prioritized educational performance research in recent decades (Nzoka & Orodho, 2014; Ngando, 2011; Kimeu, 2010).

In some areas of Ghana, the quality of education in Public Secondary Schools remains a major concern. The public is concerned about students' poor performance, particularly in rural and neglected communities. Students' low performance is a strong indication that there are problems in classroom management procedures in Ghana's Public SHS. "However, there are few studies addressing the issue of student performance in Public SHS in the Kwahu South Municipality". By examining the impact of classroom management techniques on students' academic development at SHS in Kwahu South Municipality of the Eastern Region of Ghana, this research aimed to provide a solution.

Background to the Study

Everyone agrees that formal education is essential for the development of the person and society. It is seen as an investment that provides both private and societal advantages and hence serves as a tool for improving both individuals and society, regardless of the extent to which it is made available (Asafo-Adjaye, 2012). For formal education to be successful, key factors such as administrators, instructors, and students must accept their roles and responsibilities wholeheartedly. The best people to make decisions that directly affect students' achievement and welfare are teachers (Stark, McGhee, & Jimerson, 2017). To improve students' learning, classroom management systems must be used, which entails planning and implementing lessons to achieve predetermined objectives (Ahmad, Hussain, Ayub, Zaheer & Batool, 2017).

Teachers must employ strategies that foster a pleasant learning environment to accomplish these goals. Effective teaching and learning for performance, according to Jones and Jones (2012) as well as Van de Grift, Van der Wal, and Torenbeek (2011), can only take place in a calm and well-organized classroom environment. Several studies have recognized effective classroom management as a crucial component of students' academic development (e.g, Kontor, 2019; Hakizimana, 2016; Opoku-Agyemang, 2015; Marzona, 2008). This is obvious since a disorganised and chaotic classroom is unlikely to encourage extended learning and may impede performance (Idopise, 2014). Classroom management includes paying close attention to the students, setting up the learning materials in the space, and reacting to those who display, among other characteristics that have

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a negative impact on performance, poor sight, poor hearing, poor reading, poor writing, poor spelling, or embarrassment (Morse, 2012). When considered widely and holistically, it becomes crucial to consider every aspect of the classroom, from lesson delivery to the classroom atmosphere (Earl, 2012).

Disruptive behaviours that occur in poorly managed classrooms include sleeping in class, arriving late, making noise, miscopying notes, eating in class, shouting out nicknames, and threatening other students or instructors with physical damage (Ekere, 2016). Ekere (2016) claims that these actions hurt students' performance and obstruct the learning process. According to Effiong (2007), instructors can deal with these disruptive behaviours and keep them to a minimum through efficient classroom management for appropriate learning to take place. Once instructors can lessen disruptive behavior in the classroom, there will be more academic concentration and involvement, paving the way for children to do better academically.

Opoku-Agyemang (2015) asserts that to control modern classrooms, teachers must deal with issues like large class sizes, crowded classrooms, frequent noncompliance, verbal abuse and students using profanity and obscenities, problems with students at home, and using violence to make a point or settle a dispute, among others. Many of these concerns have the potential to negatively affect classroom conduct and academic performance, necessitating the adoption of management methods by SHS teachers. For instance, one study discovered a statistically significant inverse association between student academic performance

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and class size (Barber & Mona, 2007). Others have reported a beneficial association (Kontor, 2019; Hakizimana, 2016).

Students in schools are expected to satisfy national standards in addition to completing mandated standardized examinations like the Basic Education Certificate Examination (BECE) and West African Secondary Schools Certificate Examination [WASSCE] (WAEC, 2010). However, schools have more behaviour problems that have impact on how a teacher manages the classroom (Etheridge, 2010). Many students are concerned about recent occurrences in Secondary Schools and other levels of education, and the Kwahu South Municipality is no exception. The teacher finds himself in a class full of children who are prone to violence, not just against their classmates but also against the teacher. Careful classroom management is consequently essential to limit this predisposition toward aggression, indiscipline, and noise making.

However, not much has been done in that regard in the Ghanaian setting. Academic achievement of students is influenced by the calibre and volume of both internal and external discoveries (Fadipe, 2000). It argues that what counts is not how many people graduate from the system but rather how relevant and capable the graduates are of achieving the goals and expectations of society (Hanushek, 2016; Schwab, 2016). The researcher carried out the research to assess the effect of classroom management on students' academic performance at Public SHS in the Kwahu South Municipality of the Eastern Region of Ghana based on the aforementioned.

Statement of the Problem

The 1992 constitution of the Republic of Ghana under Article 38 makes it mandatory for the Government to provide Free, Compulsory, Universal Basic Education (FCUBE) for all children of school going age. This policy has contributed significantly towards an increase in enrolment rates in Ghanaian public schools (Opoku-Agyemang 2015). However, the implementation of the Free SHS policy was fraught with difficulties. One of these issues is the strain of supervising big groups of students in classes. Several individuals believe that this issue has the potential to damage teaching and learning quality, and hence student performance (Barber & Mona, 2007). Proper classroom management is critical to effective and efficient teaching and learning (Jones & Jones, 2012). Teachers encounter several different obstacles and challenges in this circumstance. In most schools, especially those in low-income areas, teachers who supervise classrooms in Ghana are not adequately equipped with the necessary tools and practical strategies to carry out their responsibilities (Norviewu-Mortty, 2012). Due to inadequate management, it is hard to teach and learn effectively in most classrooms.

Classroom management was no longer seen as a crucial component of the educational system in most institutions, according to Henaku and Pobbi (2017). "Many stakeholders in the school system exhibited little or no interest in delivering acceptable and effective classroom management," they discovered. This has the power to change learner behaviour, which in turn affects performance. According to the study, the teacher's capacity to manage the classroom and plan lessons is one of the keys to success in the classroom (Cakmak, 2008; Emmer, Evertson, &

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Worsham, 2000). A meta-analysis of classroom research conducted over the past 50 years revealed that classroom management was the most important factor impacting student learning (Wang, Haertel & Walberg, 1994). It is among the top three issues facing public schools (Bushaw & Gallup, 2008). After finances, that is the issue that schools need to address most (Bushaw & Gallup, 2008; Rose & Gallup, 2005).

Over the past three decades, government have endeavoured to provide Ghanaians with free and accessible education through several educational initiatives, including Free SHS and Free Compulsory Universal Basic Education (FCUBE), school meals, and free uniform and footwear programmes. These measures have led to rising enrolment rates in Ghana, particularly at the primary and secondary levels (Braimoh, 2010). They have also brought with them the responsibility of dealing with enormous class sizes. According to Adadzi (2006), managing big class numbers reduces overall educational achievement, particularly academic performance of students. Excellent and successful teaching requires effective classroom management. Effective classroom management, which involves well-organized and fruitful lesson planning, benefits both the teacher and the students (Kamal, 2009). Students do well in an environment that makes them feel welcome, protected, cared for, and participating. For instance, the breakdown of the performance of students in the four Core subjects was presented in Table 1.

Table 1: Performance of Students in Core Subjects (2018 to 2022)

Core Subjects	Years	Average Number Registered	Average Number who Failed	% of Failure (Municipal)	% of Failure (National)
English Language	2018	407	119	27.18%	61.67%
	2019	461	221	57.10%	34.69%
	2020	419	212	53.71%	34.29%
	2021	682	296	50.48%	46.89%
	2022	472	121	28.14%	38.69%
	Overall Average	*488*	*194*	*43.32%*	*43.25%*
Mathematics	2018	407	203	44.15%	53.21%
	2019	461	206	54.15%	51.04%
	2020	419	239	62.18%	42.66%
	2021	682	372	66.33%	45.92%
	2022	472	279	63.31%	39.61%
	Overall Average	*488*	*260*	*58.03%*	*46.49%*
Integrated Science	2018	407	210	46.35%	49.48%
	2019	461	214	53.07%	36.83%
	2020	419	277	71.55%	47.47%
	2021	682	192	35.05%	34.3%
	2022	472	288	63.74%	37.55%
	Overall Average	*488*	*236*	*53.95%*	*41.13%*
Social Studies	2018	407	194	44.93%	26.73%
	2019	461	112	28.88%	24.57%
	2020	419	155	40.64%	35.29%
	2021	682	219	37.96%	33.97%
	2022	472	128	29.49%	28.49%
	Overall Average	*488*	*162*	*36.38%*	*29.81%*

Source: School Administrations (2022, 2021, 2020, 2019, 2018); WAEC (2022, 2021, 2020, 2019, 2018)

From Table 1, we observed that over the recent past five years considered, the performance of the students in the Core Subjects over the years has been poor on a whole. The researcher believed that there could be a direct link between this situation and the performance of the students in SHS in the Kwahu South Municipality in general. This is because, the student is as good as the teacher teaching him/her. It is also observed that on a whole, average performance of the students on each of the four core subjects over the five year period at the municipal level has been poor, relative to the national level statistics on the same four core subjects over the same time period. There is therefore the need to investigate the effect teachers teaching practices might have on students' academic performance.

However, the researcher is only aware of a small number of studies that address the relationship between classroom management and students' academic success, particularly at the secondary school level. The few available studies on the phenomenon include (Kontor, 2019; Ampofo, Onyango and Ogola, 2019; Jones & Jones, 2012; Norviewu-Mortty, 2012; Sarfo, 2007; Adadzi, 2006). Jones and Jones (2012), for instance, investigated how good classroom management aided in good instruction and learning. Norviewu-Mortty (2012) investigated how to give teachers the resources they require to execute their duties effectively. Others thought about various aspects of managing the classroom (e.g., Sarfo, 2007; Adadzi, 2006).

In the Asante Akyem North District, Kontor (2020) evaluated the effects of JHS teachers' classroom management strategies on students' academic growth. The investigation used a descriptive survey methodology. Using a multi-stage sample

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method, the Behaviour and Instructional Management Scale was administered to 48 teachers and 297 students. Multiple regression, independent samples t-tests, percentages, frequencies, means, standard deviations, and Pearson's product moment correlation analysis were used to analyse the data.

Except from Kontor (2019), none of the studies above conclusively related student academic achievement to teacher classroom management. Aside from that, Kontor (2019) was geographically and educationally constrained. That is, he concentrated on the impact of Junior High School (JHS) teachers' classroom management strategies on students' academic achievement. Furthermore, Ampofo, Onyango, and Ogola (2019) carried out research on this subject at the secondary level of schooling. However, their research focused on the direct supervision of school heads and the performance of teachers at public secondary schools in Ghana.

It is true that students are at the receiving end of these classroom management techniques from and by their instructors, and they are in the greatest position to evaluate the success of these management practices being applied in the classrooms by their teachers. However, the studies on the issue of classroom management and performance (Ampofo, Onyango, & Ogola, 2019; Kontor, 2019; Jones & Jones, 2012; Sarfo, 2007; Adadzi, 2006) emphasized the significant role of classroom management practices, either of teachers on students' performance or of head teachers on performance. Teachers and principals in this research evaluated themselves based on their classroom evaluation techniques. The difficulty here is that no teacher or head teacher/headmaster will ever grade himself/herself poorly

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on the variables given to them regarding how successful their classroom management tactics are.

Furthermore, the research on the issue were constrained by the sample size, target demographic, study region, and educational levels. Against this background, this study addresses these gaps. That is, this study focused on classroom management and academic performance in SHS in the Kwahu South Municipality of the Eastern Region of Ghana as a study area from the perspective of students who benefit from their teachers' classroom management practices.

Purpose of the Study

The goal of the study was to determine how classroom management techniques used by teachers affected students' academic development in Public Senior High Schools (SHS).

Objectives of the Study

The study was led by the specific objectives listed below:

i.   examine the classroom management practices mostly used by Public SHS teachers in the Kwahu South Municipality.

ii.   assess the academic performance of Public SHS students in the Kwahu South Municipality.

iii.   establish the relationship between classroom management practices of Public SHS teachers and academic performance of students in the Kwahu South Municipality.

Research Questions

Specifically, the following research questions were formulated to guide the study:

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i.   what classroom management practices are mostly used by Public SHS teachers in the Kwahu South Municipality?

ii.   what is the academic performance of Public SHS students in the Kwahu South Municipality?

iii. what is the relationship between classroom management practices of Public SHS teachers and academic performance of students in the Kwahu South Municipality?

Research Hypotheses

The following research hypotheses specifically guided the study to help in examining the stated relationship.

H_0: There is no statistically significant relationship between the academic performance of students and the classroom management techniques used by Public SHS teachers in the Kwahu South Municipality.

Against

H_a: There is statistically significant relationship between the academic performance of students in the Kwahu South Municipality and the classroom management techniques used by Public SHS teachers.

Significance of the Study

The findings of the study would help instructors in the Kwahu South Municipality to manage classrooms more efficiently, improving learners' academic achievement. This is because teachers would be able to adopt and implement appropriate classroom management practices, making learning more advantageous to students. The outcome of the study would also provide information to aid the

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Ghana Education Service (GES) in implementing successful classroom management practices to renew instructors' experience through in-service training. Furthermore, the findings of the study are expected to be valuable for educational planners and policymakers in developing programmes that address effective management methods to be used in SHS classrooms to improve students' academic performance.

Finally, the results of the study would help researchers to determine the areas that need more research. Also, it would aid in the study of how classroom management techniques affect students' academic development. It would make a significant contribution to knowledge on the subject, since there has not been much study on this subject.

Delimitations

The study sought to determine how classroom management techniques used by instructors impacted students' academic performance. There are many Schools and many Districts or Municipalities in Ghana but Public Senior High Schools (SHS) in Kwahu South Municipality was selected for this study. This was because the researcher was familiar with the Municipality. As a result, the study was delimited to students at Public Senior High Schools (SHS) in the Kwahu South Municipality. Furthermore, the survey only included students from Public Senior High Schools (SHS) in the Kwahu South. Also, the study was restricted to teacher classroom management techniques that affect students' academic performance.

Additionally, the study was delimited to only five classroom management practices namely: verbal instruction, instructional supervision, behaviour and

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instructional management, delegation of authority and corporal punishment. The performance assessment test (PAT) questions were based on Social Studies as core subject. The Public SHS 2 and 3 students were involved in the study. The SHS 2 and 3 students were selected because they have enough contact hours in the school and can respond to the items on the research instruments with little or no guidance. As a result, the researcher examined how classroom management strategies used by instructors affected the entire process of student academic success.

Limitations

There are some challenges that the researcher encountered during the study. First of it was Mid-Term Break on the part of the Bepong SHS students. All the students took part in the exercise, but some were not present during the administration of the instruments (Questionnaire and Performance Assessment Test). This made the researcher visit Bepong SHS at different times to administer the instruments to such students which delayed the study a bit. Again, questionnaire was used for the study. Public SHS students were assessing their teachers' classroom management practices they mostly used, their responses to these items on the questionnaire may not be truthfully to portray their teachers' classroom management techniques. This will affect the result and validity of the study.

Secondly the simple random sampling method may lead to sampling bias as certain groups within the population may be overrepresented or underrepresented. The method can be time-consuming and costly, especially since the population size was large a bit and the method may result in a small sample size, limiting the generalizability of the findings to the larger SHS student

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population. Furthermore, the population of this study was limited to Public SHS students in the Kwahu South Municipality, therefore, the results of the study was not generalized directly to all Public SHS in Ghana. That is, as the study was conducted on students in Public SHS within the Kwahu South Municipality of the Eastern Region of Ghana, its findings cannot be generalized to reflect the views of all students in Ghana.

Definition of Terms

Academic Performance in schools refers to students' success in mastering a specific topic as demonstrated by ongoing evaluation and testing.

A classroom is a place bordered by a wall and a ceiling that contains students and is used by teachers to give instructions to those students.

Classroom Management refers to the effort of ensuring that classroom teachings continue to run smoothly.

Management refers to the act of creating and maintaining any system in which individuals work in groups to achieve predetermined goals.

Performance Assessment Test is an evaluation method that measures a student's ability to apply knowledge and skills in real-life situations and the test covers various subjects such as Math, Science, Social studies and English.

Senior High School refers to the final stage of secondary education that prepares students for tertiary education or the workforce.

Organization of the Study

Five chapters made up the study. Background, problem statement, goal, research questions, significance, delimitations, and limitations of the study were all

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stated in the first chapter. The second chapter examined relevant research on the topic. Reviews of theoretical, conceptual, and empirical literature were included. The third chapter included the following topics: study's philosophical position or paradigm, positivism paradigm, interpretivism paradigm, realism or pragmatism paradigm, research design, population, sample size, sampling procedures, data processing, and ethical concerns. The findings of the study and their interpretation were covered in the fourth chapter. The fifth chapter focused on the summary, conclusions, and suggestions as well as potential directions for further study.

CHAPTER TWO

LITERATURE REVIEW

Overview

The goal of the study was to look at the impact of instructor's classroom management techniques in Public Senior High Schools (SHS) on students' academic achievement. The literature was reviewed in this chapter. Theoretical, conceptual, and empirical reviews were included, as well as the creation of a conceptual framework that connected the variables under investigation. The theoretical review reflected the relevant theory for the study. The conceptual framework review looked at key concepts, and the empirical reviews focused on research studies of other researchers in relation to the topic studied. The variables were then conceptualized in a framework.

Theoretical Reviews

For directing research, maintaining coherence, and defining study boundaries, a theoretical framework is required (Bak, 2004). In other words, the interpretation of a set of facts is made possible by theoretical viewpoints and presumptions about what knowledge is, what it is like, and how it is acquired. While theories can take many various forms, many academics believe they are useful for understanding and interpreting current events. This research makes use of the general systems theory (GST) proposed by Bertalanffy, Boulding, Ashby, Mead, and Bateson (1968).

Bertalanffy, Boulding, Ashby, Mead, and Bateson' (1968) defined "systems" as the complexity of components in interaction. The theory examines a

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phenomenon's constituent parts, their interactions, and the relationship between those parts and a phenomenon's broader environment (Bertalanffy, et al., 1968). The GTS recognizes the interconnectedness and reliance of the elements of the educational system (Jenlink, Reigeluth, Carr, & Nelson, 1996). Changes to one area of the educational system are therefore likely to influence others.

In the context of schooling, changes to one factor are likely to result in changes to how reliant others are (students, teachers, school authorities, parents, and many more). According to the study, SHS in Ghana are often independent institutions of direct control or administration by the central government's Ministry of Education with a wide variety of participants that collaborate daily to achieve goals, including educational authorities, school heads, students, staff, parents, and the community. Any modifications to one component will probably influence the others. So, it is anticipated that changes to classroom management techniques may affect students' academic performance in Public Senior High Schools (SHS) in the Kwahu South Municipality.

In summary, Bertalanffy et al. (1968) defined general system theory as "a set of elements standing in interrelation among themselves and with the environment". This general system theory was adopted for this study because it is more robust, and also due to its wide applicability in varying studies (e.g., Koppes, 2014; Locke & Latham, 2006). That is, because the GST focuses on a set of elements standing in interrelation amonzxzg themselves and with the environment, the researcher views the various assessment practices of teachers as a set of elements that are standing in interrelation with the performance of students

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academically. Thus, the following variable (classroom management practices), which combines other factors crucial to students' academic achievement in school, was found to be significant. Moreover, it has been clarified how these elements affect students' academic achievement (Refer to Figure 1, p. 23).

Classroom Management

Classroom management, as used by teachers, is the act of ensuring that classes continue to run smoothly in the face of disruptive student behaviour (Kounin, 1970). The phrase also describes refraining from disruptive behaviour. For many teachers, it is without a doubt the most challenging component of their work, and challenges in this area have led to some of them quitting teaching altogether. Teachers use a complicated set of explicit classroom management techniques to establish and sustain learning environments where students may effectively accomplish their academic objectives (Adeyemo, 2012). According to Baker (2005), greater teacher training in classroom management is crucial to enhancing academic success in a certain topic. Good classroom management is influenced by elements such as teaching strategy, course planning and preparation, interpersonal relationships, and student motivation (Rosas & West, 2009).

Students might learn in a classroom environment in a fun, rewarding, and purposeful way. Involving students in a variety of learning activities and using a variety of teaching methods, setting up the classroom so that the teacher can easily access the students, making good use of class time, and ensuring that students interact positively during cooperative learning activities are some examples of how to create a positive learning environment in the classroom (Emmer & Stough,

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2001). The implementation of rules is an effective, preventative component of classroom organisation and management systems (Kerr and Nelson, 2002).

The purpose of rules is to specify the anticipated behaviors, what should be encouraged, and the penalties for improper behaviour. As a result, promoting appropriate classroom behaviour lessens discipline problems and lowers disruptions and interruptions. According to Wong (2007), student performance is determined by how well the processes are spelled out and taught to them. To promote class discipline, teachers should establish class rules early in the academic year and make sure that everyone is aware of them. The educator must be objective and fair to all learners.

Whenever a disruption occurs during a teaching and learning session, the instructor should handle it as gently as possible. To prevent providing learners free time during discourses, teachers can think about over planning. The instructor should maintain the view that unfavourable behaviors is not acceptable. Collins (2007) promotes "cooperative discipline," where the teacher and students work together to reach decisions. Instead of teaching students how to act, he thinks teachers have to develop a code of conduct that outlines how they ought to behave. When children understand what is expected of them, this instills discipline in them. Khatib and Ghannadi (2011) emphasised the need of instructors holding several class meetings. Teachers and students respect each other throughout class. The idea of inner self control put out by Barbara Coloroso holds that kids should be given the chance to develop their self-control, and schools are a great setting for doing so.

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Hence, lesson plans, learning activities, a code of conduct (rules and procedures), parent engagement, and group projects can all be used to determine class discipline (Collins, 2007). With students who have behavioral issues, there are strategies that may be used to promote healthy, consistent use, such as rewarding good behaviour, giving out tokens, and signing behaviour contracts (Emmer & Stough, 2011). According to Mabeba and Prinsobo (2000), positive discipline increases a learner's self-esteem, encourages participation and engagement in the classroom, and helps them take ownership of their actions.

Kerr and Nelson (2002) advocate using humour to engage students and stimulate their learning. They assert that teachers who smile or chuckle with their students make them feel more at ease and receptive to learning. Also, laughter fosters passion, optimistic attitudes, and positive behaviours in the classroom. To get students' attention throughout the learning process, teachers are required to do a needs analysis to determine the needs of the students. To function effectively in society, students must be taught to respect themselves and others (Baker, 2005). In a healthy learning environment, individual study should be encouraged in the classroom (Kireria, 2007). For students to feel proud of their successes and develop a passion for learning, they need be exposed to a variety of learning activities (Kireria, 2007).

Teaching management may be critical to a successful classroom environment. Some classroom management methods that teachers may use include issue avoidance, the least approach, effective problem-solving techniques, severe punishment, behaviour modification techniques, acceptance theory, and reality

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therapy. Excellent preparation and a grasp of classroom life are essential for preventative discipline (Brophy & Good, 1987). Assertive discipline necessitates that instructors set clear standards, instruct clearly, and arrange punishments.

The acronym "least" stands for "leave it alone," "end the action," "attend more carefully," "spell out directives," and "track the behaviour" (Carkhuff, 1983). The theories of B.F. Skinner serve as the foundation for behaviour modification strategies. Skinner and others make the case for commending excellent conduct. The acceptance method was created by Dreikurs in 1968, and it advises instructors to steer clear of student power conflicts. The following premises form the basis of the acceptance strategy: (a) "Students misbehave for a variety of reasons; (b) teachers can use their own emotional reactions to help determine the student's motive for the misbehaviour; and (c) different correction tactics must be employed for misbehaviour caused by different motivations" (Dreikurs, Grunwald, & Pepper, 1982, p. 36). Reality therapy was originally used by William Glasser in the classroom.

According to Glasser (1965), teachers who develop cordial connections with their pupils and encourage them to take responsibility for their actions are the foundation of excellent discipline (pp. 656-662). Glasser recommends the following essential actions: "Build trusting connections with your children, make disruptive students accountable for their behaviours, work with them to create a behaviour plan, get their agreement, refuse to accept justifications, avoid using punishment, and never give up on a child" (pp. 656-662). There are many approaches, books, and videos available for managing classrooms. Effective

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classroom settings and management skills will be promoted by listening, good interactions, questioning, knowledge, and experience (Marzano, 2003).

Behavioural Management

The question of how to govern student behavior in schools has existed for as long as schools have been. Educators' primary priority has been and continues to be behavior management (Lane & Crnobori, 2011). Misbehaving students are less likely to learn and hinder their peers' learning. Classroom behavior issues consume instructors' time and cause disruptions in the classroom and school. In fact, trouble regulating student behavior has been linked to teacher exhaustion and discontent. More should be done to improve classroom management and create more effective learning environments (Jones & Jones, 2012). Every year, new and improved behavior control measures are introduced into schools, only to be abandoned before the end of the year. This cycle might be caused by at least five different factors. First, preservice teachers may not have received adequate training in behavior control techniques.

A single classroom management lesson that gives a high-level overview of behavior management is often taught. Second, teachers may lack the necessary training to examine studies on behavioral control techniques. Third, no unified theory of behavior management exists. Teachers may become confused regarding the origins of student behavior since the causes of behavior issues are frequently not agreed upon. Fourth, schools frequently lack a unified and consistent strategy to behavior control that is used throughout classes, teachers, and grade levels. Teachers tend to apply their own processes, which causes learners to get confused.

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Lastly, it is generally believed that behaviour management is a reactive approach to behavioural issues rather than a proactive one. There are three layers of behaviour management planning, according to this theory (Hakizimana, 2016).
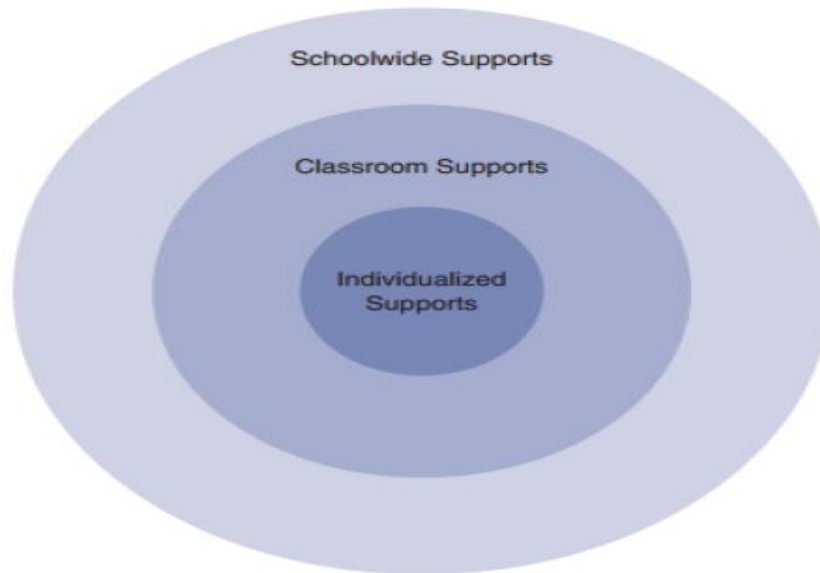
Source: Hakizimana, (2016), cited from Pain et al (1983)

Figure 1: Comprehensive Behavior Management Planning

Behavior management is depicted in Figure 1 as three concentric circles. The smallest circle pertains to the delivery of tailored behaviour management assistance for the most troublesome kids. "Traditionally, behavior management training in special education has been done on an individual basis." The middle circle is managed in the classroom and includes excellent instructional aids. Behavioral and academic programming are critical components in the prevention and response to poor behavior in the classroom." The biggest circle reflects schoolwide resources aimed at preventing and responding to behavioral issues at the school level.

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These concentric circles are interdependent and comprise a complete method to behavior control. This comprehensive strategy is critical given schools' recent change from a reactive to a proactive approach to behavior control" (Paine et al, 1983). Viewing behavior management in this light can also assist to reduce the alarming dropout rates in schools (Wang, 2007).

Instructional Management

One of the critical issues impacting the teaching and learning process is how to construct successful instruction that can accommodate diverse learning styles and academic backgrounds. Changes in cognitive processes, as well as behavioural changes, reflect learning. Effective teaching strategies and teacher topic mastery result in good student learning (Huong, 2011). Additionally, a teacher's clarity, interest stimulation, and sensitivity to opposing ideas are essential elements in controlling learning efficiency and effectiveness. All of this is predicated on the teacher's critical awareness of learning theories and their application to the cognitive, motivational, and psychological learning processes connected with academic achievement.

Any productive teaching methods or activities are governed by learning theories, a distinct area in curriculum development and educational practice. In order to develop effective lesson plans to bring about the attainment of desired objectives, teachers "must possess a variety of skills and have a solid understanding of different concepts, ideas, and theories (Huong, 2011). While using this approach, the teacher's words of experience should always be flexible with respect to the students' subject-matter knowledge and speed of learning. He or she has to employ

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various teaching and learning strategies and tactics and make adjustments as necessary. To successfully contribute to the learning process, teachers should form connections with students based on their intellectual levels and cooperate with them. "Wherever possible, a democratic atmosphere should be created in order to successfully meet the learners' demands and interests, as well as their likes and dislikes (Adeyemo, 2012)".

Approaches used in Classroom Management

Effective teaching necessitates tremendous expertise in handling the plethora of duties and events that arise in the classroom daily. To get successful educational results, teachers must be able to organise classrooms and control student behaviour. Ritter and Hancock (2007) state that appropriate classroom management is widely seen as one of the most important facets of education and an inevitable necessity for assuring students' psychological, social, and physical well-being. The goal of the classroom is for kids to succeed socially and academically in an organised setting that promotes tolerance, role-model behaviour, and learning.

Using strategies that provide a secure, equitable, and rule-based learning environment in which students may succeed constitutes effective classroom management (Farrant, 1980). Effective classroom management, according to Rosas and West (2009), entails a teacher's actions that lead to a high degree of student participation in class activities, a low number of student actions that interfere with the teacher's or other students' clothing, and effective use of instruction time. Instructors that manage their classrooms effectively have created rules and procedures in detail, taught students about them in a systematic manner, organised

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instructions to increase student engagement and performance, and communicated expectations to students.

Teachers that have trouble maintaining order and managing their classrooms are typically unproductive in the classroom (Farrant, 1980). An essential component of classroom management is stage preparation. According to Browers and Tomics (2001), establishing the stage is a tactic for providing structure. This recognises that every continuous occurrence has a distinct pattern, characteristics, and signals that serve as the foundation for people's activities. The professors are just now beginning to get to know the students, their attitudes, and their behaviour. Use tactics such as simple compliments and a direct approach with a clear natural voice to develop outstanding communication skills with them.

Because teaching and learning are continual, the instructor will usually use conventional classroom management methods. "Activities such as the formation of rules and regulations, as well as presenting explanation for any continuing elements" are examples of these (Weber, 1920). Learners are directed by the acts of instructors, and learners participate in school affairs and classroom activities to realise that rules and regulations are meant for learning reasons. The rules and regulations are regularly established and evaluated. To motivate beginners and address disciplinary concerns in the classroom and at school, rewards and punishment should be utilised as appropriate (Adeyemo, 2012).

Other strategies include the permissive method, which places no restrictions or demands of any type on the students. Being left alone with students is supposed to be beneficial. This method makes students angry, fosters unhealthy competition,

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induces retreat, and distorts productive group work. The success or ineffectiveness of this strategy is dependent" on who implements it. The real issue is not strictness or permissiveness, but rather tenacious educators who are not afraid to apply moderate strictness or moderate permissiveness when necessary to get good outcomes (Frayen & Iverson, 1999). This implies that the teacher's stern posture will provide favourable results.

The open method allows for natural development of learners. They handle their problems on their own, with no help from the teachers. This approach has its roots in clinical or counselling psychology. It is concerned with the internal responses of humans that lead to physical activity. That is socio-emotional approach describes multi-person action. The consciousness of the learners is often interacted with interpersonally. The teacher, who usually takes the lead in classroom matters, is committed to his or her objectives and incorporates democratic principles into classroom planning. He or she transforms every learner's poor and excellent behaviours into intentional learning. This method is used by teachers to develop strong interpersonal ties with their students (Adeyemo, 2012).

In terms of student physical placement, there is also class arrangement. This is how students in the classroom are grouped for convenience of instruction. To improve communication, learner audience, mobility, and consultation, the physical arrangement or location is altered. The teachers' preferences, the type of class, the learner composition, the types of lessons and the level of the learners will determine this. Horse roof, row, cluster, and roundtable classroom layouts are also common.

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Teachers can use punishment and scolding to get students to cooperate with appropriate learning situations.

Learners may look afraid by sitting motionless with no movement. This method may not be as effective in today's classroom management. According to Bradshow and Lalongo (2009), although legal power, such as intimidation, is necessary to uphold law, order, and discipline to prevent anarchy and for leadership to take place, outstanding learning will not take place otherwise (Adeyemo 2012). The other technique is the group process method. This word refers to classroom management, which entails moulding or aggregating learners to accomplish educational objectives. It comprises classifying students based on social characteristics (Lewis & Sugai, 1999).

Need for Classroom Management

For students to receive top-notch education, teachers must be able to control classroom environments and student behaviour. While effective classroom management does not ensure student success, it does provide a setting where effective teaching lessens but does not completely eradicate behavioural issues in the classroom (Emmer & Stough, 2001). Several studies also reveal that classroom management and organisation abilities have a big influence on how long new teachers stick with their jobs in education (Ingersoll & Smith, 2003; Darling-Hammond, 2000; Klassen, & Chiu, 2000).

Many new educators express concern about the ineffective approaches to dealing with kids' severely disruptive behaviour (Browers & Tomics, 2001). Instructors who struggle with maintaining classroom order and controlling student

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behaviour are frequently ineffective, and they frequently display high levels of stress and burnout (Oliver & Reschly, 2007). "Instructors must take their students' classroom behaviour into consideration if they wish to support and promote good learning. They try to make sure that pupils form important behaviours that will enable them to handle challenging learning circumstances. They desire respectful feelings, thoughts, and behaviours in their students. They encourage youngsters to pursue their own pleasure while also considering the feelings of others. Instructors who pay attention when a student's behaviour becomes disruptive and disrupts classroom operations (Smith, 2003). Disruptive behaviour conduct (DB) is unacceptable behaviour that interferes with a school's academic and administrative functions (Kerr & Nelson, 2002).

Bullying, striking, yelling, dozing in class, lengthy conversations, being tardy, leaving class without explanation, making verbal or physical threats against a student or teacher, and eating in class are all prohibited, and creating noise are all instances of disruptive behaviour that teachers routinely observe (Kerr & Nelson, 2002). These disruptive behaviours may interfere with learning frequently or considerably, preventing both students and instructors from working productively and efficiently.

Disruptive learners not only cause issues for their classmates and teachers, but they also have the greatest social and educational impact (Mabeba & Prinsloo, 2000). Disruptive behaviour in the classroom has been linked to a variety of causes. Baker (2005) suggests posing questions in this order when seeking to determine the root of disruptive behaviour in the classroom. Is the problem connected to the

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school/classroom setting? Is it from the instructor? Is it the teacher's fault or the students? The school's psychological and physical environment could not promote appropriate behaviour. Unfavorable learning environments can result from schools that are overly big, impersonal, competitive, lack standards and rules, and lack a meaningful curriculum.

Teachers' intelligence, subject matter expertise, and professional competence may all have an impact on how they engage with students, while students' behavioural success may be influenced by their psychological inclination, which may have originated from home (Kerr & Nelson, 2002). Every educator hopes that their students will acquire respectable interpersonal communication abilities, self-control, and problem-solving capabilities. These attributions, if taught, can help to reduce problem conduct in the classroom while also improving abilities and behaviours that lead to social competence and a successful classroom environment (Wang, 2007). Studies show that a student's socio-psychological growth and adjustment at school depend greatly on their capacity to interact with peers, teachers, and family members (Baker, 2005). Students' academic progress has been related to inadequate socio-psychological development (Singer, 1999).

Inadequate planning and professional development, in addition to inappropriate assignments, are important contributors to the classroom management difficulties that new teachers encounter. Although educators are aware of the need of effective behaviour management and classroom organisation, many new educators report that they have minimal guidance from colleagues and superiors about how to foster supportive and effective learning environments

(Baker, 2005). Many instructors, especially new teachers, are much less successful because they lack supervised experience and professional advancement in critical areas like classroom organisation and behaviour management (Oliver, & Reshly, 2007).

Student Learning

Background in Learning

Learning is described as the information processing, sense-making, and thorough or mastering improvements that take place while learning or practicing a skill (Kohl, 1967). We are learning more about how learners think and learn because of research. Contingency teaching and constructivist learning views are two educational study and practice developments. Instructors are expanding beyond traditional methods and use real-world tactics to grasp what students know and have learned. The scientific community has paid close attention to learning theory. Behaviorism, cognitivism, and constructivism are the three fundamental learning theories. Several definitions of behaviourism in education exist, yet it seems that Parkay and Stanford's interpretation is the most pertinent for this study. The foundation of behaviourism is the idea that excellent human behaviour could be the result of design rather than accident (Parkay & Stanford, 2007, pp. 241-242).

Moreover, behaviourists think that humans don't have free will and that their actions are influenced by their environment (Parkay & Stanford, 2007, pp. 241-242). Ivan Pavlov, B. F. Skinner, and John B. Watson were among the founders of behaviourism. The most likely teachers to use behaviourism are those who manage by design and have a clear sense of purpose. A behaviourist teaching approach

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would involve organised instruction that produced quantifiable outcomes. In education, cognitivism goes beyond behaviourism by emphasising learning via reflection and practice. Cognitivism is defined as follows by Brophy and Good (1990):

> *"Cognitive theorists recognize that much learning involves associations established through contiguity and repetition. They also acknowledge the importance, although they stress its role in providing feedback about the correctness of responses over its role as a motivator. However, even while accepting such behaviorists concepts, cognitive theorists view learning as involving the acquisition or reorganization of the cognitive structures through which humans process and store information" (pp. 3-4).*

The founders of cognitivism are Aristotle and Plato. Jean Piaget is credited for elevating cognitivism to a more contemporary level (Mergel, 1998, pp. 6-7). The three-stage informational processing mode, meaningful effects, serial position effects, practice effects, transfer effects, interference effects, organisation effects, levels of processing effects, state dependent effects, mnemonic effects, schema effects, and advance organisers are a few of the fundamental ideas of cognitive theory (Mergel, 1998, 6-7). The fundamental ideas, in accordance with Brophy and Good (1990), are as follows;

> *"Schema compares existing knowledge to new acquired knowledge. Three state informational processing involves sensory registry, input into short term memory, and placing short term memory into*

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long term use. A meaningful effect implies that meaningful information is easier to learn and retain. Serial position effect refers to retention of items in a list from the beginning to the end. Practicing and rehearsing improves retention in practice effects. A transfer effect refers to prior learning new tasks or material. Interference effect occurs when prior learning influences with learning new materials. When a learner organizes material into a list it is referred to as an organization effect. A level of processing effects in cognitive theory refers to low level sensory to a higher level of understanding of meaning. Learning in certain contexts is easier to learn than in different contexts is a state dependent effect. Mnemonic effects are strategies used by learners to organize meaningless symbols or images into meaningful contexts as music. Schema effects memories may be influenced by prior schema. Materials that enable students to make sense out of the lesson are known as advance organizers. Much student learning involves associations established through contiguity and repetition" (p. 187).

Constructivism is based on the premise that everyone develops their own worldview based on their own experiences and schema. Problem solving is preoccupying learners. What someone understands is dependent on experience of physical and social events that the mind comprehends (Jonasson, 1991, p. 5). Constructivist educators begin by evaluating the knowledge and experiences that

students bring to the learning task before developing curricula that advance, expand, converge, and enhance student learning (Huitt, 2003).

Family Influences

Parkay and Stanford (2007) assert that there has been a significant historical shift in family structure. Single parent, blended, extended, nuclear, and houses run by lesbian, gay, or bisexual women, older siblings, or grandparents are among the several types of families (p. 329). Students are subject to a variety of pressures and expectations because of each of these institutions and economic structures. According to Parkay and Stanford, these frameworks may also have an impact on how people act and think about education (p. 329). Student views can be affected by death, divorce, and remarriage both at home and at school. Currently, learners have less alternatives and less supervision at home due to the composition and diversity of family formations. Women have entered the labour force in unprecedented numbers. Currently, a sizable share of families has terminated in divorce.

As a result of a modern phenomena known as latchkey children, many youngsters are left alone. School attendance and success may become unimportant because of certain family structures and compositions. As the natural transfer of power from home to school is not as strong as it once was, Comer (1989) claims in his book Children Can: An Address on School Improvement that schools and teachers are being urged to take a bigger role in the socialization of children (p. 5). A 1992 survey conducted by the National PTA and the American Academy of Pediatrics found that a concerning number of school-age children were ill, worried,

or the victims of abuse when they arrived at school. Students' attitudes and achievement in school are impacted by changes in their family structure, religious views, sibling position within the family, and how well their needs are met (Parkay & Stanford, 2007, pp. 330-331).

Gender

Does a student's gender affect their learning? It has long been assumed that males will accomplish more than women. By portraying boys as more dominant and aggressive and girls as meek and weak, stereotyped roles have been upheld and fostered in educational settings. According to Parkay and Stanford (2007), although the Educational Amendments of 1972 promised equal educational opportunity for boys and females, injustices persist in schools today (p. 333). Education needs to be gender-neutral and egalitarian for all pupils in order to let children discover their potential.

Intelligence

There are many ways to define intelligence. This research defines intelligence as the capacity for learning (Wechsler, 1949), the creator of the Wechsler Intelligence Scales for Children and Adults, defined intelligence as an individual's total or aggregate capacity to act purposefully, think clearly, and successfully connect with others in his environment (p. 477). According to Parkay and Stanford, factors include memory access speed, what people believe to be intelligence, and what IQ tests measure. Other factors include the capacity to learn and think with new conceptual systems, the capacity to solve problems, the capacity

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for planning and other metacognitive skills, and the capacity to solve problems (Wechsler, 2007, pp. 333-334).

In the domains of psychology and special education, Alfred Binet and Theodore Simon's tests are being utilised to determine pupils' strengths and shortcomings (Wolf, 1979, p. 190). On the other hand, substantial research has questioned group IQ testing. According to Wolf, exam results may not fully reflect a student's proficiency due to cultural prejudice, scheduling conflicts, test anxiety, and other emotional issues (p. 190). According to Gardner, (2001), there are several intelligences that include logic, mathematics, linguistics, music, spatial, bodily-kinesthetic, interpersonal, and intrapersonal skills (2001). Most IQ tests focus on verbal or logical-mathematical skills. Gardner (2001) exhorts teachers to acknowledge that pupils have other intelligences that are important for the learning process (p. 8).

Abilities and Disabilities

It is critical to acknowledge that there are several methods in which students might learn. Children's needs and skills are unique, and they go through several growth phases. The 1997 U.S. Congress legislation known as the Individuals with Disabilities Education Act (IDEA) aims to help children with disabilities succeed academically. Several federal legislations, such as the Gifted and Talented Children's Act of 1988, the Education for All Handicapped Children Act of 1975, and the Education Consolidation and Improvement Act of 1981, have been suggested for the benefit of children with special needs or abilities. According to IDEA, you must:

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"Schools must provide special education and related services to meet the individual needs of each student with a disability. To provide these services, a team of educators and parents develop a plan (referred to as an Individualized Education Program, or IEP) for each student with a disability that maps out what achievement is expected and what services are needed to help the student meet these expectations. With the appropriate supports and services, students with disabilities can and should be held to high standard" (U.S. Department of Education, 2006, pp. 10- 476).

Different evaluation processes are used to identify students who require special services, including those with severely low accomplishment as well as those with exceptionally high success. Hallahan and Kauffman (1991) define disability and handicap in their book Exceptional Children: An Introduction to Special Education:

"A disability is an inability to accomplish something, a lessened capability to act in a certain way. A handicap, on the other hand, is a disadvantage that is imposed on a person. Depending on the circumstances, a disability may or may not be a hindrance. Similarly, a handicap may or may not be the result of a disability"
(p. 6).

Teachers can best assist students with exceptional skills or impairments by seeking a deeper knowledge of the person and viewing each student as a unique individual learning opportunity.

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Empirical Review

In this part, the researcher shares the findings of other people's study on the topic or phenomena under examination. These findings will be used as a basis for further discussions on the present study's findings. The empirical review is divided into three sections: teacher classroom management system, student academic performance, and classroom management techniques and academic performance. These are presented below;

Classroom Management Practices of Teachers

Successful teaching involves significant competence in dealing with the multiplicity of activities and events that occur in the classroom on a regular basis. To get outstanding educational results, teachers must be able to regulate student behaviour and organise classrooms. Ritter and Hancock (2007) state that effective classroom management is usually seen as one of education's most crucial components and a need for preserving students' psychological, social, and physical well-being. Students' social and intellectual achievement in an organised atmosphere that encourages tolerance, example, behaviour, and learning are the classroom objectives.

Implementing rules that provide a secure, fair, and rule-based learning environment where students may succeed is effective classroom management. Rosas and West (2009) define effective classroom management as the combination of teacher behaviour that promotes high levels of student engagement in class activities, little student behaviour that disrupts the teacher's or students' learning, and effective use of instructional time. Effective classroom managers have

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organised instructions to increase student task engagement and performance, well specified rules and procedures, and clearly conveyed expectations to students. Setting the stage is an important component of classroom management.

According to Browers and Tomics (2001), stage setup is a method of establishing structure, a way of acknowledging the fact that people base their actions on specific patterns, features, and signals that are present in every continuous occurrence. This is the initial stage in teachers getting to know the attitudes and behaviours of their pupils. Use uncomplicated language, simple praises, and a clear, genuine voice to build strong rapport with them. As both teaching and learning are continual, the teacher will often employ conventional classroom management concepts. These include actions such as establishing rules and regulations and providing justification for any continuing circumstances.

While they engage in classroom and school activities, students are guided by instructors to understand that rules and regulations are intended to support learning objectives. The rules and regulations are set and regularly reviewed. To motivate learners and address disciplinary concerns in the classroom and at school, rewards and punishment should be utilised as appropriate (Adeyemo, 2012). The permissive technique is an alternative strategy that places no restrictions or demands on the students. It is thought that students should be given autonomy. This method makes students angry, fosters unhealthy competition, induces retreat, and distorts productive group work. The efficacy or ineffectiveness of this strategy is determined by who implements it. The true issue is not strictness or permissiveness, but strong-willed teachers who are not afraid to be forceful when required to get

high outcomes with either moderate strictness or moderate permissiveness (Frayen & Iverson, 1999). This suggests that the teacher's tough stance will produce positive outcomes.

The liberal approach allows learners to develop naturally. They solve their difficulties naturally, with no interference from the teachers. This method originated in clinical or counseling psychology. It is concerned with human interior responses that result in physical action. The socio-emotional approach describes activity by more than one person. There is generally an interpersonal interaction with the learners' consciousness. The teacher, who usually takes the lead in classroom matters, is committed to his or her objectives and incorporates democratic principles into classroom planning. He or she converts every learner's negative and positive behaviors into purposeful learning. Teachers use this approach to build strong interpersonal relationships with their students.

There is also class layout in terms of student physical location. This is how students in the classroom are grouped for convenience of instruction. To improve communication, learner audience, mobility, and consultation, the physical arrangement or location is altered. This is determined by the preferences of the teachers, the style of class, the make-up of the students, the kind of lessons, and the proficiency level of the students. Classroom arrangements such as horse roof, row, cluster, and roundtable are frequent. To persuade learners to participate with suitable learning settings, teachers might utilize punishment and scolding. Learners who sit motionless with no movement may look afraid.

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This method may not be as effective in today's classroom management. According to Bradshow and Lalongo (2009), the best leadership happens when both students and staff are at ease, but to maintain law, order, and discipline, it is necessary to utilise legal means of intimidation. Otherwise, pandemonium would ensue. (Adeyemo 2012). The other technique is the group process method. This refers to classroom management through moulding or aggregating learners to achieve educational goals. It comprises classifying students based on social characteristics (Lewis & Sugai, 1999).

Academic Performance of Students

Academic performance in schools refers to students' success in mastering a specific topic as demonstrated by ongoing evaluation and testing. Academic performance is determined by test and exam scores or the grades given by subject instructors, claim Adediwura and Tayo (2007). Any term used to describe a student's academic standing is also included. According to Levin, Wasanga, Wanderi, and Somerset (2011), the academic success of secondary school students has a significant impact on both the wellbeing of the individual students and the nation. The success of kids in their academic endeavours has long been of interest to the government, educators, parents, and society at large (Yusuf & Adigun, 2010; Lydiah & Nasongo, 2009).

In educational research, academic performance is defined as a student's observable and measurable behaviour in a specific situation. Academic achievement in social studies, for instance, involves a student's observable and measurable behaviour at any moment during a course. A student's academic

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performance in social studies is defined as his scores from a teacher-created exam at any given time. As a result, in a study, we can correlate academic success with observable behaviour or the anticipation of obtaining a given declaration of or expression of educational goal. Students' academic success is comprised of results gained through teacher-created tests, first-term examinations, mid-semester exams, and so on (Levin, Wasanga & Somerset, 2011).

According to Ali, Haider, Munir, Khan, and Ahmed (2013), academic performance is a measurement of how successfully students complete necessary activities in a topic or field of study after participating in a learning experience. Education outcomes demonstrate a learner's or group of learners' academic performance. Academic achievement is a concern shared by all educational stakeholders, including teachers, students, parents, and guardians. This topic affects all educational courses and levels of education, including elementary, intermediate, and postsecondary. Any class of students who do well academically shows that the teaching and learning process is successful; conversely, students who perform poorly academically suggest that the teaching and learning process is ineffective. For educators, the government, and parents, student academic performance has been and remains a source of worry and research interest. This is so that the country can flourish, which depends on education.

Finally, Aremu (2004) defines bad academic performance as work that is judged by the examinee and others to be below an anticipated standard. Poor academic accomplishment in school disciplines, particularly in mathematics, chemistry, and English Language, has been documented for secondary school

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students (Adesemowo, 2005). According to Aremu (2004), academic failure has substantial societal repercussions in the form of a scarcity of workers in all sectors of the economy and politics, in addition to being upsetting for students and parents.

Classroom Management Practices and Academic Performance

Classroom management techniques are critical for boosting student learning. Classroom management comprises arranging and managing courses to meet certain goals. It is the obligation of the instructor to create a good learning atmosphere in the classroom.

An organised classroom generates an atmosphere that is favourable for motivating instruction and learning (Ahmad et al., 2017). Connectivity, open communication, mutual enjoyment, shared goals, and security are the five components of a successful classroom (Zhang & Zhao, 2010). Creating and maintaining the conditions necessary for students to effectively achieve their academic goals is the process of classroom management (Owan, 2012). Several studies have found a connection between classroom management and students' academic advancement.

In the Asante Akyem North District, Kontor (2020) evaluated the effects of JHS teachers' classroom management strategies on students' academic growth. The investigation used a descriptive survey methodology. Using a multi-stage sample method, the Behaviour and Instructional Management Scale was administered to 48 teachers and 297 students. Multiple regression, independent samples t-tests, percentages, frequencies, means, standard deviations, and Pearson's product moment correlation analysis were used to analyse the data.

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The results of the survey showed that encouraging students and building strong relationships with them were the most often employed classroom management techniques by both students and teachers. It was shown that both the antecedent approach and student academic performance had a significant favourable correlation with both the reinforcement strategy and academic accomplishment. Yet, there was no variation in the methods of classroom management between instructors who worked in rural and urban settings.

Owan, Nwannunu, and Madukwe (2018) looked at concerns with school administration and the academic performance of secondary school students in the Calabar Education Zone of Cross River State. To guide the inquiry, two null hypotheses were created. This study made use of an ex-post facto research methodology. A total of 3616 people were chosen from a population of 18, 078 pupils using the proportionate stratified sampling technique. The Senior Secondary Mathematics Achievement Test (SSMAT) and the School Management Questionnaire (SMQ) were used by the researcher to obtain data.

The data were analysed using descriptive statistics, and when necessary, t-tests and multiple regression analyses were employed to evaluate the null hypotheses at the 0.05 threshold of significance. The data was analysed using Microsoft Excel 2016, a spreadsheet software. The study's conclusions included, among other things, the fact that academic performance among secondary school students is noticeably high in the Calabar Education zone and that discipline management, classroom management, and teachers' motivation are all highly correlated with academic performance.

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Abisola and Adam (2017) conducted separate research to evaluate the success of classroom management and the academic growth of secondary school students in the Uyo Local Government Area. Four research questions and four null hypotheses were constructed to direct the inquiry. Throughout the whole inquiry, the survey design was utilised. Out of a total of 2044 Senior Secondary School One (SS1) students, 200 students were randomly chosen for the study from five public secondary schools spread throughout four districts.

Their results showed that good classroom management had a significant impact on SS1 students' academic achievement; students in public secondary schools who had teachers who offered instructions performed better than those who did not. Also, pupils in public schools with teachers who use physical punishment perform significantly worse academically than students in schools with teachers who don't use it. While delegation of authority has a substantial impact on SS1 students' academic achievement, instructional monitoring has a big impact on SS1 students' academic performance.

The relationship between classroom management strategies and students' academic progress was examined by Ahmad et al. (2017). The research was quantitative in nature. A surveying method was used to collect respondent data. 370 professors were chosen from Lahore's public colleges for men and women. Data were gathered using a Likert scale with a 5-point scale. The Mean, the t-test, and Pearson's correlation analysis were only a few of the tests utilised to evaluate the data. The study's main conclusion is that there is a positive correlation between students' performance or accomplishment and instructors' classroom management

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strategies. The study also found a strong correlation between learners' success and the instructional strategies used.

In Rwanda's Nyamagabe District secondary schools, classroom management and students' academic development were examined by Hakizimana (2016). The case study approach was used in the investigation, and it was determined that stratified and purposive sampling procedures were adequate. With a sample size of 120 teachers, department heads, deans, and administrators, the study was conducted at five different schools. Using questionnaires and interviewing protocols, data was collected. Two types of classroom management were found by the study: *behavioural management and instructional management*. The statistics revealed that students in the Nyamagabe District had poor academic performance. The study's results also showed a link between effective classroom management and students' academic advancement.

Igbinoba, and Marvelous (2015) investigated how classroom management techniques affected students' academic performance in a sample of Municipal Area Council schools. This goal was accomplished by gathering primary data and computing the means and simple percentages. The research's findings show that classroom management strategies used in Municipal Area Council junior secondary schools differ significantly from those used in other junior secondary schools, and that these differences have a favourable effect on students' academic achievement.

Sowell (2013) explored whether interventionist, noninterventionist, and interactionist teacher instruction management and behaviour management techniques varied in statewide standardised reading, English language skills, and

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math's tests. The proportion of students completing standardised reading, English reading ability, and arithmetic examinations were compared using MANOVA to analyse survey data from 83 third, fourth, and fifth grade teachers on instructional and behavioural classroom management attitudes. Even though student performance did not substantially differ by instruction management technique, interactionalist behaviour management courses had a much greater percentage of students passing statewide mathematics, reading and English language arts exams than interventionist classrooms. The best results for primary school students and optimal teaching approaches are supported by this field of study.

Mwaniki (2012) investigated how teaching strategies in the Embu East District's public secondary schools influenced students' academic development in the areas of history and government. The probe was restricted to the Embu East District. The examination was conducted using a descriptive research approach. Teachers of history and government from secondary schools in the Embu East District made up the study's sample. There was a total of 36 secondary schools. Nevertheless, the poll only covered 10 institutions. The sample frame was produced via stratified random sampling. As part of the study, respondents were given two questionnaires to complete. Among the data analysis methodologies used were frequencies, percentages, and Pearson's correlation analysis. According to the study, teachers that offer kids with leadership and a safe atmosphere help them achieve academic achievement. '

Adeyemo (2012) looked at the relationship between the academic development of physics students and efficient classroom management. The

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investigation was done at 10 secondary schools that were randomly selected in the Shomolu Local Government Area of Lagos State. The study was produced using a technique referred to as a descriptive survey. A straightforward descriptive analysis was used. The main tools employed in this study were a physics achievement test, a student questionnaire, and a teacher questionnaire. The research instrument was used to gather and analyse data on the study topic, and four hypotheses were assessed using ANOVA and t-test statistics. The results of this study show that effective classroom management strategies or skills have a significant and positive impact on physics student growth.

Moore (2008) examined the relationship between classroom organisation techniques and levels of student accomplishment. To determine grade structure in connection to student achievement, quantitative data from standardised test results were employed. Demographic data was acquired from 67 returned questionnaires from six North East Tennessee school districts. In the fourth and fifth grades, students in self-contained and departmentalized classes had comparable levels of proficiency in language arts, science, and social studies.

Although departmentalized classes outperformed self-contained classrooms in arithmetic performance among fifth-graders, fourth graders showed no differences in math performance between self-contained and departmentalized classes. No variations in student performance levels were found between teachers who favour departmentalized or self-contained classes and those who do not, according to a later review of data from the fourth and fifth grades.

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According to empirical research, classroom management is critical. Four key aspects of classroom management were covered in a self-assessment survey given to 149 instructors by Little and Akin-Little (2008): classroom rules, creating a better learning environment, reinforcing strategies, and reducing techniques (Little & Akin-Little, 2008). The poll found that 83% of instructors verbally reprimanded disruptive kids, 97% used verbal praise to reward good behaviour, 63% had privileges taken away from often disruptive pupils, and 10% physically punished persistent offenders.

Additionally, Taila (2009) observed that when high school students perceived the teacher management method to be well planned and structured, their performance increased. Research by Little and Akin-Little (2008) and Khatib and Ghannadi (2011) reveals that teachers use classroom management guidelines, procedures, and consequences in a variety of ways. In a survey of 22 teachers in grades 3-6, Sugai and Horner (2002) found that 100% of them were dissatisfied with the effectiveness of their classroom management strategies. Nonetheless, according to 64% of instructors, their present strategies help them avoid disturbances brought on by disrespectful pupils. The findings of Sugai and Horner (2002) underline the need for choosing the optimal classroom management strategies to produce positive student outcomes.

As a collection of multidimensional contracts with two unique notions, BIMS is used to define classroom management (Martin & Sass, 2010). Three BIMS investigations were conducted out by Martin and Sass (2010). 550 certified instructors from the southern United States participated in these studies. An

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examination of a condensed version of the 24-item BIMS questionnaire using an exploratory factor analysis was done in the initial study by Martin and Sass (2010). A 0.85 reliability was determined by the factor analysis. In the second research, a reduced version of the survey's validity and reliability were examined using confirmatory factor analysis. The behavioural and instructional management components both demonstrated internal consistency (alpha = 0.77).

Martin and Sass (2010) concluded that the BIMS should address discriminating and convergent validity based on earlier studies. Martin and Sass compare the BIMS to a shortened version of the Ohio State Teacher Effectiveness Measure (2010). The study found that the model fit was good overall. The results of these investigations showed that the BIMS analyses instructors' assessments of their own behaviour and instructional management properly. The 24-item BIMS is recommended by Martin and Sass for use in future studies, in addition to the BIMS verification, to incorporate a gender, grade level, and topic area relationship. Several studies have come to similar results as Martin and Sass (2010).

Ohio's 345 public school teachers' self-efficacy beliefs were studied by Baker (2005). The professors surveyed came from a diverse variety of fields. The survey was created by the author and was made up of two components: the Teacher Interpersonal Self-Efficacy Scale by Brouwers and Tomic (2001) and the survey instrument by Bullock, Ellis, and Wilson (1994). Both halves examined teachers' classroom management techniques using a Likert scale. Overall, the researchers found a link between teachers' assessments of classroom management and students' intentions to curtail disruptive behaviour. Santiago (2012) revealed that high school

instructors' BIMS evaluations varied greatly in both intellectual and behavioural classroom management.

Brannon (2010) evaluated the influence of fifth-grade English language arts and maths outcomes on student academic development and classroom management attitudes. Using the help of the Attitudes and Beliefs on Classroom Control (ABCC) survey, Brannon identified three types of teachers: interventionists, noninterventionists, and interactionalists. A higher survey score indicated a more controlling (interventionist) worldview. The California Standards Test (CST) database was used to assess ELA and maths proficiency. Brannon discovered that fourth grade students' ELA and maths scores differed significantly by group, however advised that it is crucial to keep in mind that noninterventionist, instructors with a less controlling attitude have greater ELA means, while the means for Maths were higher for interventionist, teachers with a more controlling ideology.

Additional empirical information from other scholarly publications contradicts Brannon's claims (2010). Bennett (2001) discovered that classroom environment is connected to math success. Khatib and Ghannadi (2011) revealed that interventionist groups outperformed noninterventionist groups in the perception and production of phrasal verbs when studying English Language Learners. Moore (2008) examined data from 19 primary school teachers and 270 students, concluding that there are correlations between specific classroom management techniques and improved student performance in a range of basic contexts.

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Korpershoek Harms, de Boer, van Kuijk, and Doolaard (2016) examined whether better classroom management strategies and practices improved students' academic, behavioural, social-emotional, and motivational results. 54 controlled trials, both random and nonrandom, published in the previous ten years were included in the research (2003-2013). The data revealed moderate but substantial impacts (average = 0.22) except for favourable outcomes. To determine whether our approach categories of concentrating on the instructor, student behaviour, social-emotional development, and teacher-student interactions were present, the programmes were categorized. In terms of therapy efficacy, focusing on children's social-emotional development proved to be the most beneficial, particularly in terms of social-emotional outcomes. In addition, we observed a preliminary indication indicating teacher-focused programmes increased kids' academic performance.

Adedigba and Sulaiman (2020) assessed the influence of teachers' classroom management on learners' desire for learning and academic success in Kwara State. Utilized was the descriptive survey design. Ilorin, Kwara State, students and instructors constituted up the whole population. The survey included 250 teachers as well as all of the students enrolled in their classes. One study subject and four hypotheses led this. Researchers developed tools with reliability coefficients of 0.82 and 0.86, termed 'Teachers' Classroom Management Style Observation Scale and Learners' Desire for Learning Rating Scale," to gather data. To analyse the data, descriptive statistics, correlation analysis, t-tests, and analysis of variance were employed (ANOVA). All hypotheses were evaluated at the

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significance level of 0.05. Academic success $(F(1,248) = 28.947, p < 0.050)$ and students' desire to study $(F(1,248) = 121.155, p < 0.050)$ were both significantly impacted by classroom management techniques.

Abdolrahman and Fazlolah (2021) investigated the challenges of managing online classrooms as well as the techniques and approaches used by both new and seasoned educators. They also reviewed the best methods for organizing and enhancing effective online and teamwork topics, discussing time and volume management techniques, work, and internet environment issues. To accomplish this goal, the researcher adopted a qualitative methodology, using semi-structured interviews and classroom observations as research instruments.

The findings of the study indicate that a set of practical strategies is required for professional development in online education, particularly in classroom management. These strategies include effective student communication, an effective classroom management programme, managing real-time discussions, and managing online teamwork. The results of this study may help instructors, especially new ones, manage online classrooms efficiently and increase learning possibilities for all students, including those with disruptive behaviours, which is frequently critical because disruptive behaviours are frequently the main components of online learning. Avoid problems in the classroom and propose solutions for improved learning.

The effectiveness of secondary school teachers' class management strategies and practices on their students' academic progress was examined by Nisar, Khan, and Khan (2019). Correlational research was used in this study. Out

of 50 government schools in the Kohat area, 550 teachers were selected as a representative sample. Data were gathered using a custom questionnaire with a five-point grading system. The data were analysed using the mean, standard deviation, and correlation coefficient. It was shown that secondary school instructors used moderate to high levels of classroom control strategies. The greatest mean score was given to controlling student conduct and instructional techniques, while the lowest was given to managing physical resources. A positive association between teaching practices and learner accomplishment was discovered to be a critical and fundamental component of the school's strong academic results.

Njeru (2017) looked on how classroom management techniques affected students' academic development in public secondary schools in Meru South Sub-County. The study's specific goals were to investigate how classroom management of discipline affected students' academic progress, how instructional supervision affected students' performance, how classroom instructional strategies affected students' academic achievement, and how encouraging feedback affected students' academic achievement. The Theories of Planned Behavior and Reasoned Action served as the foundation for this investigation. This study used a descriptive survey methodology. Students (3150), 102 teachers, and 55 administrators make up the study's target group. Participants (355) were sampled using stratified random sampling and purposive sampling.

Face and content validity were used to assess the validity of the instruments. The teacher and student surveys had reliability values of 0.67 and 0.69, respectively. According to Frankel and Wallen (2000), dependability should be at

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least 0.70. The instruments were deemed acceptable considering this. Standardized questionnaires and an interview were used to collect the data. Using SPSS version 21, the data were arranged, coded, cleaned up, and analysed. We employed both content analysis and descriptive analysis. Although descriptive analysis was used to evaluate the teacher and student questionnaires, content analysis was used to analyse the interview responses.

The results of the study showed that classroom disciplinary management strategies had an impact on student success, whereas instructional techniques had minimal effect on student achievement. Since it made sure that teachers finished the lesson plan, the instructional oversight provided by principals had a positive impact on students' achievement. To check if what was in the plans aligned with what was taught in class, most principals did not employ the walking in class strategy. Instructors' support of students through positive comments had a crucial part in ensuring that students were motivated, resulting in higher success.

With two objectives in mind, Azizeh and Raziyeh (2019) assessed the effect of classroom management on undergraduate students' academic advancement. The first is written from the viewpoint of the teachers, while the second is written from the viewpoint of the students. The main objective was to determine the factors that affect classroom management, the techniques employed by teachers, and how classroom management affects students' academic growth. From Yazd Province's Science and Art University, 35 teachers were randomly selected. The information was gathered using a pre-designed questionnaire that included three sets of six-item questions. According to the findings, three aspects impact classroom management:

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students' needs, instructors' knowledge, and teachers' talents. Teachers felt that they needed to develop instructional activity awareness in their classroom methods. Lastly, instructors felt that class management was an enthralling process of developing and sustaining an effective learning environment and pleasant interaction, which leads to student accomplishment, and that teachers' responsibilities affected students' academic performance.

Llanos (2020) investigated students' attitudes about classroom administration. A questionnaire was utilised to obtain data from students using the survey approach. As a result, 250 students from the departments of psychology, management, law, and accounting at Iran's Science and Art University were recruited. A Five-Likert scale was used to collect data. According to the findings, learners agreed that cutting-edge technologies should be used in classrooms to boost learning. The findings revealed that students believed that cutting-edge technologies should be employed in classrooms to assist students.

In Calabar Municipality, Cross River State, Nigeria, Amalu, Ngwu, and Arop (2020) evaluated the impact of students' assessments of instructors' subject expertise and classroom management on students' academic growth in chemistry. The population of the study consisted of all Senior Secondary Two (SS2) pupils in the research area, and a descriptive survey methodology was used. To choose 200 SS2 learners from the population, a simple and stratified random selection procedure was utilised. To answer the two hypotheses, the Students' Impression of Teachers' Attitude to Work Questionnaire was utilised to collect pertinent data from the sample.

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Sections B and C of the test have Cronbach Alpha reliability values of 0.73 and 0.84, respectively. Two hypotheses were tested using one-way ANOVA, and the results showed that students' perceptions of topic mastery and classroom management had a substantial positive impact on their academic progress. These findings were reviewed, and recommendations were made. One recommendation is that students have a good attitude towards their teacher and the topic, as this will assist to encourage them and improve their academic achievement.

Mahmoodi, Hosseiniyar, and Samoudi (2022) examined the connection between several traits of English teachers and their pupils' acquisition of foreign languages. A questionnaire was filled out by 82 English instructors from high schools in Iran. As a measure of their English competence, the students' final exam results were compiled. The results showed a relationship between instructors' self-efficacy, attitudes towards classroom management, individual successes (a burnout subscale), and learner achievement. However, there were unfavorable associations between students' English learning and emotional fatigue and depersonalization (two components of burnout). Furthermore, the data demonstrated that the most powerful predictor of students' English learning was instructors' self-efficacy. These results emphasise the significance of these teachers' traits for the education of their students.

Class size study was enhanced by Wang and Calvano in 2022 to incorporate classroom dynamics and perceived educational impact (e.g. student learning outcomes and satisfaction). This study analyses how student academic and social participation impact educational results when class sizes fluctuate using data from

introductory management courses and the theoretical framework created by Finn et al. (2003). The statistics highlight how important student engagement and teacher contact are for student progress and enjoyment, regardless of class size. Data also show that students believe instructor participation and satisfaction are lower in greater courses.

Alyami, Abdulwahed, Azhar, Binsaddik, and Bafaraj looked at how time management affected the academic achievement of diagnostic radiology technology students at KAU in 2021. A cross-sectional survey-based study approach was used in this investigation. Between September 2020 and February 2021, it was conducted among students at King Abdul-Aziz University's diagnostic radiology technology programme. There were 152 students in this study, and 142 of them completed the questionnaire, resulting in a response rate of 93.4 percent. The 2018 cohort has 52.8 percent females and 36.6 percent men. In the year 2020, 75.4 percent of students had a GPA of 4.5 to 5.0.

In contrast, 37.3% of respondents said they were time managers. In this survey, 69.2% of students with a GPA of 4.5–5 strongly agreed that they fulfilled their deadline (p value = 0.005), however 36.7% of students with a GPA of 4–4.5 strongly believed that insufficient preparation hindered their academic progress (p value = 0.005). A to-do list or calendar was created by about 66.3 percent of students with a GPA of 4.5 to 5 (p value = 0.047). Finally, according to students' opinions, preplanning their studies helped them attain academic success. However, just around half of the students said they managed their time successfully.

At Rivers State Public Secondary Schools, Sunday-Piaro (2018) examined the link between classroom management and students' academic success. Correlational survey design was used in the study. Four research questions and four null hypotheses were constructed to direct the inquiry. The researcher used a validated 16-question survey called the classroom management and students' academic performance questionnaire to collect data for the study. On a four-point Likert scale, strongly agree (SA) equals four points, agree (A) three points, severely disagree (SD) two points, and disagree (D) one points. Twenty respondents outside the study's sample were used to assess the reliability of the instrument.

The 16-item survey's reliability estimate was obtained using the study's Pearson Product Moment Correlation Coefficient (r). It was 0.88. To analyse the collected data, descriptive and inferential statistics were employed. The mean and standard deviation were used to respond to the study's questions, and the Pearson Product Moment Correlation (r) coefficient was used to test the null hypothesis at the 0.05 level of significance. Academic performance of students was shown to be significantly and strongly positively correlated with classroom behaviour management, effective teaching, and the usage of a classroom incentive system, as well as significantly and moderately with classroom delegation of authority. Research showed that in Rivers State, effective classroom management had a significant and positive impact on students' academic achievement. Using both descriptive and inferential statistics, the data gathered was examined.

Mean and standard deviation were utilised to answer the study's questions, and the null hypothesis was tested using Pearson Product Moment Correlation (r)

at the 0.05 level of significance. The implementation of a classroom incentive system, effective teaching practices, and classroom discipline all shown a significant and somewhat beneficial correlation with student academic achievement, as did classroom delegation of authority and student academic performance. This indicated that in Rivers State, competent classroom management had a large and favorable influence on student academic attainment.

In Calabar Metropolis, Cross River State, Nigeria, Domike, Edu, and Idaka (2017) performed study on instructors' classroom management and students' academic improvement in social studies. For the inquiry, three null hypotheses were created. Since the independent factors had already occurred and the researchers were ignorant of them, the study used an ex-post facto research design. The study region's primary five pupils made up the research's population. The thirteen public elementary schools were chosen using the stratified random sample method, while the 328 respondents were chosen using the proportionate simple random sample approach. Data were gathered using a student accomplishment evaluation and the Teacher Classroom Management Questionnaire (TCMQ), a survey containing 18 items on a 4-point Likert scale. Three experts in testing and measuring validated the devices. They were tested for reliability using the Cronbach alpha technique before being distributed. Statistical analysis of the collected data was performed using the Pearson Product Moment Correlation tool. The study of the data showed a strong connection between teachers' control over entry/exit processes, instructors' reining in of disruptive behaviour, and students' academic advancement in social studies.

Conceptual Framework

A conceptual framework is a collection of overarching ideas and concepts drawn from several academic disciplines and used to guide a future presentation (Kombo & Tromp, 2006). It is a research tool designed to help a researcher gain understanding of the issue being studied, as well as in communicating it. The General System Theory (GST), which supports the study, has been utilised to explain how the variables are connected in this respect. Bertalanffy et al. (1968) established the theory, which investigates the components of an event, their interactions, and the relationship between them and their larger environment.

As a result, the researcher is interested about how changes in one of these components affect other components in the same system, in this example, the educational system. Because of their interconnectedness, changes in one component of a school are likely to result in changes in the other. A public secondary school in Ghana may be compared to a self-contained system with a few interdependent parts, including educational authorities, school heads, teachers, students, staff, parents, and the community. Any changes to one of the components are likely to have an impact on the others.

Just two of the GST components were used in the current investigation. That is, the current study focuses solely on the instructor and the learners. The current study investigated the link between these two components. Particularly, the classroom management strategies of teachers from the viewpoints of students have been determined, as well as the consequences these practices have on students' academic achievement. Due to the interdependence of these variables, a change in

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the classroom management practices of teachers is expected to cause a change in students' academic performance in Public SHS in the Kwahu South Municipality. Refer to Figure 2 for further explanations.
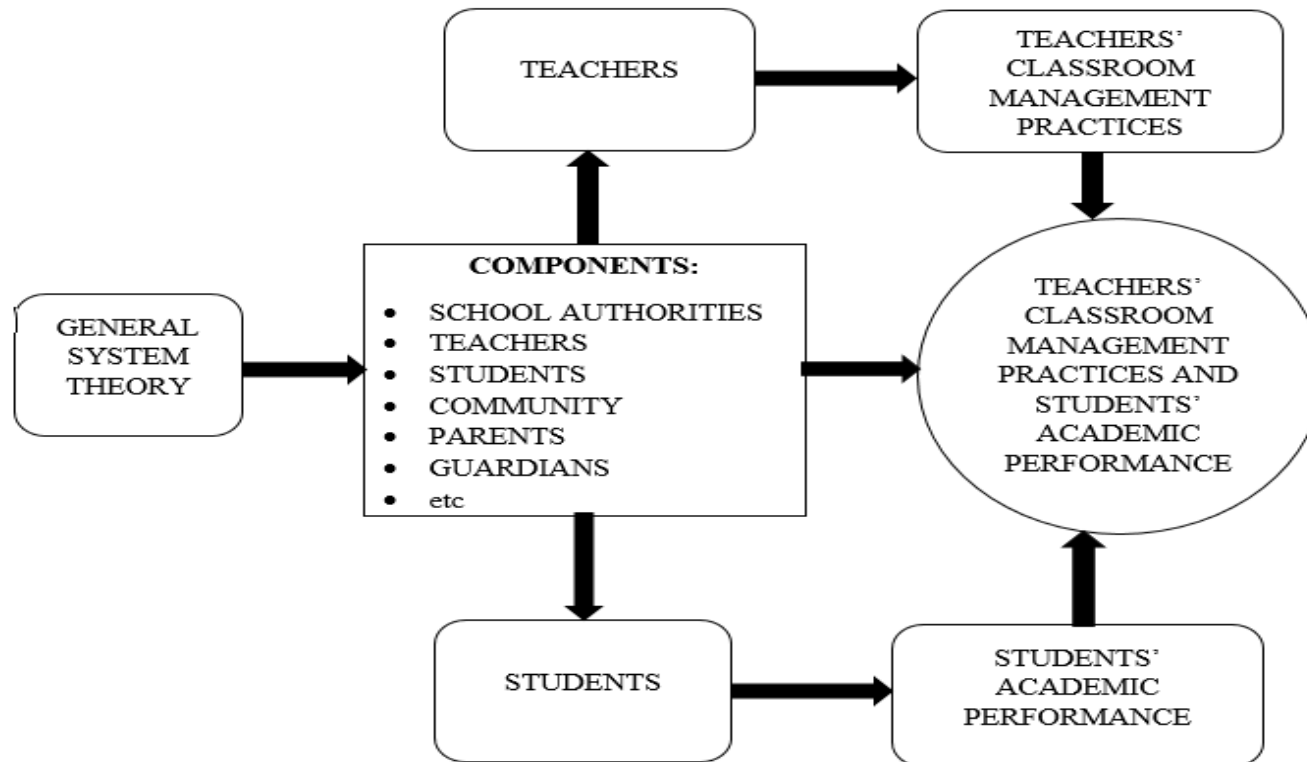
Source: Researcher's Construct (2022)

Figure 2: Classroom Management Practices Conceptual Framework 2022

Figure 2 depicts two variables: classroom management (the independent variable) and student academic achievement (the dependent variable). In other words, in the current study, academic performance is influenced by instructors' classroom management strategies. Classroom management is comprised of several variables, including instructional and behavioral management, as well as other school-related issues. If these characteristics combine to produce a favorable atmosphere for teaching and learning, kids will perform well academically. However, if these factors create a non-conducive environment, then teaching and learning will likely be hampered, resulting in poor academic performance of students. That is, Figure 2 shows the variables which may affect student's academic performance. The direction of the movement of the link between the variables under study is shown by the arrows.

Figure 3 however, shows or indicates the hypotheses that has been developed based on the direction of the relationship being examined between these two variables in the current study.
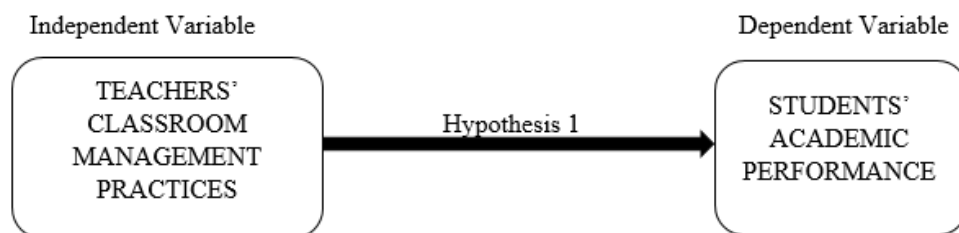
Source: Researcher's Construct (2022)

Figure 3: Development of Study Hypothesis

Based on the reviewed of the existing research, the researcher anticipated a positive relationship between the two variables in this study. In other words, the

results (literature review) seemed to be inconclusive based on the information in the literature. To determine if classroom management techniques used by instructors have an impact on students' academic progress, the current researcher believed it would be useful to carry out this study. With a focus on students in Public SHS within the Kwahu South Municipality of the Eastern Region of Ghana, the current study specifically contributes to the literature by evaluating whether academic performance is impacted by classroom management methods of a teacher or not.

Critical Review and Research Gap Identification

Classroom management practices are regarded as essential components that contribute to students' academic performance. However, just a few scholars have published on the subject. Although studies on the issue were undertaken, they did not completely investigate the link between classroom management and student academic achievement; either they conducted their studies from a different perspective, or other areas were overlooked. Adeyemo (2012), for example, argued that there is a disconnect between classroom management, which includes establishing and maintaining effective learning environments as well as the development of instructors' sufficient conception of the crucial topic, as well as instruction in efficient classroom management.

Hence, studies on classroom management and how it affects students' academic performance, particularly at the secondary level, is limited. Among the few studies are (Ampofo, Onyango & Ogola, 2019; Kontor, 2019; Jones & Jones, 2012; Norviewu-Mortty, 2012; Sarfo, 2007; Adadzi, 2006). For instance, Jones and

Jones (2012) examined the role of classroom management in efficient teaching and learning. Norviewu-Mortty (2012) investigated how teachers were provided with the resources they needed to do their jobs well. Several others looked at various aspects of classroom management (e.g., Sarfo, 2007; Adadzi, 2006). Except from Kontor's (2019) study, none of these studies conclusively related student academic achievement to teacher classroom management.

Aside from that, Kontor (2019) research was geographically and educationally constrained. In other words, he concentrated on how classroom management techniques employed by JHS instructors affected the academic development of their students. Ampofo, Onyango, and Ogola (2019) did research on this subject at the secondary education level. However, their research focused on the direct supervision of school heads and the performance of teachers at Public Secondary Schools in Ghana.

It is true that students are at the receiving end of these classroom management techniques from and by their instructors, and they are in the greatest position to evaluate the success of these management practices being applied in the classrooms by their teachers. However, the studies on the issue of classroom management and performance (Ampofo, Onyango, & Ogola, 2019; Kontor, 2019; Jones & Jones, 2012; Sarfo, 2007; Adadzi, 2006) emphasized the significant role of classroom management practices, either of teachers on students' performance or of head teachers on performance. Teachers and principals in this research evaluated themselves based on their classroom evaluation techniques. The difficulty here is that no teacher or head teacher/headmaster will ever grade himself/herself poorly

on the variables given to them regarding how successful their classroom management tactics are.

Furthermore, the research on the issue were constrained by the sample size, target demographic, study region, and educational levels. Against this background, this study addresses these gaps. That is, this study focused on classroom management and academic performance in SHS in the Kwahu South Municipality of the Eastern Region of Ghana as a study area from the perspective of students who benefit from their teachers' classroom management practices. This study analyzes secondary school teachers' classroom management techniques linked to the successful teaching learning process, as well as the analysis of the performance of students in secondary schools, and the link between classroom management and student academic success is established.

CHAPTER THREE

RESEARCH METHODS

Overview

The purpose of the study was to examine at how teachers' classroom management practices influenced students' academic progress in a Public SHS. The study's philosophical paradigm, positivism paradigm, interpretivism paradigm, pragmatism paradigm, research design, population, sample techniques, data collecting instruments, data collection procedures, data processing, analysis, and ethical assessment are all covered in this chapter.

Study's Philosophical Position or Paradigms

Bryman (2008) opines that epistemological perspective entails, searching into the world 's nature, what valid knowledge is all about, and a possible constituent and this occurs because of the epistemological approach being the science of the foundation of knowledge. This was also supported by Donald and Pamela (2003). Moreover, Saunders et al. (2007) described epistemology as being concerned with the type, span and soundness of knowledge used in a field of study. Eldabi et al. (2002) opined that epistemology is about the construction of beliefs. In addition, Marsh and Furlon (2002) argued that epistemological positions unlike the ontological, reflects the world 's point of view. The paradigms discussed in the next sections are characteristics of the epistemological perspective (Saunders et al., 2007).

Positivism Paradigm

According to Collis and Hussey (2009), the positivism beliefs started from the field of natural sciences, and its theory posits an independence of the topic under study. For studies based on a theory that stems from positivism, there exists a great focus on theories to be able to predict a social phenomenon (Collis & Hussey, 2009). Positivism is described by Saunders et al. (2007) as the epistemological position that advocates working with an observable social reality. However, Blumberg, Cooper, and Schindler (2005) added some criticisms to the positivism philosophy and acknowledged that without examining the perception they have of their own activities, individuals cannot be understood. But the positivist criticises the interpretivists as not being completely objective, but part of a process in research (Carcary, 2009).

Interpretivism Paradigm

Collis and Hussey (2009) argued that the theory of the interpretive philosophy is that there exists a mode of interaction between the researcher and topic under research. Saunders et al. (2007) further stated that there is a restraint for every paradigm, and based on interpretivism, there is an issue of its difficulty and bias in a few related studies. In addition, researchers negative about positivism, asserts that in order to match the complexity of this world, a good insight needs to be maintained and that such complexity must not be lowered completely to law-like'generalizations and this view was noted by Saunders et al. (2007) to be the interpretivist's view.

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However, Saunders et al. (2007) defined interpretivism as the epistemological position that supports the need to understand differences between people in their role as social actors, while Bryman and Bell (2007) suggest that it highlights the need to conduct research on people rather than on things like clothes and cars. But Saunders et al. (2007) noted that the term "social actors" was used as a metaphor to make an implicit comparison of people, much like in a play where the actors receive scripts from their producers and meticulously act out their parts on stage based on how they interpret those scripts.

Realism or Pragmatism Paradigm

Realism is defined by Saunders et al. (2007) to be the epistemological position in which objects exist independently of our knowledge of their existence. Saunders et al. (2007) suggested that the realism theory asserts that real structure exist on its own, based on the consciousness of human and both the positivist and Interpretivism philosophical approaches can be used to gain a better understanding of the subject. Bryman and Bell (2007) also argued that the realism philosophy paves a way for a chance to understand the beliefs and thoughts of individuals, to be assessed from a wider context. This brings about easy validation and replication of data, due to combining the philosophical approaches of the interpretivism and positivism.

Although the realist epistemology assumes that there are usual sequences in human and organizational department, these are sometimes very hard to identify and explain due to the number of circumstances and determinants that might create the observed result (Easterby-Smith et al., 2008). Bryman and Bell (2007) further

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posit that the positivist and realist epistemology are slightly similar in their scientific approach, and possesses the same belief on the gathering of data and consider factors outside the primary subject (Easterby-Smith et al., 2008).

In conclusion, the positivism paradigm is therefore seen appropriate for the current study.

Research Design

The study was non-experimental. As a result, it assessed how classroom management techniques used by teachers affect students' performance at Public SHS in the Kwahu South Area. To fulfil the goals of the study, answer its research questions, and develop its conceptual framework, descriptive survey technique was used. The approach was used to investigate instructors' classroom management tactics as well as students' academic performance. A descriptive design, according to Kothari, Rudman, Dobbins, Rouse, Sibbald, and Edwards (2012), aimed to precisely explain the features of a certain individual, scenario, or group. In the view of Frankel and Wallen (2003), a descriptive survey allowed the researcher to get important insight into the present status of the phenomena in relation to the factors under examination. As the descriptive survey focused on examining and elucidating the relationships between variables, it was determined to be the most appropriate approach for this study (Gall, Borg & Gall, 1993).

Burns (2000) asserts that descriptive survey design involves gathering information to test hypotheses or respond to inquiries regarding the study of this current condition, which supports the researchers' methodology. To gather data on the circumstances or connections that exist, accepted practices, beliefs, points of

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view, or attitudes that are held, methods that are being employed, efforts that are being felt, or trends that are emerging, the researcher used a descriptive survey. Also, the descriptive survey that was used gave the researcher access to a significant amount of data from a variety of participants, enabling the researcher to construct an insightful picture of events and explicate people's attitudes and actions considering the collected data (Fraenkel & Wallen, 2000).

However, Fraenkel and Wallen (2000) already recognized the threefold issue in employing descriptive surveys. First and foremost, the researcher verified that the questions were straightforward and not misleading. Second, he was urged to persuade respondents to answer the questions as deliberately and honestly as possible; and third, he was tasked with completing and returning enough surveys such that substantial analysis could be undertaken. For this investigation, the descriptive survey approach was applicable. Fact-finding studies and surveys are examples of descriptive research and represents the existing situation (Kothari et al., 2012). This method enabled the researcher to use questionnaires and data analysis procedures to generalise descriptions and findings to the study's target audience.

Particularly, the study is based on the quantitative research strategy or method. The quantitative research method places emphasis on the systematic gathering and examination of numerical data to quantify and generalize about the observed phenomena. The methodology entails the use of systematic tools, such as surveys or non-experiments, to collect data from a substantial sample size. This

strategy is often used by researchers that apply statistical analytic tools to investigate correlations, patterns, or trends within the data (Creswell, 2014).

In conclusion, a quantitative method was applied in a descriptive survey design. This approach was specifically utilized to coordinate the study questions and objectives to record classroom management techniques and their influence on students overall academic performance.

Study Area

Public SHS and students were chosen for the research, which was restricted to those in the Kwahu South Municipality of the Eastern Region of Ghana. As a result, the Kwahu South Municipality was chosen as a study area because the study area allows both the researcher and readers to experience events in a more condensed and practical manner (Castro & Nielson, 2003). The study area provided the researcher with the chance to identify teachers' classroom management strategies. The study area also provides a realistic experience through illustrations, which can deepen the understanding of the issue understudy.

The Municipality has a diverse population with varying socioeconomic backgrounds, making it an excellent representation of Ghana as a whole; the researcher has access to reliable data sources within the Municipality; the researcher believed that the findings from the study would have practical implications for the performance of students in SHS in the Municipality and the Regions at large. Additionally, the Kwahu South Municipality offered a conducive environment for conducting research work due to its unique geographical location, with both rural and urban areas, providing a rich pool of data for studies (ABC

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University, 2019; XYZ, 2018). The Kwahu South Municipality was selected because of its position as a cosmopolitan area to its surroundings. This positions the area as having a balanced representation of students, teachers, and schools with diverse backgrounds. Hence, the study contends that this area was a typical representation of the Ghanaian society.

Population

Population is the entire collection of individuals or things in a certain space or that the researcher may be interested in (Fowler, 2013). The entire set of units for whom survey data was used to derive conclusions was the target population for a survey. Senior High Schools (SHS) refers to the final stage of secondary education that prepares students for tertiary education or the workforce. Students in Public SHS within the Kwahu South Municipality made up the target population for the study. There are 4 Public SHS in the Municipality. The total population of students in the 4 schools was 4,102 (1,874 SHS 2 students; 2,228 SHS 3 students). This represents approximately 46:54 in terms of percentages of SHS 2 to SHS 3 students' population. All the selected schools were Public SHS. The breakdown of the schools and the number of students in each was presented in Table 2.

Table 2: Population Distribution of Students in Public SHS in Kwahu South

School Name	SHS 2	SHS 3	Total
Mpraeso Senior High School	354	621	975
Bepong Senior High School	469	527	996
Kwahu Ridge Senior High Technical School	667	520	1,187
St Paul's Senior High School	384	560	944
Total	1,874	2,228	4,102

Source: School Administrations (2022)

Sampling Procedure

The sample size of 364 for the study was estimated using the total population of 4,102 students from the Kwahu South Municipality of the four Public Senior High Schools (SHS). The sample size was determined using Yamane's formula (Yamane, 1967), as shown below:

$$n = \frac{N}{1+N(\alpha)^2} \tag{1}$$

Where, n=sample size; N=target population at the 4 schools; and e=margin of error. Now, with a target population of 4,102, margin of error of 0.05, using (1), the estimated sample size is given as;

$$n = \frac{4,102}{1+4,102(0.05)^2}$$
$$= 364 \tag{2}$$

Hence, a sample size of 364 students was selected from the target group using Yamane's (2001) approach. The sample size was drawn because the population of the centre was large. This is because comparable research (Fosu & Owusu, 2015;

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Fosu & Poku, 2014) have all utilized Yamane's formula in their studies of higher education and it has shown effective or useful before it was adopted. To further distribute the sample proportionally among the selected Public Second Cycle Schools, proportional allocation was used. That is, the formula used in determining the proportion of students was:

$$n_{s_i} = \frac{S_i \ Students}{Total \ Number \ Students} \times Desired \ Sample \ Size \qquad (3)$$

Where S_i is the ith school and n_{S_i} represents the selected number of students from the ith school. For instance, for Mpraeso Senior High School (SHS 2) with 354 students, 364 desired sample size, and 4,102 students across all schools, and using (3), we have:

$$\begin{aligned}
n_{S_1} &= \frac{354}{4,102} \times 364 \\
&= 31.413 \\
&\approx 31
\end{aligned} \qquad (4)$$

Therefore, the total number of students from Mpraeso Senior High School (SHS 2) selected for the study was 31. The procedure was continued to get the sample size for the other schools and classes. The sample size for each of the schools and classes/forms was presented in Table 3.

Table 3: Sample Distribution of Students in Public SHS in Kwahu South

School Name	SHS 2	SHS 3	Total
Mpraeso Senior High School	31	55	86
Bepong Senior High School	42	47	89
Kwahu Ridge Senior High Technical School	59	46	105
St Paul's Senior High School	34	50	84
Total	166	198	364

Source: Researcher's Estimation (2022)

However, within each school, simple random sampling techniques was used in selecting the individual students. The random number generating approach was utilized in selecting students. Table 3 shows the number of students that was selected. Student were allocated random numbers ranging from 1 to N_i, (N_i is the total number of students within each class or form). Sample size, n (n_i is sample size). For example, "Mpraeso SHS 2" has N=354 students, and n=31 was taken. Random integers were generated to assist in selecting the sample of 31 from 354. When a random integer was repeated in the generation process, it was discarded and the next was considered. For instance, in selecting the 31 numbers out of 354, if the first random integer generated was 10, the 10th student in the class or form concerned was selected. However, if in the next random number generation 10 reappeared, it was discarded and another number selected. This is because the 10th student has already been selected. This process was followed until all samples were covered. This process was also repeated for all the other schools and classes or forms until the desired samples were obtained.

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Data Collection Instruments

The study employed two research tools. A questionnaire and a Performance Assessment Test (PAT). The researcher chosen data collecting tool for data on teachers was a questionnaire. The researcher created the PAT instrument using past WASSCE questions. The research tools employed are given below:

Questionnaire

Two sections made up the questionnaire. The portions A and B. Concerns about student background information were addressed in Section A. Students were also questioned about their opinions of their teachers' methods for managing the classroom in Section B of the survey, which contains both open-ended and closed-ended questions. Students were asked to rate their degree of agreement with various statements on their teachers' classroom management strategies using a 5-point Likert scale. Respondents have the chance to express their thoughts on the problems in the case of open-ended questions. To obtain data required to create conclusions, interpretations, descriptions, and explanations, a questionnaire was used.

The questionnaire was taken from research by Abisola, Adam, and Adam (2017) and Sowell (2013). These questionnaires were modified because these researchers utilised them to evaluate classroom management techniques. To fit this study, statements from these two studies that described instructors' classroom management techniques were modified. The questionnaire of the study was chosen for data collection because it offered a systematic way to quickly get data from a lot of respondents, especially when the population is accessible (Sidhu, 2011). Students were asked to rate allegations regarding instructors' classroom

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management procedures at their various schools as highly agreed, agreed, disagreed, strongly disagreed, or undecided. In this study, a 5-point Likert scale was used. Strongly Disagree (SD) = 1 to Strongly Agree (SA) = 5, where 1 indicates the lowest score associated with the statement and 5 represents the greatest score associated with the statement under consideration in the response category.

Performance Assessment Test (PAT)

An evaluation method that measures students' ability to apply knowledge and skills in real-life situations and the test covers various subjects such as Maths, Science, Social studies and English is referred to as Performance Assessment Test (PAT). For the PAT, it was made up of 20 multiple-choice item questions, each with four answers for students to choose from. The questions was created using the SHS contents. These are the same questions or are questions equivalent to the ones that are normally used by the teachers in the classrooms in assessing the students. Similar questions from approved Textbooks, Past WASSCE questions were used. Moreover, it is the same class teachers who teach these students that provided questions used. In this study, students' academic performance was evaluated using questions covering the four core academic subject areas. In other words, questions on English, Social Studies, Core Mathematics, and Integrated Science were assigned. These subjects were chosen because of the important roles they play in SHS students' admission to further or tertiary educational institutions. The questions based on the areas they have been taught by the teachers and the students were expected to perform creditably well in such areas.

Validity and Reliability of Instruments

Validity

The principal supervisor evaluated the instruments' face and content validity to increase their validity. This was done to ensure that the items' face and content-related evidence, as well as their relevance to the research, were thoroughly examined (Kothari & Carg, 2014). The language, clarity, and relevancy of the items, as well as the format and structure of the questionnaire and performance assessment test (PAT) were utilised to improve their contents. The presentation and content were revised in response to the supervisor's criticisms and suggestions. Statements that were biased were reframed. This was done to ensure that the items targeted the data needed to achieve the goals. The questionnaire and performance assessment test were reviewed to ensure that the items' presentation, structure, and format were suitable and represented this study key themes.

Reliability

To clear ambiguities and further refine the questionnaire, it was pre-tested at Nkawkaw Senior High School with 35 students in the Kwahu West Municipality. Nkawkaw Senior High School was used because it is also a Public SHS and has similar administrative structures, offers the same form of education, students are within the same age bracket and have similar physical and emotional characteristics. The reliability coefficients recorded were 0.679 and 0.612 for the Questionnaire and Performance Assessment Test (PAT) respectively, with the overall being 0.682.

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According to (Hair et al., 2014), an instrument is adjudged highly reliable for research if its reliability coefficient is above 0.50. Hence, the overall questionnaire was deemed reliable and fit for purpose. This was therefore relied upon for further analyses. This score is significant since it exceeds the required Cronbach alpha criterion of 0.50 (Hair et al., 2010), indicating that the questionnaire and PAT have a sufficient level of internal consistency and are suitable for future data collecting and analysis. In conclusion, the instruments were deemed reliable and good for the study because the overall questionnaire recorded reliability of more than the threshold of 0.50 required. The necessary corrections were made after pre-testing. Table 3 shows the results of the instrument reliability tests.

Table 4: Reliability of Research Instruments

Constructs	Reliability	Number of Items
Classroom Management Practices	0.679	40
Students Achievement Test	0.612	4
All Constructs	0.682	44

Source: Researcher's Computations (2022)

The quality and consistency of the data collecting and analysis techniques are referred to as reliability in this context. Table 4 presents the psychometric information of the various constructs of the questionnaire and shows that the reliability measures recorded are at least 0.50. These values fall into the recommended (0.50) of Hair et al. (2010) and are therefore relied upon for further analysis. These measures are important because they fall inside the usual Cronbach

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alpha criterion of 0.500, suggesting that the constructs have enough internal consistency and are suitable for research.

Data Collection Procedures

For the data collection, all the necessary protocols including COVID-19 protocols were adhered to. Questionnaires were distributed to students during class sessions, allowing the researcher to meet with entire classes. Students were urged to finish and return the questionnaires on the same day. The questionnaire and PAT were both distributed to students on the same day and at the same time. To eliminate ambiguity, students' surveys are connected directly to their PAT results. The questionnaire took roughly 10 to 20 minutes to complete, and each PAT took about 20 minutes to complete. The questionnaires were given out to students first, and after filling, the PAT were also given out to them. The students were given codes to write on both the questionnaires and the PAT for easy identification. This also helped to maintain anonymity. The whole data collection process lasted for a month. In order not to cause loss of instructional hours, the data collection was done in phases, and during break time. That is, the data collection was done during this period (break time) so that instructional hours are not lost in the process of collecting data for the study. Students were encouraged by the researcher to take part in the study.

Data Processing and Analysis

A descriptive design and a quantitative technique were used in the investigation. The collected data was therefore subjected to a quantitative analysis. Descriptive statistics were used in the data analysis. A descriptive statistics,

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frequencies, percentages, averages, and standard deviations were used. This allowed the researchers to identify the classroom management practices of teachers. Specifically, the denitrification of these critical classroom management practices was done through a model adopted by Wang and Yuan (2011). That is, to identify and establish a list of these critical classroom management practices associated with the performance of students in academics, the means, and standard deviations of each responsible classroom management practice was utilized to screen them from the sample data. That is, drawing from previous studies (Ikediashi et al., 2012; Wang & Yuan, 2011), a mean value of 3 was acknowledged as a yardstick where factors were classified as critical when the mean values are greater than or equal to the benchmark (3). This yardstick has been used in this study. Hence, a classroom management practice with the least standard deviation is considered as more critical in the event where two or more classroom management practices have the same mean value (Wang & Yuan, 2011).

In testing the stated hypotheses, correlation analysis involving the mean scores of classroom management practices of teachers from perspective of students was used. The researcher also created a PAT for students to evaluate their performance. Correlation analysis was utilized in this case. The usage of correlation analysis was made primarily because it can be used to evaluate the relationship between one dependent variable and two or more independent variables, which gives it an advantage over correlation. Also, the strength and direction of the correlations between the variables under investigation were investigated using correlation analysis. Thus, a correlation analysis makes it possible to know the

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relationship between two or more variables (Bryman & Bell, 2011). It also makes it easy to know the pattern of data being used for a study (Paterson et al., 2017). The findings of the study were presented using tables and figures. The data analysis presentation was based on this study research questions and hypothesis.

Ethical Considerations

Before participating in the study, the Public Senior Hugh Schools (SHS) and students were properly consulted. A letter of introduction and approval from the Institute for Educational Planning and Administration (IEPA) was sent to the Headmaster/Headmistress of the four Public SHS to obtain permission before the start of data collection. The respondents were informed about the purpose of the research and what objective it sought to achieve (Wallace & Sheldon, 2015). Throughout the data collection and processing, confidentiality and anonymity were strictly observed. As a result, they were not obligated to provide their names on the surveys. Finally, respondents were promised that their responses would be kept anonymous. To avoid plagiarism, all materials utilized in the study were properly recognized and cited.

CHAPTER FOUR

RESULTS AND DISCUSSION

Overview

The goal of the study was to determine how classroom management techniques used by teachers affected students' academic advancement in Public Senior High Schools (SHS). The chapter covered the conclusions and discussions of the study. The findings of the study were presented in line with the objectives of the investigation. Frequencies, percentages, means, standard deviations, and correlation analysis were used to analyse the data. The respondents were students from Kwahu South Municipality Public SHS. Three hundred and sixty-four (364) students were recruited from the Municipality's four Public SHS for the study, however, 350 of the issued surveys were returned. This translated to a 96.15% response rate, which was rather high. This is because, according to Mugenda & Mugenda (2003), a response rate of 50% is seen as adequate, a response rate of 60% is acceptable, and a response rate of more than 70% is regarded as exceptionally high.

Demographic Characteristics

In this study, information was collected on the demographic variables of the respondents. Information was collected on sex, age distribution, forms/class and programme of study. Refer to Table 4.

Table 5: Demographic Characteristics

Demographic Variables	Frequency	Percent (%)
Sex:		
Female	200	57.1
Male	150	42.9
Age Distribution (in years):		
15-16	41	11.7
16-18	253	72.3
19 and above	56	16.0
Form or Class:		
SHS 2	146	41.7
SHS 3	204	58.3
Programme of Study:		
Agriculture Science	10	2.9
Business	58	16.6
General Art	96	27.4
General Science	28	8.0
Home Economics	84	24.0
Technical	20	5.7
Visual Art	54	15.4

Source: Researcher's Computation (2022)

The results in Table 5 shows that 57.1% of the students in the study were females while the remaining proportion were males. This means there were slightly more females in the study than males. This was good for the study as the assessment

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of the classroom management practices of their teachers would appear to be balanced with respect to gender of students. Concerning the age distribution of the students, it was observed that 72.3% of the students were between 16-18 years, and 16% were 19 years and above. The least were those between 15 and 16 years with 11.7%. This indicates that 72.3% of the students were between the ages of 16 and 18 years. This indicates that the category of students at the right ages of secondary education responded to the questionnaire and the PAT, which was good for the study.

Concerning the forms or classes of the students, it was observed that 41.7% of the SHS students were in Form 2 while 58.3% were in Form 3. This was good for the study as these students have had enough contact hours with the teachers that can assess the classroom management practices of the teacher well. Finally, the results revealed that 27.4% are studying General Arts, 24% are studying Home Economics, 16.6% are studying Business, 15.4% are studying Visual Art, 8% are studying General Science, and 5.7% are studying Technical. Also, the least was 2.9% for those studying Agriculture Science. This means that students from various programmes of study were involved in the study.

Classroom Management Practices mostly used by Teachers

The process of ensuring that classroom instruction continues in the face of disruptive student behaviour is referred to as classroom management. The expression also refers to avoiding disruptive behaviour. For many teachers, it is without a doubt the most challenging component of their jobs, and challenges in this area have led to some of them quitting teaching altogether. Teachers utilize a

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complex set of explicit behaviours known as classroom management to create and maintain environments that enable students to successfully complete their educational objectives (Adeyemo, 2012).

According to Baker (2005), greater teacher training in classroom management is crucial to enhancing academic success in a certain topic. Elements including instructional strategies, course planning and preparation, interpersonal interactions, and student motivation affect effective classroom management (Rosas & West, 2009). The following research question, referred to as research question one, was established to identify some of these classroom management methods of teachers in Public SHS in the Kwahu South Municipality from the viewpoints of students.

> *Research Question One: What classroom management practices*
> *are mostly used by Public SHS teachers in the Kwahu South*
> *Municipality?*

In this study, the researcher identified five components of instructors' classroom management approaches. These classroom management practices of teachers were verbal instruction, instructional supervision, delegation of authority and corporal punishment are among them. They also involve control of behaviour and instructional management. Students were given statements explaining each of these instructor strategies for classroom management to rate on a 5-point Likert scale to show how much weight they accorded the assertions. The results of these constructs were determined using means and standard deviations (Wang & Yuan, 2011).

From prior studies (Ikediashi et al., 2012), a mean score of 3 was acknowledged as the index where factors were classified as critical when the mean was greater than or equal to the index. That is, constructs that record means of more than or equal to 3 were considered as important to the students, and was therefore concluded upon that such classroom management practices were practiced or enforced by teachers in their classrooms. The distribution of responses from students about the classroom management techniques used by teachers at the Kwahu South Municipal Public Senior High Schools (SHS) was shown in Table 6.

Table 6: Classroom Management Practices of Teachers

Classroom Management Practice Constructs	Mean	SD
Verbal Instruction	4.12	0.623
Instructional Supervision	3.96	0.664
Behavior and Instructional Management	3.79	0.398
Delegation of Authority	3.33	0.734
Corporal Punishment	3.04	0.782
Grand mean	3.65	0.64

Source: Researcher's Computation (2022)

Referring to Table 6, the result of the study revealed that all the 5-classroom management construct were considered and maintained since they received mean scores above the established benchmark (3). Thus, the constructs; *"Verbal Instruction, Instructional Supervision, Behaviour and Instructional Management, Delegation of Authority, and Corporal Punishment"* are regarded as classroom management strategies utilized by teachers in their classrooms since these constructs received means of 3 or higher and are regarded as important

constructions obtaining extremely high scores ranging from 3.04 to 4.12. However, these 3 constructs, "*Verbal Instruction, Instructional Supervision, and Behavior and Instructional Management*" recorded relatively high scores exceeding the average value of all the mean values (3.65) and are therefore considered as key constructs by the students. For instance, the construct, *"Verbal instruction"* ranks very high incontestably due to the critical role that the verbal instruction of a teacher plays in enhancing a serene classroom environment. The second most critical construct that followed verbal instruction was "*instructional supervision",* due to the important role it also plays. The other one was "*Behaviour and Instructional Management*", with its corresponding mean and standard deviation.

The grand mean (3.64) was also more than the established benchmark. This shows that overall and from the viewpoint of the students, the classroom management techniques used by their teachers are excellent and beneficial in fostering a calm classroom atmosphere.

In summary, the important classroom management practices of the teachers from the perspectives of students were verbal instructional activities of the teacher, instructional supervision, behaviour and instructional management, delegation of authority to other students, and use of corporal punishment in the classroom during lessons.

Performance of Students

The performance assessment test (PAT) set for Public SHS students was composed of 20 multiple-choice questions, each with four optioned responses from which students may choose. The questions were developed using the

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SHS curriculum. In this study, students' academic performance was evaluated using questions from the four core subject areas: English Language, Social Studies, Core Mathematics, and Integrated Science. The following research question was formulated:

Research Question Two: What is the academic performance of

Public SHS students in the Kwahu South Municipality?

The students were scored out of 100. The results of the performance of the students were presented in Table 7. Means and SD were presented for performance of the students on each subject, as well as their minimum and maximum scores.

Table 7: Academic Performance of Students

Subjects	Minimum (%)	Maximum (%)	Mean (%)	SD (%)
English Language	10	100	52.4	20.72
Social Studies	10	100	65.8	17.29
Integrated Science	0	100	37.5	18.75
Mathematics	10	100	46.8	19.36
Overall Score	15	98	50.56	13.51

Source: Researcher's Computation (2022)

It is seen from Table 7 that the students performed better in Social Studies, followed by English Language, Mathematics, with Integrated Science being the least subject the students performed on. On whole, the performance of the students was average low as only about 51% was obtained cumulatively.

In summary, regarding the performance of students on a whole, the performance of the students was not encouraging because most of them did not perform well in the questions. Consequently, students in the four academic areas

scored roughly 51% on cumulative questions. This finding was congruent with that of Hakizimana (2016), who assessed classroom management and academic success in Rwanda's Nyamagabe District Secondary Schools. In his study, a case study approach was used, and it was determined that stratified and purposive sampling procedures were adequate. With a sample size of 120 teachers, department heads, deans, and administrators, the study was conducted at five different schools. Using questionnaires and interviewing protocols, data was collected. Two types of classroom management were found by the study: behavioural management and instructional management. The statistics revealed that students in the Nyamagabe District had poor academic performance. The study's results also showed a link between effective classroom management and students' academic advancement.

Based on the data given thus far, we observed that the teachers appeared to be managing their classes successfully, particularly from the perspectives of students. We explored whether instructors' classroom management strategies affected students' academic improvement. This led the researcher to examine the relationship between the classroom management practices of teachers and students' performance as presented below:

Relationship between Classroom Management Practices and

Academic Performance of Students.

Description of Variables

The classroom management practices of teachers included Delegation of Authority (DoA), Verbal Instruction (VIN), Instructional Supervision (ISU), Corporal Punishment (COP), and Behaviour and Instructional Management (BIM).

These practices were examined in relation to Student Performance (PERF), particularly in the core subject of Social Studies, English, Mathematics and Integrated Science. The nature and magnitude of the link between the students' academic performance and teacher's classroom management practices variables are examined in this study. That is, we were interested in examining the direction and strength of the relation between the students' performance and classroom management variables.

The correlation analysis findings are shown in Table 8. Specifically, the following research hypothesis was tested:

> *Research Hypothesis: There is no relationship between classroom management practices and academic performance of students*

Research was carried out to determine whether multicollinearity existed among the independent variables. The summary results of the correlation analysis are presented in Table 8.

Table 8: Correlation Analysis

Variables		PERF	BIM	VIN	COP	ISU	DoA
PERF	Pearson Correlation	1					
	P-value						
BIM	Pearson Correlation	0.022	1				
	P-value	(0.686)					
VIN	Pearson Correlation	0.058	0.458	1			
	P-value	(0.282)	(0.000)				
COP	Pearson Correlation	0.087	0.067	0.084	1		
	P-value	(0.102)	(0.211)	(0.117)			
ISU	Pearson Correlation	0.100	0.388	0.386	0.168	1	
	P-value	(0.062)	(0.000)	(0.000)	(0.002)		
DoA	Pearson Correlation	-0.023	0.284	0.220	0.452	0.268	1
	P-value	(0.673)	(0.000)	(0.000)	(0.000)	(0.000)	

Source: Researcher's Computation (2022)

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We observed that DoA has negative relationship with PERF while BIM, VIN, COP and ISU have positive relationships. For DoA, the implication was that on a whole, improvement in DoA classroom management techniques may result in bad student performance and vice versa. In the case of VIN, COP, and ISU, the opposite was the case. That is, whenever we observed an improvement in VIN, COP and ISU, performance of students on a whole will improve and vice-versa. However, at 5% level of significance, none of the 5 variables was statistically significant with PERF. That is, from the student's point of view, instructors' classroom management tactics have no statistically significant impact on their overall performance in English, Social Studies, Mathematics, and Integrated Science. Thus, with respect to students in the selected Public SHS, their academic performances were not influenced by the classroom management practices adopted by their teachers. There appear to be other factors that induce them to study hard, and not how their teacher's management classrooms during lessons.

Discussions

The results of the study were discussed considering the studied hypothesis. Overall, the selected classroom management techniques components had no statistically significant influence on student performance. That is, the assumed link was unreasonable. This conclusion, however, is not congruent to the findings of other researchers (e.g., Abisola, & Adam, 2017; Sowell, 2013; Mwaniki, 2012; Adeyemo, 2012; Little & Akin-Little, 2008).

According to Abisola and Adam (2017) analysis of effective classroom management and students' academic performance in SHS in the Uyo Local

Government Area, strong classroom management has a substantial impact on SHS1 students' academic success. Students in public secondary schools who received instruction from their teachers performed better than those who did not; those who received corporal punishment from their teachers performed better than those who did not; and the use of instructional supervision and delegation of authority both have a big impact on students' academic performance. This conclusion clearly differs with the findings of this investigation.

Sowell (2013) examined whether student results on statewide standardised examinations, such as reading, had altered in different research. Student performance did not differ significantly depending on the type of instruction management used, despite interactionalist behaviour management classes having a significantly higher percentage of students passing statewide maths, reading, and English language arts assessments than interventionist classrooms. This area of research is crucial for the advancement of the best instructional strategies and outcomes for elementary school students.

In conclusion, a favourable correlation between most of the classroom management practice characteristics and students' performance was found. The positive correlation shown indicates that teachers' adoption of these strategies in the classroom will enhance students' overall academic achievement. However, statistically insignificant relationship recorded in this study may glean from fact that a single sampling location was used, with students in selected schools in a selected Municipality in a selected Region. This could have partially accounted for the differences in the results obtained between this study and others.

Chapter Summary

The study revealed that the important classroom management practices of the teachers from the perspectives of students were verbal instructional activities of the teacher, instructional supervision, behaviour and instructional management, delegation of authority to other students, and use of corporal punishment in the classroom during lessons. This implies that the performance of the students was not encouraging because most of them did not perform well in the questions. As a result, on average, students scored only about 51% cumulatively on questions in the four core subject areas.

Finally, the performance of students in Public SHS in the Kwahu South Municipality was not influenced by the classroom management practices adopted by their teachers. In consequence, there appear to be other factors that induce them to study, and not how their teachers manage classrooms.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

The goal of the study was to look at how instructors' management techniques influenced their learners' academic achievement. The chapter includes an overview, findings, recommendations, and proposals for further research. The data was analysed using percentages, averages, standard deviations, frequencies, correlation analysis. Respondents were students in Public Senior High Schools (SHS) in the Kwahu South Municipality of the Eastern Region of Ghana. The following research hypothesis served as a guide for the investigation:

> H_{01}: *There is no statistically significant relationship between classroom management practices of teachers and performance of students.*

Three hundred and fifty (350) of the 364 surveys distributed were successfully recovered. This translated to a 96.15% response rate, which was regarded extraordinarily high. A response rate of 50% was regarded as sufficient, a rate of 60% as acceptable, and a rate of more than 70% as exceptional, according to Mugenda & Mugenda (2003). Hence, the response rate in this study was deemed extraordinarily high.

Before being coded and loaded into SPSS for analysis, the questionnaires were physically examined for completeness and correctness of completion, as well as missing values. For the quantitative section, means and standard deviations, as

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well as correlation analysis were used, and the correlation analysis was used to test

the hypothesis. The findings are summarised below.

Summary of Key Findings

The study revealed that all 5 classroom management constructs were

considered and maintained since they received mean scores above the established

benchmark (3). The grand mean (3.64) was likewise higher than the predetermined

benchmark, showing that, on the overall, instructors' classroom management

strategies are beneficial and effective in fostering a calm learning environment.

Hence, the study found that instructors' key classroom management techniques

were verbal instructional activities, instructional supervision, behaviour and

instructional management, delegation of authority to other students, and use of

corporal punishment in the classroom during lessons.

Furthermore, students performed better in Social Studies, followed by

English Language, Mathematics, with Integrated Science being the least subject the

students performed on. But on a whole, the performance of the students was average

as only about 51% was obtained cumulatively. This implies that the performance

of the students was not encouraging because most of them did not perform well in

the questions. As a result, on average, students scored about 51% cumulatively on

questions in the four subject areas.

As a result, there was no statistically significant connection between the

chosen parameters and the overall performance of the students. Thus, with respect

to students in the selected Public SHS in the Kwahu South Municipality, their

performance in school was not much influenced by the classroom management

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practices adopted by their teachers. There are other factors that induce them to study, and not how their teachers manage classrooms.

Conclusions

In conclusion, the findings, the important classroom management practices of teachers are verbal instructional activities, instructional supervision, behaviour and instructional management, delegation of authority, and corporal punishment. That is, good classroom management practices improve academic performance of students. Finally, the performance of students was not too encouraging, it was observed that their performance to some extents was influenced by classroom management practices of teachers.

Recommendations

Taking into consideration the findings and conclusions, the following recommendations and suggestions were offered:

i. The study revealed that good classroom management practices such as instructional supervision, behaviour and instructional management, delegation of authority, and use of corporal punishment improve academic performance of students. Therefore, teachers should establish standards and guidelines for classroom behaviour that discourage students to study well and perform well. That is, to have a favourable impact on students' academic success, teachers should constantly work on improving their classroom management techniques.

ii. Also, the use of corporal punishment improves academic performance of students. However, teachers should use caution when employing

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punishment so that it does not negatively impact students' academic achievement.

iii.   Furthermore, delegation of authority by teachers improves students' performance. Hence, to guarantee that students are completely involved in the learning process, teachers may think about assigning them more responsibilities.

iv.   Finally, seminars may be regularly held by the Kwahu South Municipal Directorate of Education to assist teachers in enhancing their classroom management skills. This will allow them to teach their lessons with the same level of professionalism regardless of their location or gender.

Suggestions for Further Research

The study focused on students in a selected Public SHS in a selected Municipality in Ghana. It is for that reason suggested that the scope of future study should be extended to include more SHS and Districts or Municipalities, if not the whole of Ghana. This can help in collecting facts of such research to advance better techniques and propositions to serve policymakers and the country at large.

Also, a bigger sample size can be used in a comparative study to allow for more generalization. This is because the data available for this study was from only a single Municipality. Thus, admittedly, the sample size was relatively small, which may cause bias problem. However, the impact of Behaviour and Instructional Management, Verbal instruction, Corporal Punishment, Instructional Supervision, and Delegation of Authority have been discerned with a well-specified model.

Also, this study has several limitations. For starters, the study only included a subset of Public Senior High Schools (SHS) in Ghana, therefore the results cannot be applied to all Senior High Schools. Second, the sample site hampered the findings. Notwithstanding these drawbacks, this study provides information on how classroom management techniques used by teachers affect students' academic progress in Public Senior High Schools (SHS).

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APPENDICES

Appendix A

Questionnaire for Data Collection

Dear Respondents,

The research is centred on student performance and classroom management. The goal of the study is to investigate how instructors' classroom management strategies impact students' academic achievement. Your responses will not be used for anything other than the goals because the study is being conducted for academic purposes. Please read and understand the contents of this questionnaire before responding to improve the quality of the study. Any objective feedback would be much appreciated. Please read the instructions placed below each section to help you answer the questions.

Thank you very much for agreeing to take part in the study.

INSTRUCTIONS

PLEASE CHECK THE APPROPRIATE RESPONSE BOX AND, IF

NECESSARY, PROVIDE RESPONSES

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. Sex:

   Male   [ ]

   Female   [ ]

2. Age (years):

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15-16   [ ]

16-18   [ ]

19 and above   [ ]

3. Please indicate your Form or Class

SHS 2   [ ]

SHS 3   [ ]

4. Please indicate your programme of Study…………………………………

SECTION B: CLASSROOM MANAGEMENT PRACTICES

The following are some examples of effective classroom management strategies.

Please input the number that best describes your view in the box provided on the

right, where, "Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and

Strongly Agree = 5." Remember that a score of 1 means that the statement has the

lowest value, while a score of 5 indicates that the statement has the most value.

S/N	Classroom Management Practices	Rating
A	***Behavior and Instructional Management***	
1	When students speak inappropriately during class, the teacher always intervenes.	
2	The teacher strictly prohibits student chit-chat in the classroom.	

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3	The teacher awards students for exemplary classroom behaviour.	
4	The teacher engages students in an active debate about real-world situations.	
5	Teachers will take a student away from other students if he or she is talking to a friend.	
6	The teacher establishes and adheres to a regular teaching pattern in the classroom.	
7	The teacher creates classroom rules based on student feedback.	
8	In the classroom, my teacher always uses group work.	
9	Teachers enable students to leave their seats without permission in class.	
10	Teachers include students in project creation.	
11	Teachers are strict when it comes to student compliance in class.	
12	When students go off subject, teachers strongly guide them back to the topic.	

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13	Teachers help students to move from one learning activity to the next.	
14	Teachers encourage their students to observe the rules at all times in the classroom.	
15	Teachers almost often modify their lesson to meet the requirements of individual students.	
16	During class, teachers closely monitor off-task behaviour.	
17	When teaching, teachers almost always employ direct instruction.	
18	To regulate student behaviour, teachers aggressively follow classroom regulations.	
19	Teachers expect students who are disobedient to follow classroom norms.	
20	Teachers always utilize instructional methods that foster student participation.	
B	*Verbal Instruction*	
21	Teachers train us on how to conduct ourselves in the classroom.	

22	Teachers spend time emphasizing classroom disciplinary rules and regulations.	
23	Teachers instruct students on when they should discuss topics in the classroom so that they do not disrupt others.	
24	Teachers advise students on when to begin writing during class so that they do not lose concentration.	
25	Teachers instruct students on how to submit assignments discreetly without interrupting the class.	
C	***Corporal Punishment***	
26	When students arrive late for class, teachers instruct them to kneel down.	
27	When students fail to complete their assignments, teachers instruct them to pick leaves.	
28	My teacher sends me out to cut grass when I make a noise.	
29	When learners offend an old person, teachers use a cane on them.	
30	Only when teachers utilize punishment do students behave properly in class.	
D	***Instructional Supervision***	

31	Teachers circulate throughout the classroom to ensure that all students are actively engaged in the learning activities.	
32	Teachers roam about the classroom while teaching to identify students who make a lot of noise.	
33	Teachers evaluate learners who are fighting while they are teaching.	
34	Teachers walk round the classroom, noting students who do not copy from the board.	
35	Teachers are opposed to cheating on tests and exams.	
E	*Delegation of Authority*	
36	Teachers assign anybody in the class to scrub the board.	
37	In the classroom, teachers designate a timekeeper.	
38	The teacher assigns students to write the names of the noisemakers in the classroom.	
39	Teachers are selective in their assignment of tasks to learners in the classroom.	
40	A class prefect is appointed by the teacher to write the names of latecomers to class.	

THANK YOU FOR YOUR TIME

Appendix B

Application for Ethical Clearance

UNIVERSITY OF CAPE COAST

COLLEGE OF DISTANCE EDUCATION

GRADUATE STUDIES UNIT

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Fax: 042 - 36946

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

University Post Office

Cape Coast

Cape Coast, Ghana

Our Ref: CoDE/G.7/I/3/VOL.2/216   **9th March, 2022**

The Chairperson
Institutional Review Board
University of Cape Coast
Cape Coast.

Dear Sir/Madam,

APPLICATION FOR ETHICAL CLEARANCE: DICKSON ASIAMAH

The bearer of this letter is a student of the College of Distance Education, University of Cape Coast with student registration number ED/AHE/20/0001. He is pursuing a Master of Philosophy degree in Administration in Higher Education. He is investigating the topic **"Classroom Management and Academic Performance of Students in Senior High Schools in the Kwahu South Municipality of the Eastern Region".**

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

Thank you.

Yours faithfully,

Dr. Felix Kumedzro.
COORDINATOR

Appendix C

Ethical Clearance

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
E-MAIL: irb@ucc.edu.gh
OUR REF: UCC/IRB/A/2016/1513
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096

19TH AUGUST, 2022

Mr. Dickson Asiamah
College of Distance Education
University of Cape Coast

Dear Mr. Asiamah,

ETHICAL CLEARANCE – ID (UCCIRB/CoDE/2022/04)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research **Classroom Management and Academic Performance of Students in Senior High Schools in the Kwahu South Municipality of the Eastern Region.** This approval is valid from 19th August, 2022 to 18th August, 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,

Samuel Asiedu Owusu, PhD

UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

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Appendix D1

Students Assessment Test (English Language)

SECTION I

Each of the sentences that follow has one gap and one highlighted word. Choose the word that would most closely oppose the highlighted word in meaning while also accurately completing the sentence's gap from the list of words with the letters A through D.

Respond now to the following questions.

1. Hard work lifts one from <u>poverty</u> to ………………………...……………

    A. affluence

    B. development

    C. generosity

    D. happiness

2. Koby's business which was <u>flourishing</u> up to last week is now …………………..

    A. closing

    B. declining

    C. degrading

    D. vanishing

3.   Nowaday's, <u>computerized</u> services are taking the place of ……… operations.

    A. daily

    B. efficient

    C. electrical

    D. manual

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4. The king <u>encouraged</u> all his subjects not to be ……….. by recent happenings.

    A. cautioned

    B. controlled

    C. disheartened

    D. surprised

SECTION II

From A through D, select the lettered word that best completes each of the following statements.

5. Many people are prone …….. conflicting emotions.

    A. by

    B. from

    C. to

    D. with

6. You were not supposed to ……… this secret to the police.

    A. discuss

    B. display

    C. divulge

    D. disseminate

7. The project was ……… for lack of funds.

    A. abandoned

    B. forgotten

    C. downtrodden

    D. rejected

8. The country produces oil in ……… quantities for export.

   A. abundant

   B. commercial

   C. profuse

   D. trading

SECTION III

Choose the choice that most closely matches the highlighted word or term in each

sentence from the alternatives lettered A to D.

9. Mary succeeded through <u>perseverance</u>.

   A. accomplishment

   B. inspiration

   C. knowledge

   D. persistence

10. The weather has been <u>serene</u> all day.

   A. calm

   B. great

   C. friendly

   D. intense

11. Bribery and corruption are <u>inimical</u> to Ghana's economic advancement.

   A. unavoidable

   B. negative

   C. harmful

   D. common

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12. Mama is <u>sceptical</u> about Juli's story that she saw a snake at the kitchen.

    A. amazed

    B. concerned

    C. doubtful

    D. terrified

SECTION IV

A list of potential meanings for all or a portion of each of the phrases that follow is provided. Choose the meaning you believe fits each statement the best.

13. In spite of severe criticisms, he stood his ground. This means that he

    A. made remarkable progress

    B. reasoned sensibly

    C. remained firm

    D. remained on the ground

14. The job seekers were told to keep their fingers crossed. This means they were to

    A. Crosscheck their documents

    B. Hope for the best

    C. Pray for success

    D. Revise their notes thoroughly

15. Kofi had his heart in his mouth when he met the interview panel. This means that Kofi

    A. felt quite indifferent

    B. lost his voice completely

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C. Was more than ready

D. Was very anxious

16. The police's prompt intervention nipped last week's crisis in the bud. This means that

A. No one was willing to be part of the crisis

B. The demonstrators were chased away

C The crisis was averted

D The demonstrators decided to obey   the police's orders.

SECTION V

The numbered spaces in the paragraph that follows denote missing words. There are four options listed in columns with the letters A to D next to each number in the list below the sentence. Select the word that best fits the gap for each numbered space from the options provided.

In international law and relations, **--------- 17 --------** has come to be accepted as the most popular **-------- 18 -------** of government. Therefore, other **--------- 19 --------** types have gradually been seen as unacceptable. This affects **-------- 20 --------** and collaboration among nations.

17. A. autocracy   B. democracy   C. oligarchy   D. theocracy

18. A. kind   B. process   C. system   D. variety

19. A. non-aggressive   B. non-conforming   C. non-committal   D.Non-governmental

20. A. alliances   B. combinations   C. mergers   D. talks

Appendix D2

Students Assessment Test (Social Studies)

Respond to **all** *the questions*

Four alternatives, denoted by the letters A through D, follow each question. For each question, choose the appropriate response. Provide a single response to each question.

Respond now to the following questions.

1.   Which of the following statements **best** explain *self-concept*? The

    A   inborn characteristics of a person

    B   personal and physiological abilities of a person

    C   physical and psychomotor nature of a person

    D   whole nature of a person

2.   The **basic** level of Abraham Maslow's Theory of Needs is

    A   physiological

    B   safety

    C   self-actualization

    D   social

3.   To foster good gender relations in Ghana, there is the need to

    A   discourage discrimination against women

    B   establish more single-sex schools

    C   expunge laws on violence against women

    D   make reproductive concerns the sole responsibility of women

4.   One significance of socialization is that it enables the individual to acquire

A   cultural values

B   social status

C   popularity

D   prestige

5. Which of the following options must not be pursued as a purpose of marriage

    in the Ghanaian society?

    A   A means for the couple to provide support for each other

    B   Avenue for companionship among the couples

    C   Provision of opportunity to have sexual relations with anybody

    D   Provision of legitimate avenue for procreation

6. The Intestate Succession Law in Ghana was promulgated to

    A   allow the deceased's nephews to inherit property

    B   allow the surviving spouse to share the property

    C   enable the extended family to control the property

    D   enable survivors get their share of the property

7. A group of people who are linked through birth, marriage, or adoption is referred

    to as a

    A   community

    B   couple

    C   family

    D   society

8. Better interpersonal relationship can be achieved in a society through the

    existence of

A   civil rights

B   democratic ideas

C   gender equality

D   common religion

9. One responsibility that our political independence has placed on us as Ghanaians

is to

A   always carry our complains to people in authority

B   demonstrate our willingness to solve national problems

C   show lukewarm attitude to duty and demand for our rights

D   plan national development from local communities

10. The ability to depend mainly on one's own resources for survival is referred to

as;

A   economic independence

B   self-actualization

C   self-reliance

D   political independence

11. Inter-ethnic conflicts interrupt

A   democratic governance

B   developmental projects

C   traditional belief systems

D   rural-urban migration

12. Leadership is **best** explained as having the authority to

A   determine what should happen to followers

     B   guide others towards the attainment of a group's objectives

     C   guide others towards the attainment of one's objectives

     D   use community resources as one deems fit

13. A feature of democratic governance that is necessary for stability in a nation is

     A   existence of regular army

     B   flamboyant appearance of politicians

     C   peaceful transition of power

     D   provision of social amenities

14. One benefit Ghana derives from co-operating with other nations is that, she

     A   expands her trade ties

     B   enjoys minimum utilization of resources

     C   enjoys autonomy from them

     D   dictates development plans for them

15. A **primary** function of financial institutions in the country is

     A   doubling money for customers

     B   organizing workshops for customers

     C   sharing dividends to customers

     D   taking deposits and lending out monies

16. The quantitative and qualitative improvement in the standard of living of people

in the society is termed

     A   change

     B   development

     C   growth

D   transformation

17. Why was Ghana' described as youthful from the 2000 population census?

A   Age group 15-64 represented 51% of the entire population

B   Age 15 and above represented 54% of the entire population

C   60% of the population was made up of people above 20 years

D   45% of the population was under the age of 15

18. Which of the following qualities can make an entrepreneur successful?

A   Derive, provision of capital and supervision

B   Evaluation, flexibility and diligence

C   Organisation, co-ordination and risk bearing

D   Vision, courage and good judgement

19. An increase in overall output levels of goods and services through time would

result in

A   physical development

B   political development

C   social development

D   economic development

20. A factor that does **not** contribute to national development in Ghana is

A   implementation of priority projects

B   importation of food and other needs

C   protection of national assets

D   regular maintenance culture

Appendix D3

Students Assessment Test (Mathematics)

*Answer **all** the questions*

Four alternatives, denoted by the letters A through D, follow each question. For each question, choose the appropriate response. Just provide one response for each question.

Do all preliminary work on this question paper. Now, respond to the following questions.

1. Correct, 0.00798516 to **three** significant figures.

    A   0.008

    B   0.0109

    C   0.0800

    D   0.00799

2. If $\log_{10}2 = m$ and $\log_{10}3 = n$, find $\log_{10}24$ in terms of m and n.

    A $3mn$

    B $4mn$

    C $3m + n$

    D $m + 3n$

3. Find the 5th term of the sequence: 2, 5, 10, 17, …

    A   36

    B   26

    C   24

    D   22

4. If P = {−3< x < 1} and Q = {−1 < x < 3}, where x is a real number, find *P* ∩ *Q*.

   A   {−1 ≤ x ≤ 1}

   B   {−3 < x < 1}

   C   {−3 ≤ x ≤ 1}

   D   {−1 < x < 1}

5. Mensah is five years old, and Joyce is three times his age. Joyce will be twice

as old as Mensah in how many years?

   A   15 years

   B   10 years

   C   5 years

   D   3 years

6. A circular track has a circumference of 9 kilometres. A bicycle goes around it

a few times and comes to a stop after 302 kilometres. What is the cyclist's distance

from the starting point?

   A   3 km

   B   7 km

   C   5 km

   D   6 km

7. If 4x + 2y = 16 and 6x − 2y = 4, find the value of (y − x).

   A   2

   B   4

   C   6

   D   8

8.   Given that R is directly proportional to L and inversely proportional to P, $R =$ 3 when $L = 9$ and $P = 0.8$, find R when $L = 15$ and $P = 1.8$

     A   0.3

     B   2.2

     C   3.3

     D   6.6

9.   The sum of the interior angles of a regular polygon with k sides is $(3k–10)$ right angles. Find the size of the exterior angle.

     A 60^0

     B 90^0

     C 120^0

     D 40^0

10. On the price of an engine, a trader paid 38 Kobo in import duty in naira. Determine the cost of the engine if an import duty payment in the amount of $22,800.00 was made.

     A   ₦ 18,000.00

     B   ₦ 24,000.00

     C   ₦ 60,000.00

     D   ₦ 120,000.00

11. The height of an equilateral triangle is $10\sqrt{3}$ cm. Calculate its perimeter.

     A   60 cm

     B   40 cm

     C   30 cm

D   20 cm

12. Find the quadratic equation whose roots are – 2p and 5q.

     A $x^2 + 3qx + 10q^2 = 0$

     B $x^2 - 3qx + 10q^2 = 0$

     C $x^2 - 3qx - 10q^2 = 0$

     D $x^2 + 3qx - 10q^2 = 0$

13. The diagonal of a rhombus are 12 cm and 5 cm. Calculate its perimeter
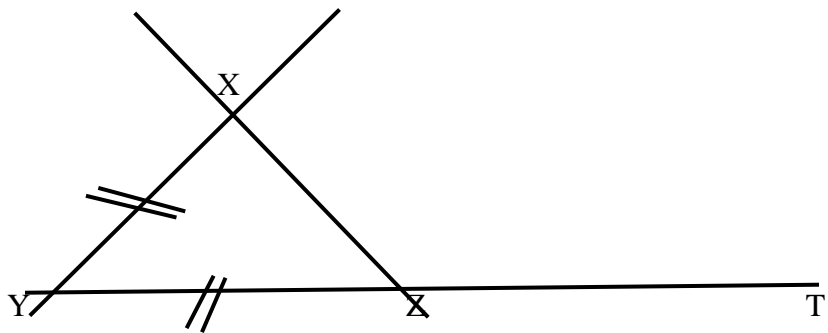
     A   34 cm

     B   17 cm

     C   24 cm

     D   26 cm

14.

NOT DRAW TO SCALE

In the diagram ΔXYZ is produced to *T*. If $|XY| = |ZY|$ and $\angle XYT = 40^0$, find $\angle XZT$.

     A 130°

     B 110°

     C 140°

     D 120°

15. A man travels from a place T, 12 kilometres (km) due west and then 12 kilometres (km) due south to another point Q. Determine T's angle of bearing to Q.

    A 315^0

    B 225^0

    C 135^0

    D 045^0

16. During two hours, a cyclist rode at a pace of X km/h. He subsequently went 2 km/h faster for the following 3 hours. Calculate his starting speed, X, if the total distance travelled is 36 km.

    A   3 km/h

    B   4 km/h

    C   6 km/h

    D   12 km/h

17. The table shows the heights of thirty-seven players of a basketball team.

Heights (cm)	160	161	162	163	164	165
Number of players	4	6	3	7	8	9

Compute the average height of the players to one decimal place.

    A   165.0

    B   163.0

    C   162.0

    D   160.0

18. *XY* is a line segment with the coordinates X (–8, –12) and Y (*p, q*). If the midpoint of *XY* is (–4, –2), find the coordinates of *Y*.

A   (0, 4)

B   (4, 10)

C   (– 6, – 10)

D   (0, 8)

19. There are 40 identical balls in a box, 10 of which are red and 12 blue. What is the likelihood that a ball pulled at random from the box won't be either red or blue?

A   11/20

B   9/20

C   3/10

D   1/4

20. In 8 years, a man will be (x + 10) years old. Find the value of x if he was 63 years old two years ago.

A   67

B   63

C   57

D   55

Appendix D4

Students Assessment Test (Integrated Science)

*Answer **all** the questions*

Four alternatives, denoted by the letters A through D, follow each question. For each question, choose the appropriate response. Just provide one response for each question.

Do all rough works on this paper.

Respond now to the following question.

1.   Organic manures are preferred to inorganic manures because, they are

     A   easy to apply

     B   readily available to plants

     C   relatively cheap

     D   toxic to plants

2.   Minerals included in the layer ration for egg shell formation are calcium and

     A   magnesium

     B   nitrogen

     C   phosphorus

     D   potassium

3.   Which of the following characteristics are associated with local breeds of fowl?

     I.   Resistant to diseases

     II.   High foraging ability

     III.   Susceptible to adverse weather conditions

     A   I and II only

B   I and III only

C   II and III only

D   I, II and III

4.   Sedimentary rocks are **not** resistant to weathering because, they

A   are formed from molten matter

B   formed from other rocks

C   have lines of weakness between mineral aggregates

D   have lines of weakness between strata

5.   The method of fertilizer application which is most labour intensive and time

consuming is the

A   broadcasting method

B   drilling method

C   foliar method

D   ring method

6.   Carrot is a good source of which of the following vitamins?

A   Vitamin A

B   Vitamin B complex

C   Vitamin C

D   Vitamin D

7.   Examples of continuous variation include:

I.   Weight

II.   Rhesus factor

III.   Sickle cell

Which of the statement (s) above is/are **correct**?

A   I only

B   I and II only

C   II and III only

D   II and III only

8.   In which of the following blood vessels in the mammalian body would high

levels of urea be found?

A   Hepatic artery

B   Hepatic vein

C   Pulmonary artery

D   Pulmonary vein

9.   Which of the following organelles is called the *power house of the cell*?

A   Golgi complex

B   Mitochondrion

C   Nucleus

D   Endoplasmic reticulum

10. Blood pressure is highest at

A   pulmonary veins

B   vena cava

C   aorta

D   ventricular diastole

11. The general formula of alkyne is

A C_nH_{2n+2}

B C_nH_{2n}

C C_nH_{2-2}

D C_nH_n

12. The **major** reason why relative atomic mass of some elements is **not** a whole

number is the existence of

A   isomerism

B   allotropy

C   isotopy

D   isotonism

13. Calculate the number of moles in 5.85 g of NaCl. [Na = 23; Cl = 35.5]

A   0.01

B   0.10

C   1.00

D   10.00

14. Determine the volume of water required to change the concentration of $100\ cm^3$

HCl from $0.5\ mol\ dm^{-3}$ to $0.1\ mol\ dm^{-3}$

A $100\ cm^3$

B $200\ cm^3$

C $400\ cm^3$

D $500\ cm^3$

15. The IUPAC name of the compound $Mg\ (HCO_3)_2$ is

A   magnesium hydrogen trioxocarbonate (III)

B   magnesium hydrogen trioxocarbonate (IV)

C   magnesium hydrogen trioxocarbonate (V)

D   magnesium hydrogen trioxocarbonate (II)

16. Metals are normally used as electrical wires because they are

A   brittle

B   ductile

C   elastic

D   malleable

17. A force moves a body through a distance 15 m in the direction of the force. If the work done by the force is 45.0 J, determine the magnitude of the force.

A   3.00 N

B   3.15 N

C   6.00 N

D   6.75 N

18. Which of the following lights will combine with red light to give white light?

A   Cyan

B   Green

C   Magenta

D   Yellow

19. An electric kettle rated 1.5 kW operates at 200 V. Determine the current passing through the kettle

A   7.5 A

B   133.3 A

C   201.5 A

D   300.0 A

20. Land breeze occurs when

     A   cool wind blows across the land during the day

     B   warm air rises up from the sea during the day

     C   cool wind blows across the sea at night

     D   warm air rises up from the land during the day