

# ASSESSMENT OF CLASSROOM MANAGEMENT TECHNIQUES USED BY TEACHERS LEARNING IN SOME SELECTED JUNIOR SECONDARY SCHOOLS IN GOMBE METROPOLIS, GOMBE STATE OF NIGERIA

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## Abstract

The influence of classroom management practices on the academic achievement is a matter that has not been given attention. The study sought to assess the “classroom management and its impact on students’ learning in some selected junior secondary schools in Gombe metropolis”. The specific objectives for the study were; to identify the impact of demographic variables and the classroom management practice on students learning in some selected junior secondary school of Gombe metropolis and also to proffer possible recommendations in addressing problem of classroom management in junior secondary schools. This study was based on two theories: The Theory of Planned Behaviour and Theory of Reasoned Action. The descriptive Survey design was used to carry out this study. The target population for the study was all the three thousand six hundred and ninety-three (3693) teachers in one hundred and Sixty-five (165) Junior Secondary Schools within Gombe Metropolis. Two hundred (200) were randomly selected from six (6) junior secondary school using stratified random sampling methods. To ensure the validity of the instruments, both face and content validity was used. Data was collected by use of structured questionnaires and checklist. Data was grouped; coded, cleaned and analyzed using SPSS version 21. Descriptive analysis was used to analyze the teachers’ questionnaires. The study established that classroom discipline management practices had an impact on learners’ achievement; teaching methodologies however, were not effective and therefore leading to little impact on the learners’ achievement. This study recommends that classroom discipline management practices should be enhanced in order to realize better results, principals should go beyond just the normal checking of schemes, attendance register and do impromptu visits in classes to ensure that, what is in the schemes is being followed to the letter. The study also recommends that principals should do bench marking with counties that have been found performing well particularly in teaching methodologies. It also goes further to recommend that supportive feedback should be encouraged in order to boost students’ morale and hence improving their achievement in academic. In conclusion the findings of the study are expected to help education policy makers, head teachers, teachers and other stakeholders to emphasize the incorporation of varied instructional strategies to improve learners academic achievement.

**Keywords:** Classroom management techniques, Teachers, Learning, Junior Secondary Schools, Gombe metropolis

## Introduction

Classroom management is seen as the process of enhancing the learning environment, physical interaction between teachers and students, student to student, parents and others, stimulating and motivating children to learn. Learning objectives, control and supervision throughout the school to facilitate and encourage co-operation in teaching and learning activities in the classroom smoothly will improve the quality of student’s performance Emmer, E.T., & Stough, L. M. (2001). Most formal or-

ganizations 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.

Classroom management has proved to be a plaguing aspect of the teaching and learning process over the recent past. This single skill has heavily contributed to the teacher stress and burnout, overall teacher self-efficacy, student achievement and teacher performance in the classroom. (Edwards, Green and Lyons, 2002; Gordon, 2002; Jepson and Forrest 2006). There is a growing body of literature from researchers and educationists which have made an attempt to examine the relationship between education management and students' academic performance (United Nations, 2013).

A major theme of classroom management research is that teachers who are effective classroom managers demonstrate an ethos of warm demander that is teachers signify to all that they care for their students and simultaneously hold high expectations for their academic, social, and overall continued success. Gibbes, (2004). Discipline is an area that needs to be taken care of within the classroom. According to Dibara, (2007), successful teaching requires more than controlling student behaviour. According to Garrett, (2005), effective teaching and learning cannot take place in a poorly managed classroom. Emmer and Stough (2001) argued that the ability of teachers to organize classrooms and manage the behaviour of students is critical to achieving positive educational outcomes. Pederson-Seelye (2011) argued that effective classroom management procedures promote independent learning and success for all students in classrooms which are productive, orderly and pleasant. Doyle (2011) in their study observed that the underlying assumption is that classroom order encourages student engagement which supports learning. Without order, a teacher is hard pressed to promote student learning. He therefore, saw classroom management as the progression of methodologies that teachers utilize to promote order and student engagement and learning. Mestry et al (2007) revealed that students who display disruptive behaviour are academically weak and often performs at their worst when they had to demonstrate learning output. In cases like these a zero tolerance approach to managing discipline is suggested.

A nonthreatening learning environment develops a sense of belonging among students (Freeman, Anderman, and Jensen, 2007), makes them self-initiated and self-confident and thus increases their desire for learning. Consequently, if teachers act coercively by adopting punitive discipline methodologies, learning is negatively affected (Banfield, Richmond, & Croskey, 2006) and more psychological and somatic complaints are heard in the classroom (Sava, 2002). South Africa educational reports indicate that majority of teachers has not been sufficiently equipped to meet the education needs of the growing nation in the 21st century global environment. For instance, (De Clercq 2008) states that a general consensus exist which holds that teachers need competencies such as subject matter, pedagogical and societal knowledge to enable them to understand their learners, learning and the environment. It is clear that various intertwined factors could be responsible for poor performance among the junior secondary school students. Therefore, these underlying issues prompted the undertaking of this research. Hence, this study seeks, to access the impact of classroom management practices on students learning in junior secondary schools in Gombe metropolis.

### **Statement of the problem**

It is worrisome that the performance of JSS students in Gombe Metropolis is declining. This increasing failure rate and low understanding, indiscipline, among others antisocial behaviours among secondary school students during lessons which most cases affect the teaching and learning process (Yaduma & Abdulhamid, 2007). May not be unconnected with poor classroom management, it is against this scenario that, the present study seeks to assess the classroom management and techniques practice by teachers in some selected junior secondary schools within Gombe metropolis.

## **Purpose of the Study**

The main purpose of the study is to assess classroom management in some selected junior secondary schools within Gombe metropolis, specifically, the study intends to;

1. Identify the techniques employed by teachers in classroom management in junior secondary schools in Gombe metropolis
2. Identify the strategies to be used in addressing problems of classroom management in junior secondary schools.

## **Research Questions**

The following questions were posed to guide the conduct of the research study;

1. What are the techniques employed by teachers in classroom management in junior secondary schools in Gombe metropolis?
2. What are the strategies to be used in addressing problems of classroom management in junior secondary schools?

## **Literature Review**

Two theories were used to guide this study, these are, the Theory of Planned Behaviour and Theory of Reasoned Action. The theory of planned behaviour (TPB) is one of a closely inter-related family of theories which adopt a cognitive approach to explaining behaviour which centres on individuals' attitudes and beliefs. The TPB (Ajzen 1991) evolved from the theory of reasoned action (Fishbein & Ajzen 1975) which posited intention to act as the best predictor of behaviour. Intention is itself an outcome of the combination of attitudes towards behaviour. That is the positive or negative evaluation of the behaviour and its expected outcomes, and subjective norms, which are the social pressures exerted on an individual resulting from their perceptions of what others think they should do and their inclination to comply with these.

### **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 from 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 DiLalla & Mullineaux PY (2008). 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 DiLalla LF, & Mullineaux PY (2008).

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.

**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 student's caregivers
3. Involving students in developing and committing to behaviour standards that promote on-task behaviour 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 behaviour that treat students respectfully and help them develop skills for working effectively in the classroom and school settings.

### **Empirical Studies on Classroom Management**

However, teachers with traditional certification and many years of experience exert significantly less control over classroom activities and student's behaviours than do the other group with less experience level and different certification type. Shin (2004) studied the classroom behaviour 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 teacher's 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 teacher's 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 student's 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.

### **Methodology**

The design for the study was Survey research design. According to Kothari, (2004) a survey research design is a procedure in quantitative research in which investigator administer a survey to a sample or to the entire population of people to describe the attitude, opinions, behaviours, or characteristics of the population. Three thousand six hundred and ninety-three 3693 teachers in one hundred and Sixty-five (165) Junior Secondary Schools within Gombe Metropolis (EMIS, MOE Gombe State, 2021). The study was conducted in 2020/2021 academic session. The sample of eighteen (200) teachers was selected from six (6) junior secondary schools chosen from the population using proportionate stratified random sampling techniques. Questionnaire was designed to elicit both qualitative and quantitative data from the respondents. The instrument had closed ended questions where responses were categorized into four points Likert Scale as follow: Strongly Agree (SA)=1, Agree (A)=2, Disagree(D)=3 and Strongly Disagree (SD)=4.

The questionnaires were administered to classroom teachers of the six (6) sampled schools by the researcher. The researcher explained the purpose of the research, and the content of the instrument to the respondents to ensure that the respondents understand and fill the instruments appropriately. The questionnaires were distributed to teachers during instructional session and retrieved from the respondents before closing hour of each sampled school by the researcher. The idea of close distribution was to eliminate chances of losing the questions to respondents. The data collected was analyzed.

### **Results**

**Research Question 1:** What are the techniques employed by teachers in classroom management in junior secondary schools in Gombe metropolis?

**Table 1: Summary of the Extents of classroom management practice by the teachers**

S/N	ITEMS	$\bar{X}$	STD	DECISION
1	I explicitly taught and followed predictable routines.	3.6	0.5	Strongly Agree
2	I arranged my room to minimize crowding and distraction	3.6	0.61	Strongly Agree
3	I operational y defined and posted a small number of expectations (i.e., school wide Rules) for all routines and settings in my classroom.	3.6	0.5	Strongly Agree
4	I explicitly taught and reviewed these expectations in the context of routines.	3.4	0.7	Agree
5	I prompted students to increase the likelihood that they will follow the expectations	3.7	0.49	Strongly Agree
6	I actively supervised my students.	3.9	0.32	Strongly Agree
7	I provided a high rate of opportunities to respond during my instruction.	3.7	0.46	Strongly Agree
8	I engaged my students in observable ways during teacher directed instruction (i.e., I use response cards, choral responding, and other methods).	3.6	0.62	Strongly Agree

Table 1 showed that the extents of classroom management practice by the teachers in selected junior secondary school in Gombe metropolis were the teachers decided strongly agree and agree respectively with the assertions (1-13) in the above table 1. The grand mean is 3.6 against the standard deviation 0.56. The result also showed that eleventh of the above classroom management practices are been observed by the teachers which is under “**super**” score i.e. highly excellent classroom management practice.

**Research Questions: 2** What are the strategies to be used in addressing problems of classroom management in junior secondary schools?

**Table 2: Strategies to be Use in Addressing Problems of Classroom Management**

S/N	ITEM	$\bar{X}$	STD	DECISION
1	Engaging students in observable ways during teacher directed instruction (i.e., using response cards, choral responding, and other methods).	3.6	0.62	Strongly Agree
2	Use of evidence based methods to deliver instruction (e.g., Direct Instruction).	3.7	0.59	Strongly Agree
3	Provision of specific and contingent praise for academic and social behaviors (e.g., following expectations)	3.6	0.5	Strongly Agree
4	Using other systems to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies).	3.6	0.5	Strongly Agree
5	Provision of specific, contingent, and brief error corrections for academic and social errors.	3.6	0.61	Strongly Agree
6	Using the least restrictive procedure to discourage inappropriate behavior (differential reinforcement, planned ignoring)	3.3	0.89	Agree

Data in Table 2 showed that the respondents agree with all the strategies to be used in addressing problems of classroom management in junior secondary schools, items 1 to 6 were agreed upon by the respondents with the mean ranges from 3.3 to 3.7.

### Discussion of Findings

The findings in research question 1 indicate a grand mean is 3.6 against the standard deviation 0.56. The result also showed that eleventh of the above classroom management practices are been observed by the teachers which is under “**super**” score i.e. highly excellent classroom management practice. This finding goes in line with the study by Shin (2004) who 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 teacher’s 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.

The findings in research question 2 indicate showed that the respondents agree with all the strategies to be used in addressing problems of classroom management in junior secondary schools, items 1 to 6 were agreed upon by the respondents with the mean ranges from 3.3 to 3.7. this in line with study conducted by Foxworthy (2006) who utilized the qualitative research techniques to investigate teacher’s 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 student’s 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.

## 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.

1. Government and educational stakeholders should assist and motivate teachers to employed more classroom management techniques in junior secondary schools in Gombe metropolis
2. The government and stake holders motivate teachers to employ more strategies to address problems of classroom management in junior secondary schools.

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