THE IMPACT OF CLASSROOM MANAGEMENT ON STUDENTS' ACADEMIC PERFORMANCE IN SELECTED JUNIOR SECONDARY SCHOOLS IN MUNICIPAL AREA COUNCIL, ABUJA

BY

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Abstract

This study is the empirical investigation of the impact of classroom management techniques on students' academic performance in selected junior secondary schools in Municipal Area Council, to achieve this objective primary method of data collection was used and Statistical Package for Social Science (SPSS) programme mean and simple percentages were used for analysis. The responses from the respondents through questionnaires were presented in tables and analyzed.Fromthe research results it is noticed that there is a significant difference between classroom management techniques in junior secondary schools in Municipal Area Council and there is a positive impact of classroom management techniques on students' academic performance in junior secondary schools in Municipal Area Council. From the research findings, there is a strong relationship between classroom management techniques and students' academic performance in junior secondary schools in Municipal Area Council. One of the major problems of classroom management in the schools was lack of training for teachers, the teachers are not trained on the need and various techniques of classroom management in our junior secondary schools. Therefore, the policy recommendation is that school administrators should ensure that they regularly organize seminars that aim at intermittent training of teachers on the use of classroom management techniques and their importance in teaching and learning process in the school.

Keywords: Classroom, Management, Technique, Assessment and Performance

1.0   **INTRODUCTION**

Most formal organizations like secondary schools are aimed at effective and efficient management of the human and material resources available for the attainment of the school academic goals. The classroom teacher is charged with lots of functions to perform in the teaching and learning process. One of the most challenging functions of the classroom teacher is classroom management and control. The teacher's effectiveness in teaching is assessed by his ability to use varied classroom management techniques to control students towards effective and meaningful learning during instruction. Meaningful teaching and learning cannot be achieved in a classroom environment characterized by noise making and other distractions by students. The academic achievement of students of a particular classroom can be attributed to the teachers' ability to manage and control the classroom during instruction. Oyira (2006) reported that the variable that measures the classroom learning environment as perceived by students actually predicts their attitude towards schooling and academic performance.

The importance of good classroom management in the realization of the objectives of education cannot be over emphasized. Teaching and learning is all embracing involving a wide range of activities such as writing on chalkboard, discussing with students, demonstrating a procedure, supervising student's class work, reading and marking assignments. Good classroom environment with good desks and seats well-spaced out, well ventilated, good lighting, good ceiling and roof and smooth floor enhances effective teaching and learning. When the classroom environment provides students with what they need, equilibrium occurs but when the classroom environment does not, there is disequilibrium. The researcher has observed that most public secondary schools in Federal Capital Territory (FCT), the classroom are over populated. In most of these schools, the teacher student's ratio of 1:80 is evidenced. The National Policy on Education revised (2004) recommended a teacher-student's ratio of 1:40 for normal or regular school.

Besides, research has revealed an increasing rate of behaviour problems among secondary school students during lessons which most cases affect the teaching and learning process in the school (Yaduma and Abdulhamid, 2007).The main thrust of this study is to identify the impact classroom management techniques for selected public junior secondary schools in the Municipal Area Council of Federal Capital Territory (FCT), and to identify the problems of classroom management techniques for selected public junior secondary schools in the Municipal Area Council of Federal Capital Territory (FCT) and making possible research recommendations in addressing such problem of classroom management in our schools. Therefore, the paper is subdivided into six sections which are introduction, literature review, methodology, data presentation and analysis, summary of the major findings and conclusion and recommendations.

2.0   **LITERATURE REVIEW**

2.1 Conceptual Review

A.   Concept of Classroom Management

Classroom management was often viewed as the same with discipline in the past. Historically management research focused teachers' reactions to students' misbehavior. However, many researchers claim that they are not the same; classroom management is much more than controlling the students and preventing misbehavior. Evertson, & Neal, (2005) and Emmer & Stough (2001),

state that classroom management is broader than the notion of students' discipline. It includes all the things teachers and school management must do to enhance student involvement and cooperation in classroom tasks and to establish a productive learning environment.

Similarly, Brophy and Good (2003) defines classroom management as a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning. Brophy and Good (2003) discusses the importance of the close and mutually supportive relationships between effective classroom management and effective curriculum and instruction. Good classroom management implies good instruction. "All research results show that in addition to dealing with the misbehaviors and problems effectively, to prevent them from occurring is an important aspect of efficient classroom management" (Brophy and Good, 2003).

B. Classroom Environment

The classroom environment is a large part of classroom management that will either encourage students to succeed, or hamper their abilities and cause more failures. The classroom environment is different than the classroom management because it deals with how the students feel in the classroom. While classroom management focuses on procedures, routines, and expectations, the classroom environment focuses on the relationships between students and teachers, as well as how the students feel amongst their peers in the classroom (Stepanek, 2000). Lumsden (1994) states that, "If students experience the classroom as a caring, supportive place where there is a sense of belonging and everyone is valued and respected, they will tend to participate more fully in the process of learning". It is up to the teachers to establish the feeling of caring and support at the beginning of the year. Students will test their limits at the beginning of the year; therefore teachers must establish their rules regarding interaction as soon as possible. Many times, by encouraging behavior that is more positive and uplifting in one classroom, the behavior will carry on into other classrooms, taking the safe environment further than one classroom. Student achievement, as well as emotional and social outcomes, can all be positively affected by a safe, positive learning environment (Stepanek, 2000).

C. Classroom Management Techniques

There are several management techniques that have proven successful in the classroom. Three of the major techniques are binders/notebooks, note-taking and homework policies. All three have worked independently to increase student motivation, success and confidence in the classroom. While there are many other techniques that are highly effective, these three are the most popular and most often used to promote student achievement. In order to promote organization in the classroom, a teacher could choose to implement one, two, or all three of these strategies at the beginning of the year. By establishing the routines at the beginning of the year, students will maintain organization throughout the year to achieve optimum success.

D. Key Components of Effective Classroom Management
There is increasing agreement among researchers regarding the type of school and classroom environments needed to support positive behavior among a wide range of students. Current research indicates five components of effective, comprehensive classroom management:
1. Understanding students' personal and psychological needs
2. Creating an affirmative classroom climate and a community of support by establishing positive teacher-student and peer relationships and maintaining constructive involvement with students' caregivers

3. Involving students in developing and committing to behavior standards that promote on-task behavior and help support a calm, safe learning environment

4. Using instructional methods that facilitate optimal learning by responding to the academic needs of individual students and the classroom group

5. Implementing responses to unproductive student behavior that treat students respectfully and help them develop skills for working effectively in the classroom and school settings

2.2 Empirical Studies on classroom management

Martin and Baldwin (1994) investigated the classroom management approaches of 238 teachers by using ICMS (Inventory of Classroom Management Style). As a result, they found that novice teachers were significantly more interventionist than were experienced teachers. In another study, examining gender differences, Martin and Yin (1997) discovered that females were significantly less interventionist than were males regarding instructional management and regarding student management. However, in a different study, Martin and Yin (1997) found no gender differences related to any of the classroom management approaches.

Martin, Yin and Baldwin (1997) investigated the relationship between classroom management attitudes and classroom management training, class size and graduate study. Data were collected from 281 certified teachers, who were primarily working in urban schools, and were female. Most of the teachers were Caucasian (69.9%) and they had an overall average of 14.35 years of teaching experience. Results show significant differences on the Instructional Management subscale of the ABCC regarding classroom management training as well as significant positive correlations between average class enrollment and teachers' scores on the People Management and Behavior Management subscales of the ABCC. A one-way analysis of variance did not yield significant differences between the teachers who had enrolled in graduate courses in the last 6 months and those who did not. Although class size has likely a direct impact on the nature of instruction as well as teacher-student instruction, the results of this study showed no significant difference in teachers' classroom management styles regarding to class size.

Martin and Yin (1997) examined the classroom management differences between teachers in rural settings and those in urban settings and they found that urban teachers were significantly more interventionist than rural teachers in terms of people management. In another study, Martin and Shoho (2000) investigated the differences in the classroom management approaches of traditionally certified and alternatively certified teachers. The results revealed that teachers in alternative certification programs were significantly more interventionist (i.e., controlling) than were traditionally certified teachers regarding instructional management. However, these alternatively certified teachers were not more interventionist regarding people management or behavior management.

Lastly, Martin and Yin (2006) conducted a study to investigate the difference classroom management styles of teachers regarding their classroom management training, teaching experience, and gender. Data were collected from 163 participants via the Attitudes and Beliefs on Classroom Control (ABCC) Inventory and a demographic questionnaire. Results revealed significant differences between males and females and between novice and experienced teachers on Instruction Management subscale scores. Females scored more interventionist than males and experienced teachers scored significantly more controlling than the less experienced counterparts.

Ritter (2003) studied the classroom management beliefs and practices of middle school teachers. The purpose of her study was to determine if there was difference in classroom management beliefs and practices of teachers regarding to years of teaching experience or type of teaching certification.

The sample consists of 97 teachers including traditionally certified expert teachers, alternatively certified expert teachers, traditionally certified beginning teachers and alternatively certified beginning teachers. As instrument, the researcher employed ABCC Inventory, classroom observations, teacher interviews and focus group discussions.

The results of the questionnaire indicated that neither source of certification nor experience level alone affect teachers' orientation to classroom management. However, teachers with traditional certification and many years of experience exert significantly less control over classroom activities and students' behaviors than do the other group with less experience level and different certification type.

Shin (2004) studied the classroom behavior management beliefs and strategies of teachers by making a cross-cultural analysis. The purpose of her study was to compare the beliefs of teachers on classroom behavior management strategies for students in urban public high schools between the USA and the Republic of Korea. Researcher employed three different questionnaires for the teachers -ABCC, SBQ and Teacher Survey- to collect data from 116 American and 167 Korean teachers.

The results of the study showed that there were statistically significant cross-cultural differences in teachers' instructional and behavioral management styles. The results, inferred from this study indicated that more American teachers tended to control their instructional strategies and student behaviors than Korean high school teachers did; namely American teachers had more behaviorist standpoint in management.

Laut (1999) compared the classroom management approaches of classroom teachers, intern teachers and senior level practicum students by using the ICMS (Inventory Classroom Management Style). The results indicated that while senior level practicum students were not interventionist, intern teachers were found to be interventionist; and the more experienced teachers were not interventionist again.

Gibbes (2004) again investigated if there was a difference between the attitudes and beliefs of traditionally and alternatively certified teachers regarding classroom management. By employing the ABCC Inventory on 114 high school teachers, independent t-test was used to compare the results of two groups on three classroom management dimensions; people, behavior, instructional. Results revealed that in all three dimensions, there was no statistically significant difference between the attitudes and beliefs of alternatively certified and traditionally certified teachers. The overall findings indicated that two groups of teachers held similar attitudes towards classroom management.

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

Foxworthy (2006) utilized the qualitative research techniques to investigate teachers' beliefs about classroom management and the importance of this aspects of teaching.

Interviews with the teachers, observations of classes and field notes revealed that participants believed in respect and the notion that students' needs must come first.

Also, the important result of this study for us is that aspects of their beliefs and strategies about classroom management have changed since they began teaching, namely with experience of

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

In Turkey, studies on the classroom management are also present since it has a vital role for an effective learning environment and also one of the important dimensions of an effective teacher. In addition, in the report that the Ministry of Education presents yearly, classroom management comes at the beginning of the list that contains effective teacher characteristics. Arslantas (1998) studied opinions of teachers and student with respect to teacher communicative skills in classroom management. Erdogan (2001) identified positive teacher-student relationships in terms of student control in classroom management in his study.

Apart from the general studies on classroom management, some researchers studies on the classroom management styles of teachers. Ög (2003) investigated if the teachers' classroom management approach for three dimensions people, instruction and behavior dimensions change according to their teaching experience, gender and their working places. The data were gathered from the 178 teachers working in

Adana through the ABCC inventory translated into Turkish by the researcher. The results of the study indicated that only the instructional dimension changes in relation with the variable of teaching experience. According to the results, teachers who are more experienced than eight years are more interventionist in instructional dimension than the less experienced ones.

Similarly Terzi (2001) made a study to identify the opinions of teachers on classroom management styles- authoritarian, democratic or laizes faire. The sample of the study included 736 teachers working in 73 schools in Eskisehir. The data were gathered through a questionnaire called as Classroom Management Attitudes of Teachers prepared by the researcher. The results indicated that teachers older than 51 years old have more tendencies to have an authoritarian classroom management style than the younger ones. No other significant differences have been confronted in this study in terms of teachers' classroom management styles and gender or Certification Sources of teachers.

Duman, Gelisli and Çetin (2002) investigated the approaches adopted by teachers to establish discipline in their classrooms, based on (529) students' opinions. In this study the aim was to identify the classroom management approaches the teachers use in different high schools in different socio- economic districts of Ankara. The results indicated that the teachers used Interventionist approach (teacher-centered) rather than Preventive-Constructive (student-centered) approach, and they acted differently according to the classroom and major, and they adopted different classroom management approaches according to the high school. Although Duman's and his colleagues' study is about high school teachers, it is important for us in terms of its results.

3.0   METHODOLOGY

3.1 Population and Sample Size of the study

The major purpose of this study is to identify classroom management approaches of junior secondary school teachers. Whether there is a consistency between the teachers' classroom management approach and constructivist approaches. The study is carried out in Municipal Area Council of Federal Capital Territory. This Area Council is considered to be in the heart of the Federal Capital Territory. The populations of this study are heads of departments and teachers in the secondary schools in Municipal Area Council of Federal Capital Territory. The sample size of the study is sampled from all the selected junior secondary schools in Municipal Area Council of

Federal Capital Territory (Junior Secondary School Apo Resettlement, Apo, Jabi, Tunde Wada, KadoKuchi, Asokoro, Mabushi, Wuse Zone 2, Maitama, Durumi, Garki, and Life Camp).

This population was chosen to adequately examine the impact of classroom management on student's academic performance in junior secondary schools. Therefore, the total population of the study is **six hundred and seventeen (617)**.The random sampling technique was used to select the sample size of this study, this technique was chosen because it gives equal chance to all respondents to participate in the process and through this method the study was made validated. Taro Yamane formula was used for the determination of sample size and the sample size was estimated at 247, this formed the sample size of the study.

3.2 Validation of Research Instrument

The reliability of the instrument classroom management data inventory was ascertained using the split-half method. The score recorded was grouped into halves, positive and negative numbers. The result was analyzed using product moment correlation coefficient to show if the coefficient is high enough to accept the instrument for the study. From the result the product moment correlation coefficient was 2.9 which shows that instrument was reliable.

3.3 Method of Data Analysis

The responses of each subject were coded on the computer coding sheet, and thereafter, entered and processed, using the Statistical Package for Social Science (SPSS) programme mean and simple percentages were used for analysis and interpretation of the result. The frequency distributions of the various response categories were calculated. In order to obtain the item and section mean ratings, frequencies were weighed in the following manner.

Strongly Agreed	4 points
Agreed	3 points
Disagreed	2 points
Strongly disagreed	1 point

The mean ratings to the various responses were calculated and were used to answer the research questions. The mean of 1,2,3 and 4 is 2.50 for the purpose of this study; a mean rating of 2.51 or above was regarded as significant while a mean rating less than 2.50 was regarded as insignificant in explaining the changes in the variables under study.The mean ratings were used to answer the research questions while the t-test statistics method was applied to test the hypotheses using a statistical package for social sciences (SPSS) Computer Software Version 16.0. The t-statistics was used to test hypotheses at 0.05.

4.0   DATA PRESENTATION AND ANALYSIS

4.1 Data Presentation in Tables

The results of the data collected are analyzed below based on each research question, out of the 247 questionnaires distributed, 210 questionnaires were well completed and valid for analysis for this study.

TABLE 4.1 Frequencies and percentages relating to sex, age, position, year of experience of respondents and their qualifications.

Sex distribution of respondents	Frequency	Percentage %
Male	089	42
Female	121	58
Total	**210**	**100**
Age distribution of respondents	**Frequency**	**Percentage %**
20-29	08	03.8
30-39	94	44.8
40-49	76	36.2
50-above	32	15.2
Total	**210**	**100**
Job Position of respondents	**Frequency**	**Percentage %**
Head of Departments	042	20
Teachers	168	80
Total	**210**	**100**
Years of Experience of respondents	**Frequency**	**Percentage**
1-10	30	13.3
11-20	96	42.6
21-30	72	32.0
31-above	27	12.0
Total	**210**	**100**
Qualifications of respondents	**Frequency**	**Percentage %**
NCE	10	04.4
B.ed/B.A(ed)	126	56.0
Pgd in Education	55	24.4
M.ed/Above	34	15.1
Total	**210**	**100**

Source: Questionnaire Administered 2015.

From the table above 42 percent of the total respondents are males, while 58 percent of the total respondents are females. From the figures and percentage above it implies that we have more female teachers than the male teachers in our junior secondary schools in Municipal Area Council of Federal Capital Territory

From the table above, 5.3 percent of the total respondents are between the age brackets of 20-29, 43.1 percent of the total respondents are between the age brackets of 30-39, 31.4 percent of the total respondents are between the age brackets of 40-49, while 14.2 percent of the total respondents are between the age brackets of 50-above.

The table above shows that 11.1 percent of the total respondents are management staff, while 88.9 percent of the total respondents are teaching staff. This implies that we have more teaching staff than the management staff.

From the table above, 13.3 percent of the total respondents are between 1-10 years of experience, 42.6 percent of the total respondents are between 11-20 years of working experience, 32.0 percent of the total respondents are between 21-30 years of working, 12 percent of the total respondents are between 31-above years of working experience. From the figures above it is clear that larger percent of the respondents are experience in their various field of teaching. This also implies that the information from these respondents will based on experience and practical experience.

Finally, from the table above 4.4 percent of the total respondents are NCE holders, 56 percent of the total respondents are bachelor degree holders in education, 24.4 percent of the total respondents are holders of post graduate diploma in education (PGDE), while 15.1 percent of the total respondents are holders of master in education and above. This implies that most teaching and management staff of junior secondary schools in Gwagwalada Area Council.

4.2 Test of Hypotheses

Table 4.2: Significant difference among classroom Management techniques in junior secondary schools in Municipal Area Council

There is significant difference among classroom management techniques in junior secondary schools	Frequency	Percentage %
Strongly agreed	83	39.5
Agreed	72	34.3
Disagreed	36	17.1
Strongly disagreed	19	09.0
Total	**210**	**100**

Source: Administered Questionnaire, 2015.

From the table above 39.5 percent of the total respondents strongly agreed that there is significant difference among classroom management techniques in junior secondary schools in Municipal Area Council, 34.3 percent of the total respondents agreed that there is significant difference among classroom management techniques in junior secondary schools in Municipal Area Council, 17.1 percent of the total respondents disagreed to the fact that there is significant difference among classroom management techniques in junior secondary schools in Municipal Area Council, while 9.0 percent of the total respondents strongly disagreed to the fact that there is significant difference among classroom management techniques in junior secondary schools in Municipal Area Council.

TABLE 4.3: Descriptive Statistics results for significant difference among classroom management techniques in junior secondary schools in Municipal Area Council

	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
VAR00001	210	1.00	4.00	3.0571	.06602	.95675	.915
Valid N (listwise)	210						

Note:*The mean of 1, 2, 3 and 4 is 2.50 for the purpose of this study; a mean rating of 2.51 or above was regarded as significant while a mean rating less than 2.50 was regarded as insignificant in explaining the changes in the variables under study.*

From the table above, the mean statistic is 3.06; this implies that there is significant difference among classroom management techniques in junior secondary schools in Municipal Area Council. Since the calculated mean statistic is greater than 2.50, the alternative hypothesis i.e. **H_1 is accepted** meaning that there is significant difference among classroom management techniques in junior secondary schools in Municipal Area Council and **H_0 is rejected** meaning that there is no significant difference among classroom management techniques in junior secondary schools in Municipal Area Council.

TABLE 4.4: Relationship between classroom Management and students' academic performance in junior secondary schools in Municipal Area Council

There is a positive impact of classroom management techniques on students' academic performance in junior secondary schools	Frequency	Percentage %
Strongly agreed	78	37.1
Agreed	67	31.9
Disagreed	42	20.0
Strongly disagreed	23	11.0
Total	**210**	**100**

Source: Administered Questionnaire, 2015.

From the table above 37.1 percent of the total respondents strongly agreed that there is a positive impact of classroom management techniques on students' academic performance in junior secondary schools in Municipal Area Council, 31.9 percent of the total respondents agreed that there is a positive impact of classroom management techniques on students' academic performance in junior secondary schools in Municipal Area Council, 20.0 percent of the total respondents disagreed to the fact that there is a positive impact of classroom management techniques on students' academic performance in junior secondary schools in Municipal Area Council, while 11.0 percent of the total respondents strongly disagreed to the fact that there is a positive impact of classroom management techniques on students' academic performance in junior secondary schools in Municipal Area Council.

Table 4.5: Descriptive Statistics results from table 4.4 impact of classroom management on students' academic performance in junior secondary schools in Municipal Area Council

	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
VAR00002	210	1.00	4.00	2.9524	.06942	1.00602	1.012
Valid N (listwise)	210						

Note:*The mean of 1, 2, 3 and 4 is 2.50 for the purpose of this study; a mean rating of 2.51 or above was regarded as positive impact while a mean rating less than 2.50 was regarded as no impact in explaining the changes in the variables under study.*

From the table above the calculated mean statistic is 2.95 which implies that there is a positive impact of classroom management techniques on students' academic performance in junior secondary schools in Municipal Area Council. Since the calculated mean is greater than 2.50, the alternative i.e. **H$_1$ is accepted** meaning that there is a positive impact of classroom management techniques on students' academic performance in junior secondary schools in Municipal Area Council and while the **H$_0$ is rejected** meaning that there is no positive impact of classroom management techniques on students' academic performance in junior secondary schools in Municipal Area Council.

5.0   SUMMARY OF THE MAJOR FINDINGS

The study examined the impact of classroom management techniques on students' academic performance in junior secondary schools in Municipal Area Council, the main objective of this is empirically examined the impact of classroom management techniques on students' academic performance in junior secondary schools in Municipal Area Council. The significance of this study is that the research work will serve as a guide to teachers and school administrators on classroom management for effective learning and teaching environment in our junior secondary schools. Therefore, increase the productivity of the teachers and management.

Literature was reviewed on the conceptual issues and primary method of data collection was used and Statistical Package for Social Science (SPSS) programme mean and simple percentages were used for analysis. The responses from the respondents through questionnaire were presented with tables, from the research results it is noted that there is significant difference among classroom management techniques in junior secondary schools in Municipal Area Council and there is a positive impact of classroom management techniques on students' academic performance in junior secondary schools in Municipal Area Council.

From the research findings, there is a strong relationship between classroom management techniques and students' academic performance in junior secondary schools in Municipal Area Council and one of the problems of classroom management in the schools was the problem of training, the teachers are not trained on the need and various techniques of classroom management in our junior secondary schools.

6.0   CONCLUSION AND RECOMMENDATIONS

In conclusion, classroom management is very important in our school system especially in the primary schools and junior secondary schools where high level of students' attention is needed to learn at that level. This research has broadened the knowledge of our teachers and school administrators on the need of training for our teachers in the area of classroom management. From the research findings there are many different types of classroom management approaches. There are many resources for teachers, parents, and administrators to use when developing behavior management programs in the classroom and at home. Ultimately, teachers must use the approach that works for them and the students they teach. Each method has strengths and weaknesses. The goal is to provide a classroom where students feel comfortable in their environment so they can reach their full educational potential.School administrators and teachers should ensure that they do not use corporal punishment as a classroom management technique. Teachers should be models of good behavior in the way they dress, the way they talk andthings they do particularly in the classroom. Teachers should also ensure that they create positive learning environment. When the classroom physical learning environment is conducive, students will develop a positive attitude towards schooling and always attentive in class during instruction.

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