

UNIVERSITY OF EDUCATION, WINNEBA

CLASSROOM MANAGEMENT PRACTICES OF BASIC SCHOOL TEACHERS
IN AHAFO KENYASI IN THE ASUTIFI NORTH DISTRICT

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requirements for award of the Master of Arts (Educational Leadership) degree**

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DECLARATION

CANDIDATE'S DECLARATION

I, OLIVIA ABENA AMISSAA AMPOFO, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:.....

DATE:.....

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and the presentation of this work were supervised in accordance with the guidelines on supervision of dissertation as laid down by the University of Education, Winneba.

SUPERVISOR'S NAME: REV. FR. DR. FRANCIS KWAME SAM

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DATE.....

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DEDICATION

To my dear husband Mr. Kingsley Obeng Mintah and my children, Rensis Aboagye Mintah, Michelin Owusu Mintah, Olivia Kumiwaa Mintah and Kingsley Owusu Mintah Junior for their support and love showed me during this course.



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LIST OF ABBREVIATIONS/ACRONYMS

BECE-	Basic Education Certificate Examination
FCUBE -	Free Compulsory Universal Basic Education
GES-	Ghana Education Service
JHS-	Junior High School
LD-	Learning Disability



ABSTRACT

The purpose of the study was to examine the classroom management practices in basic schools in Ahafo Kenyase. The objective of the study were; to identify classroom management practices adopted by teachers in Ahafo Kenyase in the Asutifi North District; to ascertain the prevalent disruptive behavior students' exhibit in classroom; to find out how teachers manage disrupted behaviours in classroom and to identify the instructional management practices adopted by basic schools' teachers. The study adopted a descriptive research design and a sample size of 105 respondents were selected for the study. Simple random sampling was used to select 105 respondents for the study. The quantitative approach was used with the aid of a questionnaire. Descriptive statistics was used for the analysis of the data. The findings of the study led to the conclusion that a majority of the teachers adopted the teacher-centred style of teaching. It was also found that teachers find it difficult to manage certain disruptive behaviours exhibited by the students. It also was found out that instructional management practices adopted by the basic schools need to be improved significantly as teachers are not able to adopt the requisite instructional management practices. It was recommended that the teachers need to be encouraged and conscientized to adopt student-centered style of classroom management. Educational authorities and teachers need to help students who do not behave well to change their actions through programmes like talk shows, seminars and symposia. Teachers should be models of good behavior in the way they dress, the way they talk and things they do particularly in the classroom. Teachers should also ensure that they create positive learning environment. The study also recommends that the Ghana Education Service should organise training programmes for teachers to receive more training in the fields of classroom management practices.

CHAPTER ONE

INTRODUCTION

The study is to find out the classroom management adopted by teachers in Ahafo Kenyase Township. This chapter contains, the background to the study, statement of the problem, research objectives, significance of the study, scope of the study, limitations of the study, definitions of terms and organisation of the study

Background of the Study

Classroom management is a broad umbrella term describing a teacher's efforts to oversee classroom activities such as learning, social interaction and student behavior (Gage, Scott, Him & Macsuga-Gage, 2018). Classroom management refers to a wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom management approaches are executed effectively, teachers lessen the behaviors that obstruct learning for both individual students and groups of students, while exploiting the behaviors that facilitate or enhance learning (Njeru, 2017). This means that classroom management has a direct and meaningful outcome on student achievement.

Classroom management has been an important area in education for some time. Research findings have been applied to in-service and to preservice teacher preparation programs, as well as to systems of teacher assessment and evaluation. Classroom management also represents a significant aspect of the teacher's pedagogical knowledge and is often found as a component of taxonomies and descriptions of core knowledge for educators (Berliner, 1988). Some researchers have

suggested, moreover, that novice teachers may need to reach a minimum level of competency in management skills before they are able to develop in other areas of instruction (Berliner, 1988). Classroom management thus merits careful attention by educational psychologists who are interested in their discipline's impact on education

Evidence has been established on the fact that a lot of factors affect the teaching and learning process (White, 2009). These factors, either remote or direct, mostly influence educational outcomes. Teachers' ability to manage time, space, activities, materials, social relations and the behaviour of students have come to be accepted as some of the factors that can be affected by teacher self-efficacy, which in the long run affects academic achievement (White, 2009).

According to a survey conducted by the American Association of School Administrators (2005), teachers identify student discipline as the single greatest factor that decreases time on task in the classroom. Generally, teachers with well managed classrooms have fewer disciplinary problems. These classrooms typically have teachers who have established rules and procedures and will be in the classroom when the students arrive, and begin class promptly. They reduce the "wear and tear" on themselves and students by establishing procedures for makeup work, they arrange their rooms to accommodate their teaching philosophy and style, and they develop routines that increase overall efficiency. The benefits of establishing these classroom procedures and routines become apparent as the total time on task approaches the allocated time. Teaching and learning depend on the abilities and effectiveness of teachers. This includes teachers' confidence in student engagement, instructional strategies and classroom behaviour management are important factors which determine the level of self-efficacy of a teacher (Hoy & Woolfolk, 1993).

Most research on classroom management has attempted to identify teacher strategies and behaviours that optimize one or more of the goals of management. Although multiple and broadly defined goals would be ideal, most researchers have had to cope with the unfeasibility of assessing a wide array of outcomes in a large enough sample of classrooms to produce dependable explanations for observed results (Hoy & Woolfolk, 1993). Consequently, although some studies have used student achievement or attitudes as outcomes, most management research has been concerned with identifying how teachers bring about student engagement and limit disruption.

Reece and Walker (2000) claimed that classroom management is the supervision, intervention, facilitating, and academic discipline of the classroom. The authors asserted that classroom management relates to controlling the learning situation, directing the learning for students and coping with individual students' differences. Djigic and Stojiljkovic (2011) added that classroom management is related to all lecturers' actions aimed at establishing a stimulated learning environment.

Smith and Rivera (1995) pointed out that as classrooms become more diverse in nature, the need for classroom management techniques that can be used with both individuals and groups of students becomes more critical. Educational psychology has contributed substantially to the research base for this important area of pedagogical content knowledge and practice. Research on teacher thinking and on affective aspects of management has deepened our awareness of the challenging and complex nature of teaching's managerial dimensions. Varied teaching contexts, such as cooperative learning or inclusion settings, highlight the need for flexible and effective management skills.

A good classroom environment facilitates desirable behaviour and attitude among students and thus enhancing their academic performance positively. Such an environment provides avenue for effective teacher/students and students/students interaction. Classroom management is a prerequisite for achieving instructional objectives and safeguarding the well-being of students for whom the teaching and learning activities are centered (Ogunu, 2000). Classroom management entails planning, supervising, controlling, and coordinating the activities of pupils in teaching–learning process.

Despite the recent trends of teacher education programs to increase training in the area of classroom management and of school to correct teachers' deficiencies in classroom management skills, teachers continue to struggle with the reality of classroom management issues (Njeru, 2017). The poor achievement of learners in basic examination is a clear example that there are deficiencies with respect to classroom management practices within public basic schools in the Kenyase Community. The underperformance of learners in this community has therefore led the researcher to ask whether classroom management practices can be the main reason for the said underachievement in basic education examinations. There has been a tremendous and significant increase in trained teachers in the Basic schools particularly in the Junior High Schools in the Sunyani West District, yet students' performance in the district has still not been the best. For example, the 2011 Basic Education Certificate Examination results for Sunyani West District showed that, 3 schools recorded 0% whiles 16 schools recorded between 41.9% and 2.6% (**District Education Office, 2011**). Despite the huge investment the government of Ghana, the Ghana Education Service, Non-Governmental Organizations and teachers themselves put in training and development programs of teachers for higher productivity,

students' academic performance particularly in the Basic schools in recent times has been abysmal (Sunyani West Education Directorate, 2015). Dessus, Mandin, and Zampa, (2008). The authors posited that teaching is the intentional transfer or passing of knowledge or information in relation to the quality of learning. That is, whenever there is productive teaching, there should be learning.

Learning on the other hand, is a change in behaviour that results from experience and involves the acquisition of knowledge and skill either through teaching, and/or training and/or coaching (De Houwer, Barnes-Holmes & Moors, 2013). Reece and Walker (2000) suggested that for effective learning to take place in the classroom there should be arousal; that is students should be motivated and ready to learn. That is, if learning is lacking then teaching may have been unsuccessful to some extent. Again, they suggested that there should be 'expectancy' - learners should know what is required of them and what they will be able to do after learning. Effective teaching and learning depend on many other factors that students bring to the classroom including the inability to work in groups, poor communication skills, student's previous subject knowledge or experience, which can be ignored due to inappropriate initial assessment (Reece & Walker, 2000). In other words, classroom management problems can stem from many factors, including a lecturer's lack of good subject knowledge, lack of fairness to all learners, inappropriate induction and enrolment procedures, to get the right learners on the right course, and lack of strategies to facilitate students learning. According to Hill and Hill (as cited in Osakwe, 2014) classroom is an operational venue which holds students together and offers them opportunity of achieving their purpose of education. Behaviour issues among students make a chaotic class, showing the importance of instilling into a classroom the correct strategy of management by a teacher. These unfavourable

behaviours and attitudes, unless corrected, become an obstacle to the students' development and requirement to gain an effective education. Teachers may also have an underdevelopment with their lack of knowledge in terms of classroom management when it comes to their profession. Therefore, the major purpose of this study is to assess classroom management practices in some selected basic schools in the Ahafo Kenyasi community.

Statement of the Problem

The greatest challenge to distance education 'is to set in place effective arrangements to support students and in particular to suspend their classroom practice' (Perraton, 2001). Student behaviours like shouting out, not paying attention, task avoidance, disrespect, refusal, and engaging in power struggles take your focus away from teaching and students' focus away from learning. According to Carrie Oakley (2010) some classroom management skills every teacher must learn include authority, Knowledge, Individualization, Time management and Patience. Hoy and Woolfolk, (1993) suggests that techniques a teacher can employ in order to create and maintain a productive classroom setting and bring the focus back to teaching and learning include using these classroom management strategies to such as understanding your students, be patient, set classroom's rules, keep to the schedule you set, be aware of the causes of behaviour, walk around and consistent in your practice of these classroom management techniques.

The underperformance of learners in this community has therefore led the researcher to ask whether classroom management practices can be the main reason for the said underachievement in basic education examinations. There has been a tremendous and significant increase in trained teachers in the Basic schools

particularly in the Junior High Schools in the District, yet students' performance in the district has still not been the best. Basic Education Certificate Examination results for Sunyani West District showed that, 3 schools recorded 0% while 16 schools recorded between 41.9% and 2.6% (District Education Office, 2015). Despite the huge investment the government of Ghana, the Ghana Education Service, Non-Governmental Organizations and teachers themselves put in training and development programs of teachers for higher productivity, students' academic performance particularly in the Basic schools in recent times has been abysmal. Behaviour issues among students make a chaotic class, showing the importance of instilling into a classroom the correct strategy of management by a teacher. These unfavourable behaviours and attitudes, unless corrected, become an obstacle to the students' development and requirement to gain an effective education. Teachers may also have an underdevelopment with their lack of knowledge in terms of classroom management when it comes to their profession. Therefore, the major purpose of this study is to assess classroom management practices of basic schools in Kenyase in the Asutifi North District.

Purpose of the Study

The purpose of the study sought to investigate classroom management practices adopted by basic schools teachers in Ahafo Kenyase in the Asutifi North District.

Objectives of the Study

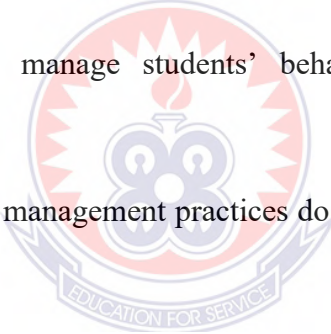
The study sought to;

1. Identify classroom management practices adopted by teachers in Ahafo Kenyase in the Asutifi North District.

2. Ascertain the prevalent disruptive behaviour students exhibit in classroom in Ahafo Kenyase in the Asutifi North District..
3. Find how teachers manage disrupted behaviours in classrooms
4. Identify the instructional management practices adopted by basic schools' teachers in Ahafo Kenyase in the Asutifi North District.

Research Questions

1. What are the classroom management practices used by basic school teachers in Ahafo Kenyase in the Asutifi North District?
2. What prevalent disruptive behaviour do students exhibit in class in Ahafo Kenyase in the Asutifi North District?
3. How do teachers manage students' behaviour in classrooms in Ahafo Kenyase?
4. What instructional management practices do teachers adopt in basic schools at Kenyase?



Significance of the Study

The study results will inform the government and Ghana Education Service and other organizations who finance training programs for teachers in the district, this study gives insight into finding out whether or not the investments they put in educating Ghanaian teachers are yielding the needed returns. For training institutions who run the programs and teachers who participate in them, the findings from the study will indicate if such training institutions are really making an impact in the programs they organize for teachers and if it helps them build their classroom

management techniques to enhance academic performance among students of basic schools.

Finally, for parents whose children are the ultimate beneficiaries of these training programs, the study will reveal whether or not the financial investments parents have made in their children's education, have yielded good results.

Delimitation

This study examines classroom management practices that teachers use to enhance academic performance of students at Kenyasi in the Asutifi North District. The study will cover Junior High and Primary Schools in Circuit in the district. However, findings will not be generalized to cover the other circuits of the entire district due to the sampling technique used by the researcher.

Limitations of the Study

Several limitations are expected during this study. First, the study employed cross sectional study design that will not be able to tell in-depth of the findings. However, where else the teachers agree to participate, some of them may provide false information in order to prove that their classroom management capabilities were not having any negative influence on learner's academic performance. Also, the results will not be generalized because of the non-probability method of sampling the participants for this study which is convenient sampling. Again, the data collection instrument is a self-reported instrument and as results there might be some bias on the part of the teachers in terms of providing information which is a true reflection of themselves.

Definition of Terms

Academic Achievement. Evidence of knowledge acquisition, literacy, and learning assessed through student assignments, class participation, test scores, and individual and cumulative grades.

Basic schools -kindergarten, primary school, and lower secondary school

Classroom-classified as a learning space where it is referred to as a physical setting for a learning environment; a place in which teaching and learning occur; attempts to provide a space where learning can take place uninterrupted by outside distractions.

Management-the process of planning, organizing, directing, controlling and evaluating the physical and human resources required to achieve the goals and functions of teaching and learning.

Practice-any action, instruction or series of actions directed by the teacher to achieve a specific task; the structure, system, methods, techniques, procedures, and process that a teacher uses during instruction; a plan to achieve many goals.

Discipline-an action that is controlled to achieve an agreement or peace and harmony with a system of governance; a process of controlling one's behavior and actions, either through self-motivation or through teaching and punishment.

Organization of the Study

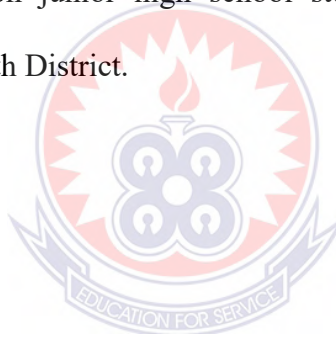
The research work was organized into the following five (5) chapters: Chapter One discusses the introduction, the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitation, delimitations of the study and definitions of terms.

Chapter Two reviews literature on available classroom management practices on the topic.

Chapter Three presents the research methodology and it consists of the profile of the study area, the research design, the study population, the sampling technique, sample size determination, data collection procedure, sources of data collection, validity and reliability of the study, pre- testing of research tools and ethical consideration.

Chapter Four focuses on the analysis of data and the findings in relation to the literature review. In other words, this chapter will analyze the data that will be collected and the results obtained.

Chapter Five dealt with the summary of the study, the conclusion and the recommendations on how to ensure positive impact of teacher training and development programs on junior high school students' performance at Kenyase Circuit in the Asutifi North District.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

Overview

This chapter reviews some of the existing research literature that are relevant to this study. The literature search was carried out using Medline, PubMed Google Scholar databases and other books. The review is organized along the following thematic strands; Theoretical Framework: Classroom Management Approaches; Classroom Management Practices; Classroom Management Practices; Disruptive Behaviour; and Instructional Management Practices.

Theoretical Framework: Classroom Management Approaches

The theoretical framework for this study is the teacher behaviour continuum. Instructional and behavioural classroom management can be conceptualized as interventionist, noninterventionist, and interactionist. Historically, classroom management has put emphasis on discipline as the foundation for behavioural and instructional management. Educationists have long understood that behaviour issues can affect the classroom environment. Classroom management is an understandable concern for teachers, mainly given the fact that schools are expected to provide a non-violent, protected and an orderly environment and that teachers are accountable for students' academic achievement. There is a direct correlation between the teaching methods put into operation by the teachers and learning of students. To better understand classroom management, there has been development of a classroom management model that is expressed as a continuum from interventionist to and non-interventionists, with interactionist in-between (Sowell, 2013).

In the context of this theoretical framework, interventionists react to student behaviour with consequences, while non-interventionists, rather than react to students, plan their environment to proactively facilitate the classroom. Interactionalists seek to employ the best aspects of interventionists and non-interventionists classroom management. These three classroom management approaches are reviewed below, including the important historical figures aligned with aspects of interventionist, non-interventionist, and interactionalist approaches to classroom management (Sowell, 2013).

Interventionist Classroom Management - Interventionist classroom managers seek to manage the classroom by intervening to shape student behaviour with consequences. Skinner, Bandura, Dreikurs, and Canter each provide a unique contribution to one's present understanding of interventionist classroom management. Skinner's Behaviour Management beliefs focused on consequences for behaviour. B.F Skinner believed that behaviour is formed by the consequences that follow an individual's actions. Bandura (1997) developed the Social Learning Theory built around the view that people learn appropriate and inappropriate behaviours from each other. Bandura (1986, 1997) thought that students learn through their observations and replications of certain behaviours demonstrated by the parents, teachers, or other students. Bandura believed that, as behaviours were demonstrated, individuals would emulate one another. This theory has important implications for classroom management.

Dreikurs developed a social method of classroom discipline. Dreikurs had four behavioural goals, thoughtfulness, power, revenge, and avoidance of disappointment. Dreikurs did not believe in punishment, reinforcement or praise. Instead, he believed that natural or logical consequences, directly linked to misbehaviour involve moral

judgments, etc. and the process of reinforcement are the most useful techniques for preventing discipline problems. Dreikurs believed that classroom environment should be democratic. Teachers should be sincere, approachable, and kind, while at the same time remain strong.

Lee and Canter promoted the reactive interventionist discipline method. In Lee and Marlene Canter (1976) created and published the Assertive Discipline plan for classroom management. When conducting study regarding school systems, they found that many teachers were unable to control undesirable behaviour that occurred within the classrooms. The assertive discipline method was more for teachers to execute a discipline plan geared at eliminating behavioural problems. Assertive teachers believe that teachers in the classroom promote the best interests of students. They believe that the students aspire to have their behaviour directed by the teachers.

Non-interventionist Classroom Management – Non-interventionist classroom management is geared towards planning to solve any behavioural issues before they take place in the classroom. The non-interventionist management can be more constructive than the interventionist strategy and should lead to positive behaviour and the development of self-discipline, thus, the learners' moral behaviour. The non-interventionist may post rules in the classroom, discuss correct ways to perform within the classroom, and approve good behaviour. Some of the popular proponents of non-interventionist theory are (Rogers, Kounin & Wong, 2010). A brief overview of the philosophy and unique contribution of each of these non-interventionist classroom management pioneers follows.

Carl Rogers believed that teachers should seek to create emotionally warm, supportive environments in which they worked collaboratively. Reinforcement is a positive way to discipline students, and it is a helpful tool in the goal of classroom

management. Rogers believed in experiential learning, along with self-actualization. Rogers thought if teachers were genuine, appreciated their students, showed empathy and understanding, then classroom management issues would be outmoded. Kounin contributed the ripple effect of discipline to non-interventionist management to determine how the handling of misbehaviour of one child by the teachers influences other children. The researchers identified various techniques associated with effective teachers such as, demonstrating to the students, the teacher is aware of everything happening in the classroom, ability to deal with multiple situations at one time, and dealing with small behaviours immediately.

Harry Wong and wife Rosemary Wong listed four characteristics, a well-managed classroom would possess, these include, students involved with their work, especially with academic, even teacher-led instruction; students always know what is expected of them and they tend to be successful; there is less time off task such as wasted, disruption, etc. The classroom environment is work oriented along with being agreeable and satisfying.

Interactionalist Classroom Management - The interactionalist classroom management practices is a combination of non-interventionist and interventionist styles. Glasser's beliefs were based on his two theories, reality theory and choice theory. Choice theory allows opportunities for students and teachers to understand one another's individual behavioural differences. Modifications and adjustments are made in the classroom, once the teacher identifies how the students would like to be treated. In reality theory, redirection of misbehaviour is undertaken by employing logical consequences, such as individual improvement plans for students, teacher, student conferences, and providing ways for students to appraise their own behaviour.

Based on Glasser's (1997) reality and choice theories, insight in varying of misbehaviour by means of logical consequences and conditioning would assist classroom management techniques used in the classroom setting. Choice theory teaches that all are stimulated by four psychological needs embedded in genes. These include the need to belong, the need for power, the need for freedom, and the need for fun. Reality theory includes the redirection of misbehaviour using logical consequences, which includes an array of factors needed to meet the basic needs of students. Teachers designating to students, they care and possess a personal interest, teacher or student conference, offering students ways to evaluate their own behaviour, along with accepting responsibility, and creating progress plans for individual students.

Classroom Management Practices

Classroom management practice has been described in several distinct ways; Tal (2010) Classroom management is described as the teacher's capacity to direct the class... to accomplish the students' socio-emotional health and learning" (p.144). Classroom management is defined by Malone and Tietjens (2000) as 'how teachers maintain order in a classroom' (p. 160). Classroom management is defined by Little and Akin-Little (2003) as a Collection of procedures that if observed, should assist the instructor to preserve order in the Classroom and have all history and resulting mechanisms that can be integrated to have a holistic approach to the administration of the classroom '(as quoted in Little & Akin-Little, p. 228, 2008). Management of the classroom is a broad concept that encompasses the behavior of the teacher to build a learning atmosphere. Supporting the growth of the cognitive and social-emotional

capacities of children (Evertson & Weinstein, 2006). To keep the classroom running smoothly, an instructor applies a mix of rules, vocabulary, and several actions.

Since classrooms are complex social and cultural settings with multiple events occurring simultaneously (Poole & Evertson, 2013), classroom management is considered to be key to effective teaching. That is, teaching is a complex endeavor which requires teachers not only be effective in delivering the instruction but also maintaining the order (Rosas & West, 2009). Research has supported the importance of classroom management for effective teaching and studies demonstrate that more effective teachers generally have better organized classrooms and fewer behaviour problems (Evertson, 1989).

Effective classroom management has been characterized as the process of establishing, maintaining, and restoring the classroom environment in an effective way for teaching and learning (Brophy, 1986). It refers to all actions taken by the teacher to create an effective classroom atmosphere where students could be highly engaged in lessons (Romi, Lewis, & Roache, 2013). This is, in return, expected to strongly influence the academic achievement of learners because it is widely documented that the actual time students spend on meaningful tasks is fundamental to their learning gains (Kunter, Baumert, & Köller, 2007).

However, classroom management has been ranked as one of the major problems that teachers face (Rosas & West, 2009) because in regular classrooms, the available time is spent not only on learning activities, but also on non-curricular activities, organizational issues, or disciplinary problems (Kunter et al., 2007). As poor classroom management interferes with teaching and learning practices, it eventually becomes a major cause for teacher stress (Friedman, 2006), teacher burnout and job dissatisfaction (Garrahy, Cothran, & Kulinna, 2005; Ingersoll, 2001)

and results in teachers transferring to other schools or leaving the profession. It is also not surprising that classroom management is especially a high priority concern for beginning teachers (Doyle, 1975; Wubbels, 2011) given the strong possibility that failure to master the essential management skills causes discourage and disappointing experiences with students in class (Doyle, 1975). Thus, the administration of the classroom includes the organization of the classroom's physical environment, planning and programming tasks control, relationship management and collaboration in the classroom and activity management of children.

From Sass (2010). Classroom management is planned to provide students with more opportunities to learn all the things that a teacher does to organize students, space, time, and materials so that students' learning can take place. Students should be able to carry out their maximum potential, which allows students to develop appropriate behavior patterns (Sieberer-Nagler, 2015). Teachers must deal with unforeseen events and can control student behavior, using effective classroom management strategies.

Effective classroom management and positive classroom climate construction are essential goals for all teachers (Henaku & Pobbi, 2017). So, everything a teacher does has consequences for classroom management, including creating the setting, decorating the room, arranging the chairs, speaking to children and handling their responses, putting routines in place and then executing, modifying, and reinstituting them, developing rules, and disseminating those rules to the students (Sieberer-Nagler, 2015).

A study conducted by Evertson and Weinstein, (2013), stated that, Classroom management has two distinct purposes: "It not only seeks to establish and sustain an

orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth” (p. 4).

Sieberer-Nagler, (2015, p. 165) say that “teachers can begin to establish a positive learning environment by showing their passion for the subject matter, using student names, reinforcing student participation during class, and being active in moving among the students.” To be effective as a teacher I have learned that a teacher journal can help. This is an easy way to begin a process of reflection since it is purely personal. Reflection can help teachers to recognize their thinking and can help to recognize always the same mistakes. After each lesson you write in a notebook about what happened. You may also describe your own reactions and feelings and those you observed on the part of the students. You are likely to begin to pose questions about what you have observed. Reflective journal writing does require a certain discipline in taking the time to do it on a regular basis

According to Eisenman et al., (2015), students should play an active role in setting classroom rules and regulations. By allowing the students to take part creating the rules, the students are participating in classroom community building. Everyone is working together and can clearly understand the rules and regulations governing the class.

In short, the basic goal of the management of the classroom is to create a classroom environment where effective learning happens (Bakioğlu, 2009). Both the concepts of management of the classroom and the research that illustrate the critical role of successful management. Management for good learning environments brings one to the fact that study in academic environments.

In a research carried out by Stichter, Lewis, Whittaker, Johnson, Richter, and Trussell (2006), teachers who used ineffective techniques for classroom management

encountered ineffective strategies increased number of verbal interruptions and consistent student disruptions. When it was these delays can appear to add up to nothing more than simple grievances that's definitely not the case. A research conducted by Vitaro, Brendgen, Tremblay and Larose (2005) found that kindergarten hyperactivity and inattention were more predictive of the dropout from high school than violence or actions in opposition. A well-managed classroom will have a diverse and enjoyable learning environment. For everyone involved, experience. Sadly, student actions will also conflict with student activity for the procedure here. In today's school environment, classroom discipline plays a significant role. In coping with behavioural issues, teachers feel frustrated and "powerless" in the schoolrooms.

According to Eisenman et al., (2015), students should play an active role in setting classroom rules and regulations. By allowing the students to take part creating the rules, the students are participating in classroom community building. Everyone is working together and can clearly understand the rules and regulations governing the class. Henaku and Pobbi, (2017) conducted a study on Measuring Teacher Classroom Management Skills: A Comparative Analysis of Distance Trained and Conventional Trained Teachers. The general aim of the study was comparing the classroom management skills exhibited by distance trained teachers to that of conventional trained teachers in their field of work. Teacher classroom management was classified into two multidimensional constructs consisting of effective behaviour management skills and instructional learning format skills. A quantitative design strategy was adapted for the study. Primary data was collected using a questionnaire from 500 teachers-consisting of 250 conventional and 250 distance trained teachers - and 60 head teachers selected from basic schools across 10 regions in Ghana. Head teacher's assessment of teachers served as a means of triangulating results obtained.

Classroom management research by educational psychologists has contributed substantially to our understanding of effective classroom practice. This body of research, moreover, along with other classroom-based research, has increased the relevance of educational psychology for teacher education and teacher educators. The emphasis in this body of research on careful observation, description, and measurement has helped produce results that can be translated into effective action plans for teachers.

In order to learn about specific strategies and how to implement them I referenced proactive classroom management. Within this text it discusses a variety of strategies that proactive management covers. It discusses explicit direction that is accompanied by the procedure for undesired behaviour. It discusses placement of students to avoid conflict. The expectations should be known/ a teacher should never assume that a student knows what to do.

Classroom Management Practices

Classroom management practices directly impact your effectiveness as a teacher as well as your sense of fulfilment and satisfaction in your role. Classroom management refers to the organization of the learning environment in relation to keeping students on track to learn. Your classroom management practices directly impacts your effectiveness as a teacher, but do you know what your classroom management practices is? Many teachers pick and choose strategies that align with their teaching philosophy without giving much consideration to how those strategies come together. Although the learner - oriented approach to teaching English as a foreign language in recent years, the teacher-centered method is also put into practice (Brophy, 2003; Edwards, 2004).

By definition, a learner-centered approach, also known as child-centered instruction, is a learning that focuses specifically on the interests of students rather than those of other people concerned, such as managers and educators in the school system. The instructor is situated in this approach to promote learning, to rely on the students' desires, needs, and learning practices. In the teacher-centred-approach, on the other hand, the program depends on the teacher to use their experience to make the learner grasp and understand. Make relations where the learners play a responsive role in the learning process. If the instructor serves as a transmitter of information, the student acts as the receiving end. Of the two approaches, there are several ways in which they differ, each with its own strengths and weaknesses (Weinstein, Tomlinson-Clarke, & Curran, 2003).

First, there is a difference in the two on how the student works. Considering the teacher-centred approach, the students do their work alone where they do exercises related to the teacher's presentation during or after the lesson while on the other hand, in the student-centred approach, the students work together in groups or pairs as per the demand and purpose of the activity. This way, teaching and learning becomes an enjoyable and friendly active and rewarding activity hence making it easier for the students to understand the lesson since they are actively involved in the learning. Secondly, the teacher-centred approach portrays students as basically passive while the teachers are active since teachers are the main focus in this approach which is considered sensible since the teachers are familiar with the language which the students are not. In this case, the students are less engaged during the learning process. However, with the student – centred approach, the teacher and the student are both active participants since they share the learning responsibility of the learner, helping to identify how the students should use the language. Another

considerable difference of the two approaches is that of the classroom situation where in the teacher-centred approach, there is little or no noise in the class. This is due to the fact that since it is the teacher who passes on the information, the students will automatically be quiet in order to grab the necessary knowledge of the language from the teacher.

On the contrary, in the learner-centred approach the class situation is busy and noisy since it is mainly in groups and discussions (Jeanne, 2009). In this approach, the teacher is compelled to be comfortable with the fact that the students are more likely to make mistakes that he/she may not hear and correct. The teacher-centred approach focuses on desires and, where the teachers support them. Considering this, there is a difference on the beginning of analysis and emphasis in supporting learning. In the teacher-centred approach, there is separation of the process of teaching from that of assessing or testing. In this approach, teaching occurs first then assessment comes later as a way of finding out whether the students grabbed the knowledge passed on to them by the teachers. Unlike the teacher-centred approach, the student-centred approach has both the teaching and assessment being done together. As teaching continues, the students do exercises in pairs or groups. When it comes to assessments, the teacher-centred approach uses assessments to monitor the student's learning (Hayo, 2007). This way, the teachers are able to discover the weaknesses of the students or areas they did not understand in the course of learning and are therefore able to find a way of bringing the point home. This is different from the student-centred approach, where the assessments play the role of diagnosing and promoting learning among the students.

Lord and Maher (2002) conducted a study in non-major biology courses at Indiana State University, comparing student-centred and teacher-centred approaches.

Significantly higher results were found for the student-centred class in weekly quizzes, attitude towards science and weekly attendance. Willden, Crowthorne, Gubanich, and Cannon (2002) reported similar results in a study of non-major biology courses at University of Nevada. Test scores were reported as significantly higher in the constructivist approach class. Another reason this study's results are important is that it demonstrates the need for balance between teacher-centred and student-centred activities within a class. If a professor is to successfully reach the entire class, often 50–100 students or more, without alienating a proportion of the class, then the class must appeal to a wide range of learners. The concern with switching entirely to one or the other practices of teaching is alienation of a proportion of the class.

A study by researchers at West Ed revealed that the detrimental effect of problem behaviours multiple with teachers who lacked classroom management skills (Aronson et al., 1999). This demands the creation of a congenial atmosphere for all students to unearth and develop their potentials. Classrooms need to serve as fertile grounds for teachers to nurture students' behaviours that are acceptable in the society and workplace. Teachers are in a better position to identify and manage anti-social behaviours of students to benefit the latter, their families and the society. Essentially, teachers need to manage students to develop both socially and academically. This underscores the need to identify disruptive behaviours experienced in schools and classrooms and the teachers' classroom management practices. Although creating conditions that are conducive for students to enhance their capability and sustaining on-task engagement is difficult due to the impulsive nature of the classroom and the variety of activities which happen simultaneously in the classroom (Procknow & Macfarlane, 2008). Classroom management refers to the wide variety of skills and

techniques that teachers use to ensure that their classroom runs smoothly, without disruptive behavior from, this boils down to having a structured learning environment with clear rules that promote learning as well as consequences that diminish or eliminate behaviours that get in the way of learning students (Ntim, 2015).

According to Evertson and Harris (1999), “the meaning of the term classroom management has changed from describing discipline practices and behavioural interventions to serving as a more holistic descriptor of teachers’ actions in orchestrating supportive learning environments and building community” (p. 60).

Effective classroom management is the first tool to improve learning effectiveness (Lakes & Smith 2002). These scholars suggested that classroom management should be considered as an integrated function of characteristics development in teachers, behavioural management across the school community, managing school environment for effective teaching-learning, organizing and managing resources for effective learning, and designing effective lessons for effective student learning thereby they could show up their optimal participation and process engagement. Therefore, classroom management stands for managing effective teaching learning. Teachers’ classroom behaviour and activities also contribute to achieving students’ social development, which is a vital aim of education (Ayebo & Assuah, 2017). It is then reasoned that classroom management is critical in helping students to learn and develop good behaviour acceptable in the society. Classroom management needs to be effective in order to facilitate teaching and learning. Teachers, therefore, need to adopt appropriate strategies to help achieve the multiple learning goals for which students enrol in formal education.

Student-centeredness and teacher-centeredness are classroom management practices. Evertson and Neal (2014) have worked on student-centered classrooms and

figured out a number of implications for classroom management in a more recent working paper and have revealed the changing roles of educational practices and policies to revamp the classrooms and schools to close the achievement gaps and promote excellence in learning for all students. These scholars have attempted to examine the best practices that shift classroom management emphases from controlling student behaviour to creating learning-centered classrooms to foster the students' engagement, autonomy, and sense of being in an intact community by giving them progressively more responsibility, under the teacher's careful guidance. These scholars have further claimed such practices as part of school's instructional strategies aimed at helping students achieve high academic, moral, and social goals.

According to Otukile-Mongwaketse, (2018), in teacher-centered classrooms, control is of a vital significance and power is transferred hierarchically. Teachers exercise control over the students in the class. Also, in such classrooms, obedience is valued over creativity and inactive learners' overactive learners (Sun & Royal, 2017). Teachers who adopt teacher-centered classroom management approach tend to use punishment like reprimands, frowns, time out and loss of privileges to manage undesirable behaviors (Eisenman et al., 2015). Such teachers also use extrinsic motivation to impact students' behaviour (Garret, 2008). The present study also sought to examine the management practices used by teachers. Sabu (2005) reported that there is no important difference between government and private school teachers with observes to educational procedure dimensions of teacher attitude, all the other extension namely teaching profession, classroom teaching, and child-centered practices, pupils and teachers' attitude are important. Government teachers have more favourable attitude than private school teachers in all the dimensions of teachers'

attitude namely, teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers' attitude.

Murugesan (2019) posits that for excellence in teaching, one has to master over the modern methods and techniques of teaching. The lecture method is the oldest method in teaching. This method is still used wildly in American colleges and universities. Teaching is considered as a dynamic interaction of individuals and as a decision making one. Teaching must be deliberate and planned. Teachers should use modern instructional strategies to modernize classroom teaching. It is then reasoned that classroom management is critical in helping students to learn and also develop good behaviour acceptable in the society. Classroom management needs to be effective to facilitate teaching and learning. Teachers, therefore, need to adopt appropriate strategies to help achieve the multiple learning goals for which students enrol in formal education. Carolyn Everston, creator of Classroom Organization and Management Programme (COMP), a professional development program for teachers, has addressed the issue of how classroom management looks like in a learner-centered environment (Evertson & Neal, 2006). The authors state that “a redefinition of management must address the interrelationship of management and instruction and how these relate to educational goals” (p. 1). They see the purpose of learning as threefold: (1) to foster academic growth and development, (2) to promote moral development through self-regulation and a sense of responsibility, and (3) to promote social interconnectedness.

According to Ergen, Yelken, and Hanadli an (2019), both pedagogical knowledge and content knowledge are not the only factors which makes a teacher effective. Evidence has been established on the fact that a lot of factors affect the

teaching and learning process (Korprshok, Harms, Boer, Kuijk, & Doolaard, 2014). These factors, either remote or direct, mostly influence educational outcomes.

Evertson and Neal (2006) note that learner-centered classrooms are characterized by flexible room arrangements; varied social forums that allow for small and large-group work, and independent work; multiple sources of information (as opposed to the teacher acting as the sole source of knowledge); and a more fluid and effective use of time. Contemporary classroom management research was substantially influenced by the studies of Jacob Kounin and his colleagues (1970). Kounin's work was conducted in the tradition of ecological psychology, which focused on determining, within specific behaviour settings, environmental conditions that influenced behaviour. Kounin's early studies examined desist events following inappropriate behaviours. Jones and Jones (2004) asserted that effective learning takes place in a well-managed classroom. They averred that unproductive social and academic behaviours can be traced to failure to create an educational climate conducive to learning. It is evident that classroom management is essential in maximizing both academic and social gains of students. Egeberg et al., (2016) asserted that greater aspects of classroom challenges can be prevented by creating positive and safe classroom setting. The repercussion of teachers' inability to manage classrooms transcends poor students' academic to social incompetence.

Disruptive Behaviour

Classroom misconduct can take several forms, ranging from behaviours at low levels to behaviours at high levels. Low-level activities are acts that interact to a small degree with instruction. Verbal activities are the most common in the classroom, such as verbal disruption and verbal violence (Alter, Walker, & Landers, 2013). The

second most prevalent low-level conduct demonstrated in the classroom is non-compliance.

The concept of predicted behaviour emerges from another point of view. In this way, the concept of disruptive behaviour is the opposite of what teachers or students in the class expect. Disruptive behaviour is also known as incivility in other common words. It was defined by Feldman (2001) as any single action intrudes into the classroom harmonies and positive learning environment. In specific situations, however what is deemed to be destructive should not merely be denounced. This applies to the treatment of students with special needs.

Stavnes (2014) in his paper, quoted the general division of behaviour in school into, externalized and internalized behaviour. Externalized refers to overactivity and aggressiveness. Students with externalized behaviour can interact with other students, teachers, and the ongoing practices of learning. Internalized, on the other hand refers to a profile of problems or introverts that can typically be articulated in anxiety, concern, or complaint. Typically, the result of this internalized activity is isolation from society.

The word 'disruptive activity' currently has a broad continuum, and it includes different kinds of malicious behaviour, categories of doers, triggers, excuses, and the most critical ones that are being disrupted? It is also contingent on the ideals that culture retains. However, as it arises in a plural culture, it gets more difficult that school values can be distinct from family values. In the United States of America, although 28 states allow corporal punishment in public schools, the modern approaches of classroom discipline aim to teach students to become more responsible for their own behaviour. In their study on how teachers learn to handle behaviour in

the classroom, revealed that men were much less likely than they were women must say that they have issues with the holding in order in the classroom.

According to Rossouw (2003), disruptive behaviour can be caused by such internal factors such as a) the percentage of male-female teachers in the school b) the number of students initiating disruptive behaviour; c) the number of students in the classroom; d) the absence of teachers; e) poor regard for human dignity; f) insufficient law and policy; and g) the introduction of results-based (igno-based) behaviour. It is also caused by some external influences such as: a) the application of incorporative meaning in the family (parents); b) past traumatic experiences; c) lack of socio-economic treatment at home; d) weak relationships with individual educators; e) lack of discipline in society and f) lack of responsibility and tolerance among parents. This present study endeavoured to look at these indicators in the study area.

Furthermore, they suggested that there is considerable gender influence on the skills of second-cycle teachers on methods for behaviour change. In conjunction with the effect of the research program on the skills and abilities of preservice teachers' techniques for behaviour change, suggested that there was no major gap between the specialization field of education for students and their awareness about negative behaviour management in education.

Disruptive behaviour is an act of interception return within the classroom and during the learning activity of what is supposed to be positive. It has a broad variety of categories and is affected within the school by internal and external influences. Stakeholders ought to consider the broad spectrum of so-called 'misbehaviour' to deal with disruptive behaviour, examining it in depth to seek the facts. In terms of any method and plan, generalization and stereotyping must be resisted because it can only

lead to the worst scenario. We are not going to break the disruptive behaviour as a teacher and interrupt the conducive environment in the class. The purpose of examining disruptive behaviour, is not necessarily to curtail it but to overcome it with an approach of openness and fairness. For the pupils, there would be no successful teacher predicting failure.

Managing Disruptive Behaviour in the Classroom

Atici and Zakaria (2013) advocated that, using alerts as a method for behaviour control. Another kind of technique used to deal with misbehaviour is a combination of incentives and retribution. The mixture of incentives and penalty, along with trust and contact, was also introduced by Roache and Ramon. Instead of students making a change, some researchers explored techniques that were geared at teachers making a change. Strategies to manage or change behaviour in schools can involve school-wide, classroom based or individual child-focused interventions: the focus of this paper is on classroom-based interventions derived from Applied Behaviour Analysis (ABA), which involves the application of the principles of operant conditioning (Skinner, 1953) to socially relevant human behaviours (Baer, Wolf & Risley, 1968).

A classroom behaviour problem can not necessarily be fixed by merely directing strategies at specific students in the classroom. Focusing, though on individuals can cause us to neglect social concerns in teacher-pupil relationships, the teacher's leadership and teaching practices, the program and the skills needed to navigate it by pupils, the order in which lessons are organized, and a whole host of other facets of the nature of the classroom and larger school. It must also be noted that children carry to school all types of worries, anxieties, responses, and

behavioural habits that are created, tolerated, and encouraged outside the classroom itself. If the above-mentioned research by Johansen, Little and Akin-Little (2011) correctly illustrates the awareness of teachers that inadequate management of classrooms is a critical factor associated with disruptive activity, therefore it will follow that initiatives addressing teaching skills and management of classroom behaviour have the ability to yield major impacts on disruptive behaviour. According to the Elton Study (1989, cited in the 2005 Office for Standards of Education, Children's Programs and Skills), it was reported that 80% of destructive activity in the United Kingdom was due to poor organization, planning and teaching in the classroom."

Instructional Management Practices in Schools

Tosti and Harmon defined (1972) Instructional management as those events and procedures involved in the decision to initiate a specific activity for an individual student. Riessman (1968) indicated that the management of the classroom covers all the activities a teacher does to coordinate students, space, time and materials so that content and student learning instruction can take place. The method of tracking the progress of the pupils and making decisions on the speed of teaching, the grouping of the students, the order of the lesson, and the individualization of instruction is instructional management (Geddes & Kooi, 1969).

Defining a concept is a primary issue with evaluating research-based approaches to classroom management. Classroom management has been generally described as any activity taken by a teacher to establish an environment that encourages and promotes both academic and social-emotional learning (Evertson & Weinstein, 2006). By this definition, instructional practices may also be called

classroom management; however, successful teaching alone is inadequate for the establishment of universal management of the classroom. For strong classroom management, procedures that organize the classroom environment, facilitate acceptable behaviour, and decrease the incidence of inappropriate behavior are important (Evertson, Emmer, Sanford, & Clements, 1983). A different collection of procedures should be called teaching procedures, although similarly essential for the classroom setting. In many respects, the elements of effective classroom management are important. For example, a healthy classroom atmosphere is created by concentrating on prevention rather than reactive methods, in which the teacher reflects on students who behave properly (Lewis & Sugai, 1999). Laws and routines are powerful prevention elements of the structure and management plans of the classroom because they create a classroom behavioral framework that encompasses what is anticipated, what will be improved, and what will be recovered if improper conduct happens (Colvin et al., 1993). By offering students clear, appropriate activities to participate in this avoids problem behaviour. Student behaviour tracking helps the instructor to identify pupils who participate in positive behavior and avoid the worsening of misbehavior (Colvin et al., 1993).

Instructional management is the act of enhancing all teaching resources to achieve objectives for learning. (Widodo, 2016; Gunawan, 2014). The teachers approach to instructional management sets the pace for the classroom atmosphere and ultimately student behaviour stressors (Martin, et al., 2012). Instructional management includes student control, instructional practices, setting rules, and the regulation of student misbehaviour (Sass, et al., 2016).

In this paper, effective techniques used in both management types are reviewed. Similarly, the papers were studied as they contribute to the application of

different aspects of instructional management procedures. One of the most common forms of instructional management happens where the teacher chooses to assign extra homework, or to include individual tutoring, after discovering that a student has trouble acquiring a certain skill. Other researchers have considered alternative ways of describing this process. They separated the management function into two somewhat independent activities of evaluation and prescription. They reasoned that because the activities associated with giving pre and post-test are so easily defined in an instructional setting, evaluation should be given an independent status, Bloom, Hastings, and Madaus, (1971), also separated the act of evaluation from the use of resultant data in diagnosis and decision making. However, the authors feel this separation is not necessary, and perhaps even misleading. As Tosti and Ball state: "It is difficult to justify evaluation as an end in itself, data should be collected for some purpose of decision."

The main objective of education is to create people who can appreciate the value of education and contributing to the growth of the society, be it political, social, economic, or technical, in various spheres of life. Teaching is the phase in which new and creative concepts, rules, strategies, practices, and procedures are often needed to fulfil the learners' necessary needs and wishes. The teaching still needs to adapt to fulfil the desired criteria, as do the technical and structural shifts and innovations at the global level. A teacher needs to resolve the problems and look on to the future. A research conducted by Waitshenga Tefo Smitta and Dibapile (2012) among Botswana Junior Secondary School teachers on effectiveness and classroom management and reported the following results; Instructional Strategies and Student Involvement, $r = .412$; Student Engagement and Classroom Management, $r = .589$; and Classroom

Management and Instructional Strategies, $r = .589$. The correlations are identical with those of (Woolfolk-Hoy & Tschannen-Moran, 2001).

Summary of Literature Review

In the review, it was found that the literature on classroom management highlighted are; instructional management practices, student behaviour management practices and student engagement practices. Also, literature on classroom management was on how teachers manage disruptive behaviour of students and, Instructional management practices adopted by teachers in during classroom teaching and learning. It was, however, revealed that there exist some gaps that need critical attention. Hence, the gaps identified were addressed in this present study.



CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter discusses about the methods and procedures that the researcher adopted for the study. According to Kothari (2004), research method can be defined as all methods or techniques that are used for conducting research.

Kothari further noted that research methodology is the logic behind the methods and techniques we use in the context of our research study and explain why we are using particular methods and not others so that research results are capable of being evaluated either by the researcher. It deals with the Study Area, Research Design, Population, the Sample and Sampling Techniques, the Research Instruments, Validity and Reliability, Data Collection Procedure, Data Analysis Plan and Ethical Consideration.



Study Area

Kenyasi is the capital of the former Asutifi North District is located between latitudes 6°40' and 7°15' North and Longitudes 2°15' and 2°45' West. The Town has two paramountcy and one divisional council these are; Kenyasi No.1 and Kenyasi No.2 Traditional Councils; and Ntotroso Divisional Council (GSS, 2014). The peaceful co-existence of the residents is welcomed as the likelihood of ethnic conflicts is minimized. The District is well noted for the annual Apomasu Festival which is celebrated in every first quarter of the year by the Chiefs and people of Ntotroso. The indigenes are predominantly Akans who speak mainly Asante Twi and are largely Christians. Among the minor ethnic groups in the District are the Ewes, Wangaras, Dagombas and Kusase. It shares boundaries with Sunyani Municipal in the North,

Tano South District to the North East, Dormaa East District to North West, Asutifi South District to the west, Asunafo North and South Districts in the South West and Ahafo Ano South and North Districts (Ashanti Region) in the South East.

The economy of the town is mostly agrarian with most of them being peasant farmers who largely depend on rudimentary methods of farming. Cocoa, Coffee, Oil palm, and Cashew are the major cash crops in the District with plantain, cassava cocoyam and maize being the food crops. As high as 66.1% of households in the district are engage in agriculture. The distribution of agricultural households by locality shows there are more households into agriculture in the rural areas than the urban areas (80.2%). Most households in the district (64.9%) are involved in crop farming. Poultry (chicken) is the dominant animal reared in the district (GSS, 2010).

Again, with the discovery of mineral deposits, especially gold in the District, investors in the mining industry frequent the district to explore for opportunities. Notwithstanding, the quarry waste from the mining activities provides an avenue for potential entrepreneurs to enter the quarry waste industry. The operations of Newmont Gold Ghana in the district do not only provide employment but also offer persons who would like to know about gold exploration, the opportunity to visit the District. The water log nature of the land is viable for the cultivation of rice and fish farming. The researcher restricted the study to basic schools at Kenyasi No.1. There are three basic schools in the study area.

Research Design

Research design is defined as a detailed outline of how a research was conducted. Thus, the research design refers to the overall plan employed by the researcher to obtain answers to the research questions and for testing the hypotheses

formulated (Agyedu, Donkor & Obeng, 2007). Research design generally provides an overview of specific methods a researcher plans to undertake in the data collection process in order come out with valid and reliable results. (Kothari, 2004)

This study used the descriptive research design. This involved the systematic collection and presentation of data to give a clear picture of the problem that was under studied. Anderson (1990) recommended that the descriptive survey is appropriate where the researcher attempts to reach the sample of the desired group and collect detailed data from respondents. The descriptive survey attempts to generalize from a sample to the population so that inferences can be made about some characteristics, attitudes, or behaviour of a population (Babies, 1990).

According to Ary, Jacobs and Rezavieh (2002), descriptive survey permits the researcher to gather information from a large sample of people relatively quickly and inexpensively. Therefore, the research problem was best answered by a descriptive survey because taking the purpose of the study into consideration, it was the most appropriate design that could lead to the drawing of meaningful conclusions for the study.

Population

Population refers to the target group that the researcher assumed in obtaining the required information from to draw conclusion. In other words, the population refers to the entire aggregate of cases that meet the designated set of criteria (Pilot & Hungler, 1996).

The target population was the total population of Junior High Schools in the Asutifi- North District. For the purpose of the study, the accessible population was restricted to teachers and pupils at Junior High Schools in Kenyase. The rationale for

targeting junior high schools is because learning experiences begins at this stage and it lays the foundation for preparing students to continue their secondary education.

Sample and Sampling Techniques

A sample is a selected part of an accessible population from which essential information is needed for a study (Polit, Beck & Hungler 2001). The ever-increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. To address the existing gap, Krejcie and Morgan (1970) came up with a table for determining sample size for a given population for easy reference. According to Krejcie and Morgan (1970), a population of about 143 will take an estimated sample size of 105. Hence, the sample size for this study was determined using Krejcie and Morgan Table.

According to Osuala (2005), sampling is the process of selecting units or groups from a population of interest so that by studying the sample, findings may fairly be generalized to the population. The researcher employed simple random sampling technique to select fifteen (15) teachers from each of the seven (7) basic schools making one hundred and five (105). This technique was appropriate as Santakros (2019) also states that stratified sample is employed when there is a need to represent all groups of the target population in the sample, and when the researcher has a special interest in certain strata. Kuranchie (2014) also posits that, stratified sampling technique ensures that an adequate number of subjects are selected from different subgroups. Stratified is a method of sampling that involves the division of a population into smaller sub-groups known as strata. In this sense, the method is very economical, offers accurate results and a high degree of representativeness, and is very useful.

Research Instrument

In this study, the researcher employed questionnaires to solicit data for the study. The use of questionnaires also ensured that quantifiable responses were obtained for the purpose of establishing relationships between the identified variables and the responses.

According to Sidhu (2002), a questionnaire is that form of inquiry which contains a systematically compiled and organized series of questions that are to be sent to the population sampled. Questionnaire offers participants the advantage of answering questions with the assurance of anonymity for their responses (Leedy & Ormrod 2005).

This underscores the assertion by Miller (1991) that, a study based on representative sample is often better than a larger sample or a whole population, for there is no need in interviewing large numbers of people saying the same thing. The questionnaires were consciously crafted in line with the research questions and objectives of the study. In particular, care was taken to ensure that the questions were appropriate for the culture and context of the district.

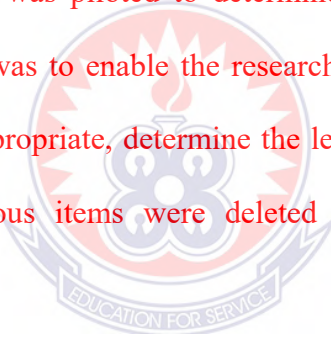
Validity and Reliability

Validity is achieved through judgment or panel evaluation (Piesie-Anto, 2012). He further states that, for researchers to determine how valid an instrument is, they have to ensure that the instrument has adequate items to cover the research questions or the objectives. To ensure content validity of the instrument that was used, the questionnaire was given to the researcher's supervisor for scrutiny, since content validity is determined by expert judgment.

Pilot Testing

The purpose for pilot testing is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also enable one to have preliminary analysis to see whether the wording and format of questions is appropriate (Bell, 2008). Sixty questionnaires were administered to teachers from junior high schools in the Kenyase District. The questionnaires were pilot tested at Methodist Basic School in Kenyasi. The pilot testing showed that the items in the questionnaires were adequate and they covered all the objectives. The researcher then saw that she would be able to collect the data needed for the study.

The questionnaire was piloted to determine its validity and reliability. The purpose of the pilot-test was to enable the researcher to make necessary changes to items which may be inappropriate, determine the level of ambiguity of the questions for corrections. Ambiguous items were deleted while inappropriate items were modified.



Data Collection Procedure

Data gathering is crucial in research, as the data is meant to contribute to a better understanding of a theoretical framework (Creswell, 2002). Permission was obtained from the authorities of the respective schools before the study was conducted.

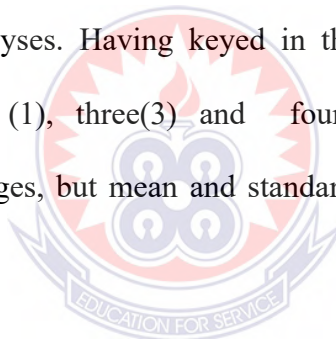
The purpose of the study was explained to the participants before commencement. This also created access to the schools and enabled the researcher to undertake the study as a colleague teacher and student. The questionnaire was self-administered to the respondents at the staff common room during break time. This was done in order to have a high return rate. Enough time was given to the

participants to respond to the test-items on the questionnaire. The collection of questionnaires took two whole days.

Data Analysis

The data was analyzed quantitatively. The data was analyzed using the Statistical Product of Service Solution-SPSS (*version 25*). The data gathered was coded and entered in the SPSS statistical software. Prior to coding and tabulating the questionnaires for analyses, all items were checked. This helped the researcher to see if instructions had been followed uniformly and whether all items had been responded to.

The response was then coded by assigning numbers to the various responses for the purposes of analyses. Having keyed in the data, the researcher answered research questions one (1), three(3) and four(4) using descriptive statistics: frequencies and percentages, but mean and standard deviation were used to analyse research question two (2).



Ethical Consideration

According to Neuman (2006), researchers need to prepare themselves and consider ethical concerns as they design a study so that sound ethical practice is built into the study. This is principal since as much as the researcher has the right to divulge knowledge from the sampled population, it should not contravene on the rights and values of the study subjects. To ascertain the ethical integrity of this study, a letter introducing the researcher was the first thing to be shown to the respondents to win their trust. The purpose of the study was also explained clearly to the respondents. The researcher also assured the respondents of confidentiality and anonymity.

CHAPTER FOUR

RESULTS AND DISCUSSION

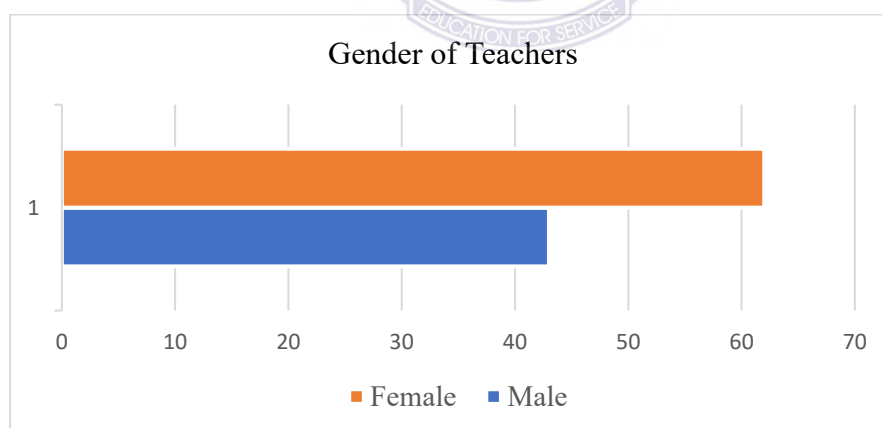
Overview

This chapter presents the analysis of data and discusses the results obtained in relation with the literature. In this segment, the researcher outlined the report of the results of the study conducted from the field work on the basis of views and information given by respondents regarding the research objectives.

Background Information of Respondents

The respondents were requested to indicate their background characteristics since these characteristics and attributes could influence their responses. These include gender, age, the level of education of the respondents and the number of years they have spent in teaching. The demographic characteristics of respondents are presented in the table below

Figure 1: Distribution of Gender of Teachers

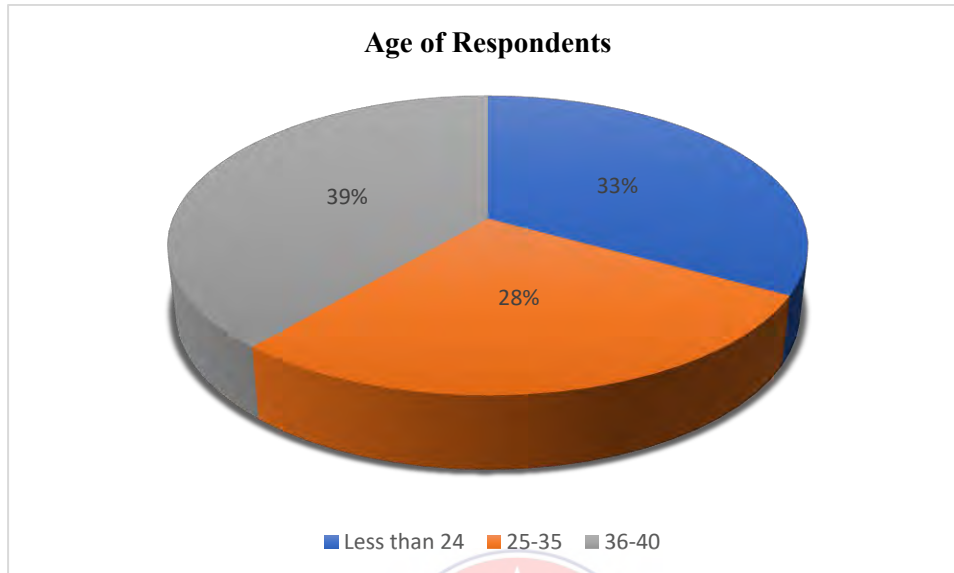


Source: *Field survey, 2020*

Figure 1 shows that the questionnaire was answered by one hundred and five (105) respondents. Forty-three (43) were males and sixty-two (62) females. The study, therefore, concluded that male teachers are more likely to manage their classroom better than female teachers. Similarly, Sarfo et al., (2015) in their study observed that

male teachers usually maintain discipline in the classroom and control disruptive behaviours of students than what female teachers do

Figure 2: Distribution of Age of Respondents



Source: Field survey (2020)

The chart above shows that 33% of teachers were less than 24 years 28% fall within; 36-40years and 39% fall within the 36-40years respectively. Judging from this, it can be concluded that a majority of teachers are still young and active; therefore, they are likely to be active in teaching.

Table 1: Years of teaching experiences

Age	Frequency	Percentage
2-5 years	29	27.63
6-10	41	39.04
16 years and above	35	33.33
Total	105	100.0

Source: Field survey (2020)

The experience of teachers is critical to the impact they make on students. This means the more experienced a teacher, the better their students become. It is against this background that the researcher considered how long the respondents have been teaching. The information provided indicates that the teaching experience of the respondents interviewed ranges between 2-5, 5-10, 10-15 and 15-20years. This indicated that teachers who were selected for the study were experienced ones.

Table 2: Academic Qualification of Teachers

Academic Qualification	Frequency	Percentage
Diploma in Basic Education	43	40.95
Bachelors	51	48.57
Master's degree	11	10.48
Total	30	100

Source: Field survey, 2020

Table 4 shows the academic qualifications of the teachers. Out of the 105 teachers, 43 (40.95%) had Diploma in Basic Education; 51 (48.57%) held Bachelor 's degree and eleven (11) also held Master's degree. This showed that a majority of the teachers were qualified academically to teach at the basic school.

Research Question 1: What are the classroom management practices used by basic teachers?

The researcher sought to find the classroom management practices adopted by the teachers. The results of this research question are presented below. It was found that teachers adopted the teacher-centred practices.

Table 3: Classroom Management practices` of Teachers

Variables	Mean	SD
Teacher-Centered		
I ensure that students learn to obey rules than to come up with their own decisions.	2.37	1.02
I direct students to do the right things without their inputs.	3.26	.86
I do not offer help to students during instructions.	2.97	.98
I disallow students' entry into class when they are late	2.38	1.06
I evaluate students' behaviors as they do not know what is right.	3.42	1.04
I create a conducive atmosphere in class for effective learning.	3.58	.87
Mean of means	3.10	.96
Student-Centered		
I provide a chance for students to solve problems if some of them have.	3.02	.89
I behave as a student and helper in class.	3.02	.93
I allow students to evaluate their behaviour in class.	2.98	.92
I assign students to seats in class in the first week of re-opening	2.49	.90
I allow students to pursue their interest in class	2.17	.89
I entreat students to take responsibility for their own actions and behaviors.	2.02	1.07
Mean of means	2.67	0.95

Source: Field Survey (2020)

To address the issue of the type of classroom management practices adopted by teachers, descriptive statistics were used to ascertain that. The results of the study are found in the table above. The mean ratings for teacher-centeredness ($M=3.10$, $SD=.96$) are better than that of student-centeredness ($M=2.67$, $SD=.95$) from the results. The findings, however, indicate that the teachers embraced the teacher-centred rather than student-centeredness practices of classroom management. In class, most teachers seemed to lead, avoiding students during classroom instruction. A cursory look at Table 5 showed that the teacher-centred practices was predominantly used by a majority of the teachers. The results, therefore, mean that the teachers adopted teacher-centered style of classroom management more than student-centeredness. Most of the teachers tended to dominate in class, excluding students from the management of affairs during teaching and learning. This revelation contradicts most studies such as Otukile-Mongwaketse, (2018), which found student-centeredness as a preferred classroom management practices by most teachers. By not adopting student-centeredness, students would be denied valuable resource that improves learning outcomes in both academic and social trajectories of educational goals (Nanyele, Kuranchie & Owusu-Addo, 2018). The use of student-centeredness helps to develop students' social, emotional and behavioural competencies as well as their academic competence (Hester, 2002). When students feel connected to their teachers and peers as valued members of the learning community, they are more prepared to actively engage in instructions (Adeock, 2011), which ultimate improve learning outcomes.

Research question 2: What prevalent disruptive behaviour do students exhibit in class?

Table 4: Distribution of responses on prevalent disruptive behaviour of students

Variables	Mean	SD
Sleeping in class	3.20	.60
Not complying to rules	3.35	.54
Entering and leaving class at without permission	3.30	.64
Eating in class	3.43	.63
Moving about in class	3.43	.63
Noise making	3.53	.67
Spitting on the floor	3.25	.69
Preventing others from contributing in class	3.35	.60
Drawing and writing on walls	3.31	.76
Mean of means	3.35	

Source: Field survey (2020)

Furthermore, mean and standard deviation were used to analyse the data on student prevalent disruptive behaviour. The criterion mean score (established mean cut off point) for the prevalent behaviour was 2.50. To attain the test value as the criterion measure, responses on the four-point Likert scale were scored from 4 to 1. That is $1+2+3+4=10/4=2.50$. Therefore, mean scores of any student prevalent disruptive From the table, it could be inferred that prevalent disruptive behaviour response to the items “not complying to rules” (M = 3.35, SD = .60), Moving about in class (M = 3.43, SD = .63), Eating in class (M = 3.43, SD = .61), noise making (M = 3.53, SD = .673), and Preventing others from contributing in class (M = 3.35, SD = .604), is an indication of the prevalent disruptive behaviour exhibited by the students

in the classroom having high levels. So, the major prevalent disruptive behaviours in the schools are noise making, eating in class and moving about in class. The result shows that much noise was experienced in most classrooms during teaching and learning. This could influence teachers' effectiveness in achieving their goals. In classrooms noise was more possibly attributed to the inability of teachers to lay down laws and regulations for students to comply. Wong et al. (2012) also found out that rules agreed upon when applied by students and teachers appear to limit dialogue. The making of noise continues to be an oddity and an iguana on certain instructors' necks. Literature of results from previous studies that noise emission is an obstruction encountered by teachers (Borich and Tombari, 2004; Seidman, 2005.).

Research question 3: How do teachers manage students' behaviour in classrooms?

It cannot be taken for granted that there is a need to strengthen school discipline. The respondents were asked to indicate which steps they deem necessary or otherwise appropriate for the management of disruptive behaviour.

Table 5: Management of Disruptive Behaviours in Classroom

Variables	Mean	SD
I am able to get students to follow classroom rules.	3.89	.86
I describe what students are doing wrong and expect them to stop.	3.73	.80
I make sure that students know what is expected of them in the classroom	3.03	.09
I am able to reward targeted positive behaviours	2.50	.88
I address the disruptive behaviour with a general comment to all students and/or follow up with the individual student in private after class.	2.45	.79
I ask the student to stop the disruptive behaviour and warn that further disruption may result in disciplinary action.	3.10	.97
Inform the student outside of class that their disruptive behaviour does not fit your criteria for participation and that their grade will be lowered if it does not stop	2.91	.94

Source: Field survey (2020)

The results presented in Table 5 obviously demonstrate that the respondents' views on four out of the nine issues the management of disruptive behavior in the classroom. In the first place, how teachers are able to get students to follow rules had a mean of 3.89 and standard deviation of .86. Secondly, how to describe doing wrong doings of students on disruptive behaviour had a mean of 3.73 and standard deviation of .80. Thirdly, students know what is expected of them in the classroom activities with mean of 3.10 and standard deviation .97. Fourthly, on the reward of targeted positive behaviours recorded mean of 3.03 with standard deviation of .09.

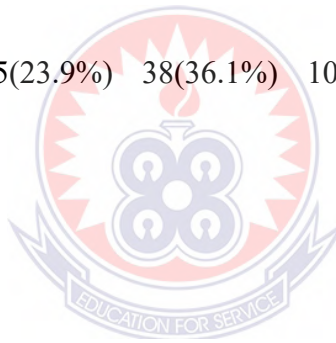
However, on how teachers address the disruptive behaviour with a general comment to all students and/or follow up with the individual student in private after class ($M=2.57$, $SD=.88$), I ask the student to stop the disruptive behaviour and warn that further disruption may result in disciplinary action. I address the disruptive behaviour with a general comment to all students and/or follow up with the individual student in private after class ($M=2.45$, $SD=.79$), insufficient mentors to train human resource in the university. Inform the student outside of class that their disruptive behaviour does not fit your criteria for participation and that their grade will be lowered if it does not stop ($M=2.91$, $SD=.94$).

Research Question 4: What instructional management practices do teachers adopt in basic schools in the community?

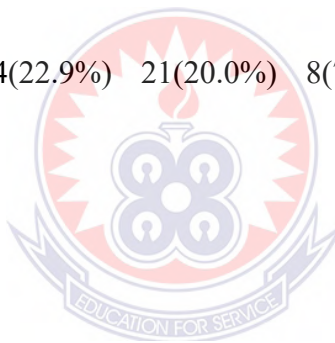
Instructional management practices are techniques that teachers employ to help learners become strategic learners. These practices, therefore, become learning strategies, which aid the teaching and learning process. In this study, instructional practices were used to describe planning strategies, instructional strategies, and the assessment practices of teachers during teaching and learning.

Table 6: Respondents Views' on Instructional Management Practices

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
I provide a clear explanation of instructional objectives.	27(25.7%)	34(32.4%)	18(17.1%)	22(21.0%)	4(3.8%)
I am able to use different assessment strategies	31(29.5%)	34(32.4%)	21(20.0%)	16(15.2%)	3(2.9%)
I give explanations or examples for students when they are confused.	25(23.9%)	38(36.1%)	10 (9.5%)	29(27.6%)	3(2.9%)
I am able to adjust my lessons to the proper level of individual students.	23(21.9%)	34(32.4%)	31(29.5%)	7(6.7%)	10(9.5%)
I am able to notice students' understanding of lesson I teach them.	18(17.1%)	27(25.7)	4(3.8%)	22(21.0%)	34(32.4%)



I am able to provide appropriate task for very capable student.	16(15.2%)	27(25.7%)	12(11.5%)	38(36.1%)	12(11.5%)
I design lessons that require integration of content from more than one content area.	31(29.5%)	34(32.4%)	10(9.5%)	23(21.9)	7(6.7%)
I assist students who are hard-up through re-teaching and remediation	24(22.9%)	21(20.0%)	8(7.6%)	27(25.7%)	15(14.3%)



Source: Field survey (2020)

Key: SA =Strongly Agree, A =Agree, N=Neutral, Disagree =D, Strongly Disagree =SD

Out of the 105 respondents 27 teachers representing 25.7% indicated strongly agree; 32.4% indicated agree; 17.1% of them were also neutral; 22 teachers representing 21% disagreed and 4 teachers representing 3.8% indicated strongly disagree. Judging from this, the researcher contends that a majority of the teachers teach to students understanding.

From Table 8, out of the 105 respondents, 31 of them indicated strongly agree; 34 respondents representing 32.4% agreed to the assertion and 21(20%) of the

respondents too indicated neutral, while 16(15.2%) and 3 teachers representing 2.9% indicated strongly disagree. From the above, it is evident that most of the teachers are unable to use different assessment strategies.

On item 3, 25(23.9) indicated strongly agree; 38 teachers representing 36.1% agreed; 10 teachers representing 9.5% were neutral; 27.6% also indicated disagree while 3 respondents representing 2.9% indicated strongly disagree. Inferring from this assertion, it is clear and obvious that a majority of the teachers adjust lessons to the proper level of individual students. As López Jiménez et al. (2016) assert, the competence of a teacher, as well as a teacher's ability to generate and retain order in the classroom has been viewed as important. A conducive learning environment is not easy to establish; however, research reveals that teacher's ability to supervise and organize instruction is vital to successful classroom management, leading to students' engagement in the learning process

Twenty-three (23) teachers representing 21.9% indicated strongly agree; 34 teachers indicated agree; 31 teachers representing 29.5% were neutral; and 7 teachers also disagreed while 10 teachers representing 9.5% also strongly disagreed that they give explanations or examples for students when they are confused. Soheili et al., (2015) in their study on classroom management and practices reported that teachers should acknowledge the contexts, be responsive to the needs and interests of students, be responsible for the academic progress of all students, and integrate the elements. Judging from this study, the researcher also agrees with the position of Soheili et al., (2015).

On item five (5), 18 indicated strongly agree; 27 teachers representing 25.7% agreed; 4 of them indicated neutral. 22 teachers representing 21% disagreed; while 34(32.4%) also indicated strongly disagree. It was reported by Holzberger Philipp and

Kunter (2013) that students did experience better classroom management and more individual learning support when it was associated with cognitive activation, which is the degree of cognitive challenge and activation offered to students in instruction. According to Henaku and Pobbi, (2017), it is a challenge for teachers to capture and communicate instructional objectives to students. Judging from the responses, the present study contrasts the viewpoint of Henaku and Pobbi, (2017). This is because teachers are able to communicate effectively the instructional objectives to students. Out of the 105 respondents 16 teachers representing 15.2% indicated strongly agree; 25.7% indicated agree; 12(11.5) % of them were also neutral; 38 teachers representing 36.1% disagreed and 12 teachers representing 11.5% indicated strongly disagree. Judging from this, the researcher contends that most of the teachers do not provide the appropriate tasks that meet to enhance student's capability. We may glean that the teachers' instructional practices in terms of providing appropriate tasks to students were nothing to write home about. They displayed this practice in the following behaviours of teachers whenever they plan their lesson.

On item eight (8), 31 indicated strongly agree; 34 teachers representing 32.4% agreed; 10 of them indicated neutral. 23 teachers representing 21.9% disagreed; while 7(6.7%) also indicated strongly disagree. Based on the responses gathered on this item, most of the teachers do not design lessons that require integration of content from more than one content area.

The last variable under instructional management practices was on how students receive remediation from teachers. Out of the 105 respondents, 24(22.9%) indicated strongly agree; 21 teachers representing 20% agreed; 8(7.6%) of them indicated neutral. 27 teachers representing 25.7% disagreed; while 15(14.3%) also indicated strongly disagree. The results above showed that slow learners do not

receive enough remediation from the teachers. The researcher contends that they are prone to become disillusioned, and some will well be distracted. Teachers satisfaction declines when they lose, and the school and community's culture and morale suffer. Underachieving students face an obstacle to which we have to respond.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

In this chapter, the summary, conclusions and recommendations of the study are highlighted. The summary highlights the main objective of the study, aspects of the methodology and the key findings of the study. The conclusions drawn from the findings of the study and finally, recommendations, contribution to knowledge and areas for further research have been suggested in this chapter.

Summary of Findings

1. The study revealed that a majority of the teachers used teacher-centeredness than student-centeredness as their classroom management practices. The teacher centeredness adopted by most of the teachers may partly account for the prevalence of the disruptive behaviours in class. The teachers adopting teacher-centeredness is in sharp contrast to the ideal way of managing the academic and social life of students.
2. The results showed that the most prevalent disruptive behaviour exhibited by students was noise making, accompanied by 'not complying to rules' 'moving about in class' 'eating in class' and 'preventing others from contributing in class'. The findings showed that teachers interpreted student disruptive behaviour activities including noise making, moving about in class, which primarily affected the instructional process.
3. Majority of the teachers are unable to describe what students are doing wrong and expect them to stop. This is as a result of the teachers' inability on instructional management.

Conclusions

Based on the findings of the study the following conclusions were drawn. In terms of classroom management practices adopted by teachers, it was found that a majority of the teachers adopted the teacher-centred practices of teaching. As it has been established in other literature, the teacher-centred is in sharp contrast to the ideal way of managing the academic and social life of students. Sieberer-Nagler (2015) was found using classroom management practices that creates a supportive learning environment engenders a change in behaviour. The teachers need to be encouraged and conscientized to adopt student-centered practices of classroom management. In relation to how teachers manage disruptive behaviours in classrooms, it was concluded that a majority of the teachers find it difficult to manage certain disruptive behaviours exhibited by the students. The conclusion drawn is that teachers' management of disruptive behaviour is a significant predictor of students learning and academic performance. Finally, it was concluded that instructional management practices adopted by the basic schools at Ahafo Kenyasi township needs to be improved. This is because a majority of the teachers need to significantly improve on how they manage instruction as this has far-reaching consequences on the students as far as classroom processes and procedures are concerned. The findings corroborate many studies that have been conducted on the issue across the globe meaning that they are not Ghanaian or African problems. It is a world-wide issue, which needs attention.

Recommendations

1. The teachers need to be encouraged and conscientized to adopt student-centered practices of classroom management. They need to learn and hone

skills that would enable them construct environments which support and facilitate teaching and learning to meet academic, social and emotional goals of education.

2. The study recommends that the Ghana Education Service organise training programmes for teachers receive more training in the fields of classroom management practices in order to yield higher outcomes in the classroom and in future research.
3. Educational authorities and teachers need to help students who do not behave well to change their actions through programmes like talk shows, seminars and symposia, Students could be educated more on the detrimental consequences of disruptive behaviours in class and the need for them to change.
4. 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 and things 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 be attentive in class during instruction.

Suggestions for Further Research

1. Future research can also check mediating role of teacher character or attitude in the relationship between classroom management and students' behaviour. Finally, other theories on classroom management practices could be investigated to ascertain their usage as this study was limited to only teacher centeredness and student-centeredness.

2. Other studies should be conducted to find the difficulties lower primary level teachers face in managing instructional time during teaching and learning process since this study concentrated on only teachers at the Junior High School.



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APPENDIX

QUESTIONNAIRE FOR TEACHERS

This questionnaire forms an integral part of the study and you are requested to complete and give any additional information you feel is necessary for the study. The researcher will uphold utmost integrity and ethics by ensuring that the data collected will be used absolutely for academic purpose and will be treated with confidentiality.

SECTION A: BACKGROUND INFORMATION

1. Gender Male [] Female []
2. How many years have you been teaching? Less than 5 years [] 5-10 Years []
10-15 Years [] Over 15 Years []
3. 10-15 Years [] Over 15 Years []
4. Qualifications. Cert. A [] DBE [] Bachelor's degree [] Master's degree [] others, specify.....
5. How many students are there in a class on average? 25-35 [] 35-45 [] 45-60 [] 60 and above []

SECTION B: CLASSROOM MANAGEMENT PRACTICES

Instruction: Please select the appropriate box to answer each of the following items

Instruction: Please select the appropriate box to answer each of the following items

Instruction: Please select the appropriate box to answer each of the following items.

Kindly tick to show the extent of your agreement or disagreement with the given statements. For example, select Strongly Agree [] if you strongly agree to the statement. -Strongly Disagree (1) - Disagree (2) -Neutral (3) -Agree (4) - Strongly agree (5)

Statement	1	2	3	4	5
<i>Teacher-Centered</i>					
1. I ensure that students learn to obey rules than to come up with their own decisions.					
2. I direct students to do the right things without their inputs.					
3. I do not offer help to students during instructions.					
4. I disallow students' entry into class when they are late					
5. I evaluate students' behaviors as they do not know what is right.					
6. I create a conducive atmosphere in class for effective learning.					
<i>Student-Centered</i>					
7. I provide chance for students to solve problems if some of them have.					
8. I behave as a student and helper in class.					
9. I allow students to evaluate their behaviour in class.					
10. I assign students to seats in class in the first week of re-opening					
11. I allow students to pursue their interest in class					
12. I entreat students to take responsibility for their own actions and behaviors.					

SECTION C**PREVALENT DISRUPTIVE BEHAVIOUR STUDENTS EXHIBIT IN CLASS**

Instruction: Please select the appropriate box to answer each of the following items.

1= Very Low; 2= Low 3= High 4=Very High

Variables	1	2	3	4
1. Sleeping in class				
2. Not complying to rules				
3. Entering and leaving class at without presentation				
4. Eating in class				
5. Moving about in class				
6. Breaking furniture in class				
7. Spitting on the floor				
8. Preventing others from contributing in class				
9. Drawing and writing on walls				

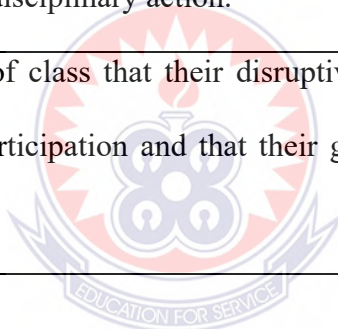
SECTION D**MANAGEMENT OF DISRUPTIVE BEHAVIOURS IN CLASSROOM**

Instruction: Please select the appropriate box to answer each of the following items

Instruction: Please select the appropriate box to answer each of the following items.

Kindly tick to show the extent of your agreement or disagreement with the given statements. For example, select Strongly Agree [] if you strongly agree to the statement. -Strongly Disagree (1) - Disagree (2) -Neutral (3) -Agree (4) - Strongly agree(5)

Statement	1	2	3	4	5
1. I am able to get students to follow classroom rules.					
2. I describe what students are doing wrong and expect them to stop.					
3. I make sure that students know what is expected of them in the classroom					
4. I am able to reward targeted positive behaviours					
5. I address the disruptive behaviour with a general comment to all students and/or follow up with the individual student in private after class.					
6. I ask the student to stop the disruptive behaviour and warn that further disruption may result in disciplinary action.					
7. Inform the student outside of class that their disruptive behaviour does not fit your criteria for participation and that their grade will be lowered if it does not stop					



SECTION E**INSTRUCTIONAL MANAGEMENT PRACTICES**

Instruction: Please select the appropriate box to answer each of the following items.

Kindly tick to show the extent of your agreement or disagreement with the given

statements. For example, select Strongly Agree [] if you strongly agree to the

statement. -Strongly Disagree () - Disagree () -Neutral () -Agree () -

Strongly

Statement	SA	A	N	D	SD
1. I provide a clear explanation of instructional objectives					
2. I am able to use different assessment strategies.					
3. I give explanations or examples for students when they are confused.					
4. I am able to adjust my lessons to the proper level of individual students.					
5. I am able to notice students' understanding of lesson I teach them.					
6. I am able to provide appropriate task for very capable student.					
7. I am able to provide appropriate task for very capable student.					
8. I design lessons that require integration of content from more than one content area.					