

**AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT**

**THE EFFECT OF CLASSROOM MANGEMENT PRACTICES ON
ACADEMIC PERFORMANCE IN SELECTED SENIOR HIGH SCHOOLS IN
THE KUMASI METROPOLIS**



SAMUEL EKOW BOATENG

2021

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**A Dissertation in the Department of Educational Leadership, Faculty of Education
and Communication Sciences submitted to the School of Graduate Studies, Akenten
Appiah-Menka University of Skills Training and Entrepreneurial Development, in
partial fulfilment of the requirements for award of the Master of Arts (Educational
Leadership) degree**

DECEMBER, 2021

DECLARATION

STUDENTS DECLARATION

I, SAMUEL EKOW BOATENG, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and acknowledged, is entirely my original research and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE:

DATE:



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this was supervised in accordance with the guidelines on supervision of dissertation as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

NAME OF SUPERVISOR: DR. STEPHEN BAFFOUR ADJEI

SIGNATURE:

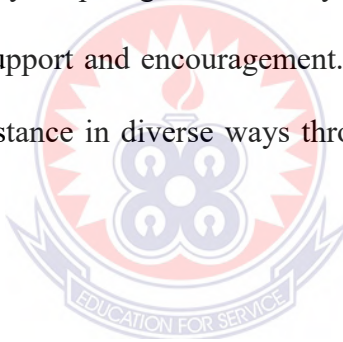
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ACKNOWLEDGEMENTS

To God be the glory, for great things he has done. I owe a profound debt of gratitude to my supervisor, Dr. Stephen Baffour Adjei. Your guidance in helping me shape and develop this work is very much appreciated. Again, your enormous contribution towards this work from the initial stages till the end cannot be overemphasized. Indeed I am grateful to you.

Also, to all my lecturers in the Department of Educational Leadership who facilitated various courses, I say thank you. I am also grateful and thankful to Mark Ofosu and Dominic Nkwantabisa.

Finally, I wish to express my deepest gratitude to my family, most especially my spouse, Patience Ashitey for her support and encouragement. My friends and course mates who offered me wonderful assistance in diverse ways throughout my education, I thank you all.



DEDICATION

To my bless children.



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ABSTRACT

The study was conducted to examine the effect of classroom management practices on academic performance in selected Senior High Schools in the Kumasi Metropolis of the Ashanti Region. The objectives of the study were to examine the effect of classroom discipline management on academic performance, determine the effect of classroom instructional methodologies on academic performance, examine how instructional supervision affects academic performance and to examine the influence of supportive responses on academic performance in Senior High Schools in the Kumasi Metropolis. Descriptive survey design was used. The target population was 350 teachers, and 4890 students of 4 public secondary schools. Simple random sampling was used to select 88 teachers and 489 students. Questionnaire was used for the study. The reliability test yielded Cronbach Alpha of 0.80. Data collected were analyzed, using descriptive and inferential statistics. The study found that using different instructional methods during lessons aid in enhancing learning and academic achievement of learners. Also, interactive instructional methods greatly improved learners' academic achievement in this school. Heads ensure that teachers are always present in classes during lessons which improve learners' achievement in examinations. Supportive response on academic performance the study revealed were praising learners for good performance and positive interaction between teachers and learners. It is recommended, based on the findings, that the Kumasi Metropolitan Directorate of Education should ensure the sustenance of the classroom management practices that promote teaching and learning to improve learners' academic performance.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, organization of the study and definition of terms.

1.1 Background to the Study

Classroom Management is one of the important aspects for teacher of any respect should not only learn, but also master. It is important to have orderly and well-managed classroom for the teacher to be able to deliver the lesson well and for students to effectively understand what are being taught to them. To support this, Waktins, Carmell and Lodge (2007) say that classroom activities are operated on simple view of learning ('learning = being taught') with the idea that students receive in some simple way what the teacher teaches. According to Starr (2004), every teacher should elaborate excellent classroom management skill. As defined by Starr (2004): "Classroom management refers to the procedures, strategies, and instructional techniques teachers use to manage student behavior and learning activities. When the students take control of the class, it often leads to un-orderly, chaotic classroom where learning is not anymore, the priority of students".

Classroom management has been examined to be one of the most vital panoramas of the teaching and learning process over the years. According to Edwards et al (2002) this single skill has heavily contributed to the teacher stress and burnout, overall teacher self-efficacy student achievement, and teacher performance in the classroom. Classroom

management is seen as the process of enhancing the learning environment, physical interaction between teachers and students, student to student, parents, and others, stimulating and motivating children to learn the learning objectives, control, and supervision throughout the school to facilitate and encourage co-operation in teaching and learning activities in the classroom smoothly, will, as a result, improve the quality of students' performance (Wisetrinthong, Sirisuthi & Weangsamoot, 2012). Kpolovie, Joe, and Okoto (2014) affirms that productivity is the outcome of effective use of instructional materials and instructional time. In the contest for productivity, there are effective management and managerial skills.

According to Suleman, Aslam, and Hussain (2014), in determining the effectiveness of a national system of Education, Secondary education is universally acknowledged as a fundamental stage. Since the quality of Higher Education is based upon the successful performance or achievement at this level, many countries focus on searching for better solutions to the intense and egressing problems skirmished by students at this level of education. Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments. The area of academic performance basically based on the index used to examine it, in this dissertate, curricular-based criteria such as grades or performance on educational achievement tests are the main focus. As a result of the necessary attached to achievement at the Secondary School level of Education, according to (Suleman et al., 2014) concluded that Secondary Education is the foundation stone for further studies and also for the development of a

nation. This means that this level of education in the lifetime of the learner requires total and proper attention for effective productivity.

According to Falsario, Muyong, and Neuvaespana (2014), there are two aspects of the classroom namely physical and social environment. According to their research work, the physical classroom environment refers to how the chairs, tables, pieces of furniture, painting, lighting, and ventilation arrangement while the social environment refers to the roles and practices exhibited by the teacher and the mode of learners' participation and interaction. Suleman et al. (2014) as cited in Fisher (2008) identifies the physical environment as the physical room in which the teacher and the learners are the main elements including its spatial elements like the floor, windows, walls as well as other classroom equipment. According to the same research physical environment can affect learners' ability to learn. Students who are upright (comfortable) are likely to grasp information compared to those who are uncomfortable within the classroom surroundings (Environment).

According to Mushtaq and Khan (2012), their research revealed that, internal and external classroom factors are strongly affecting students' academic performance. The internal factors among others include class schedules, class size, textbooks, test results, learning facilities, teacher's role, the environment of the class, etc. According to Kpolovie, Joe, and Okoto (2014), situational interest is the affective reaction triggered by specific or appealing stimuli in the environment. This means the effect of interest is directly proportional to the nature of the stimulus around that enhance through certain basic aspects of the learning processes which is in direct contact with the learning environment and some basic key factors like project presentation, task, structuring of

learning experiences and teaching and learning strategies. Whereas some basic internal factors strongly affect learning and such factors are class size, instructional time, availability of textbooks to support teaching and learning, educational facilities, classroom environment, and teacher's role/practices to play as a whole. Classroom management has been defined broadly as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning (Evertson & Weinstein, 2006). That is to say that a teacher plays a vital role and is at the center of the learning processes as suggested and revealed by other researchers and psychologists of education.

Moreover, according to Nixon, Packard, and Douvanis (2010) School administrators report classroom management is their greatest concern regarding new and struggling teachers. Teachers coming to the field for the first time always cite classroom management as one of their most serious challenges. School administrators indicate poor classroom management as a major reason for low academic achievements (Savage & Savage, 2009). There is a growing body of literature from researchers and educationists who have attempted to examine the relationship between education management and students' academic performance (Orodho, 2014; United Nations, 2013; Waweru & Orodho, 2014).

According to Evertson and Weinstein (2006) the importance of classroom management is widely documented, indicating that teachers' effective management of student's behavior and learning is critical to achieving positive educational outcomes. Proper classroom management goes beyond actions taken to create and maintain order in a particular teaching and learning process. According to Pianta (2006), it is a complex

social, psychological, and emotional process, involving interactions and relationships between teachers and students. Classroom management also includes establishing personal relationships with students and working with them (Brophy, 2006). Teachers who are effective classroom managers demonstrate an ethos of warm demand that is teachers signify to all that they care for their students and simultaneously hold high expectations for their academic, social, and overall continued success (Pool & Everston, 2013).

Learners who had experienced the gains of recognition and discussion become responsible, less distracted, and acquire a positive attitude toward teachers and academic work. Concurrently, teacher aggression manifested in group punishment, humiliating students, and yelling in anger, appears to be associated with more student misbehavior and higher levels of negative student attitudes toward learning (Romi, Lewis, & Katz, 2009). According to Marzano and Marzano (2013), effective teaching and learning cannot take place in a poorly managed classroom.

1.2 Statement of the Problem

In spite of the numerous policy provisions and other efforts by the government of Ghana to emphasize science education and academic performance as the engine of development in the country, its advancement has not been up to expectation (Anamuah-Mensah, 1995). This ideology of high achievement of excellent academic performance has placed a huge task which is a key problem on both teachers and stakeholders of the various educational sector. From the length and breadth of various continents, educational practitioners, educational researchers as well as parents and other education

stakeholders have pronounced ontogeny with academic achievement in secondary schools.

Teachers at the center of the whole teaching and learning processes trifle a lively responsibility in the academic performance of the students, that is to say, that the actual factors affecting teachers in the performance of their responsibilities affect the results of the academic performance of students. Low academic achievement standards constitute a significant trouble that requires prompt and absolute attention. In Ghana, the level of poor academic excellence among public secondary schools is still a major problem.

The poor academic performance of students is evidence that there are deficiencies concerning classroom management practices in our school settings especially the public secondary schools in the Kumasi Metropolis of the Ashanti Region of Ghana. To find out the cause of low academic performance of learners in this geographical area which is a crucial problem that led the researcher to ask whether classroom management practices can be the main purpose for the learners' inability to perform academically. This research work seeks to address the problem by examining the effect of classroom management practices on academic performance in some selected public secondary schools in the Kumasi Metropolis of the Ashanti Region of Ghana.

1.3 Purpose of the Study

The purpose of the study was to examine the effect of classroom management practices on academic performance in selected Senior High schools in the Kumasi Metropolis of the Ashanti Region.

1.4 Objectives of the Study

The study sought to:

1. examine the effect of classroom discipline management on academic performance in Senior High Schools in the Kumasi Metropolis.
2. determine the effect of classroom instructional methodologies on academic performance in Senior High Schools in the Kumasi Metropolis.
3. examine how instructional supervision affects academic performance in Senior High Schools in the Kumasi Metropolis.
4. examine the influence of supportive responses on academic performance in Senior High Schools in the Kumasi Metropolis.
5. find out the effect of these classroom management practices on level of academic performance in Senior High schools in the Kumasi Metropolis

1.5 Research Questions

1. How does classroom discipline management affect academic performance in Senior High Schools in the Kumasi Metropolis?
2. How do classroom instructional methodologies affect academic performance in Senior High Schools in the Kumasi Metropolis?
3. In what ways does instructional supervision affect academic performance in Senior High Schools in the Kumasi Metropolis?
4. What is the influence of supportive responses on academic performance in Senior High Schools in the Kumasi Metropolis?
5. What are the effects of these classroom management practices on level of academic performance in Senior High schools in the Kumasi Metropolis?

1.6 Significance of the Study

The findings of this study will complement the existing literature on the benefit of Classroom management practices on academic performance.

Also, the findings of this research work will aid educational stakeholders (educators, planners, and policymakers) since it will demonstrate the effects of classroom management on academic performance at the secondary school level. Added to the above, the findings would significantly point out the various challenges associated with the classroom discipline management on academic performance.

Moreover, findings will enlighten the heads and other teachers of schools on classroom management skills that would lead to improvement of academic performance. With reference to this, the findings would also irradiate school headteachers on issues concerning classroom management skills and the science behind them in order to address the problem of how to improve the academic performance of secondary schools in national examinations.

The outcome of the study will serve as a blueprint for The Ministry of Education (MOE) and Ghana Education Service (GES) to formulate the relevant policies to improve upon the classroom management. The outcome of the study will serve as a guide to other researchers who would want to investigate the classroom management.

1.7 Delimitation of the study

There are a lot of concerns about classroom management on academic performance in public senior high schools in the Kumasi Metropolis in the Ashanti Region of Ghana, but the study was delimited to selected public senior high schools in the Kumasi Metropolis. The study only delved into the classroom discipline management

on academic performance in the study area, classroom instructional methodologies and how instructional supervision affects academic performance as well as the influence of supportive responses on academic performance.

1.8 Limitations of the Study

The researcher used a small sample size for the study so the findings of the study should be generalized with caution. These are the things the researcher could not control but may have influenced the results of the study (Baumgartner, Strong & Hensley, 2002).

1.9 Definition of Terms

Classroom: This is where an instructor or teacher moderates and regulates the flow of information and knowledge. It also means a room or a place, especially in a school in which classes are conducted.

Academic Performance/Achievement: It is the extent to which a student, teacher, or an institution has attained their short-term or long-term educational goals. These are test results that learners obtain after sitting for an examination. According to Narad and Abdullah (2016), the knowledge gained is assessed by marks by a teacher and/ or educational goals set by students and teachers to be achieved over a specific period.

Classroom Discipline: This describes the standard of behavior expected of the teachers and learners in the classroom environment.

Classroom Environment: This is the condition within the classroom that influences the learning situation. Jones and Jones (1995) reported that the learning environment is a critical determinant of whether learning can happen in any classroom.

Classroom Instruction: This refers to the methods or practices employed by the teacher in the classroom during the process of teaching and learning to achieve the designed objectives.

Classroom Management: Classroom management refers to a teacher's "efforts to oversee the activities of a classroom, including learning, social interaction, and student behavior" (Martin, Yin, & Baldwin, 1998).

Instructional Supervision: These are procedures heads employ to evaluate how teachers work in classrooms and whether they are achieving the set targets

Positive Responses: This is a way of communication by teachers meant to boost learners' confidence and academic engagement in the classroom.

Teaching Style: The techniques and methodologies used during instruction.

Supportive Responses: This is corrective feedback that provides students and teachers with an explanation of what they are doing that is correct and what they are doing and is not correct.

1.10 Organization of the Study

The organization of this work is made up of five chapters. Chapter One is the general introduction of the study. It gives the background of the study and lays the foundation for the study to take off. Chapter Two focused on the review of relevant related literature.

Chapter Three is the next in line which dwells on the methodology of the study. It is made up of research design and instruments of data collection. The next chapter is chapter four.

Chapter four dealt with results and discussion of the findings of the study. Finally, summary of findings, conclusions, recommendations and suggested areas for further research were made in Chapter Five.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter presents a review of the related literature on the effect of classroom management practices on academic performance in senior high schools. The review dealt with what has been done both internationally and locally on the topic. The review is done under the following sub-topics: theoretical framework of the study, conceptual framework of the study, effect of classroom discipline management on academic achievement, effect of classroom instructional methodologies on academic achievement, how instructional supervision affects academic achievement, and the influence of supportive responses on academic achievement.

2.1 Theoretical Framework

Three theories of educational development on academic performance were used for the research work. Theory of Activity Relating to Teaching, according to Nacino-brown et al. (2012), activities relating to teaching include understanding students, planning and organizing learning experiences, selecting and utilizing instructional materials, management and discipline of students, choosing and implementing appropriate teaching strategies and evaluating students' progress. A theoretical knowledge of learners' development must be translated into a real and active effort to understanding individual learners who are to be taught. In order for teaching and learning to take place effectively, the teacher must know how much individual learners can grasp the content to be taught. Teaching planning involves formulating objectives and organizing learning experiences. A teacher has to plan ahead regarding what, when and

how he or she is going to teach. If the teacher is to enhance the quality of his teaching for the learners to achieve academic performance, then the teacher must make use of the varieties of instructional materials like visuals and audio visuals which brings reality to the classroom thereby facilitating understanding and effective learning. During the teaching planning, some of the methods include lecture, discussion, demonstration, projects and study trips. Using appropriate methods and techniques at the right time ensures effective teaching and learning.

The Theory of Planned Behaviour (TPB) and Theory of Reasoned Action (TRA)

The theory of planned behaviour is one of a closely inter-related family of theories which adopt a cognitive approach to explaining behaviour which centres on individuals attitudes and beliefs. The Ajzen, (1991) evolved from the theory of reasoned action which posited intention to act as the best predictor of behaviour. Intention is itself a resultant of the combination of attitudes towards behaviour. That is the positive or negative evaluation of the behaviour and its expected outcomes, and subjective norms, which are the social pressures exerted on an individual resulting from their perceptions of what others think they should do and their inclination to comply with these. The TPB added a third set of factors as affecting intention (and behaviour); perceived behavioural control. This is the perceived ease or difficulty with which the individual will be able to perform or carry out the behaviour, and is very similar to notions of self-efficacy (Bandura, 1997).

Implication of the theories to the study

These theories are related to the current research as it recognizes that intention to act is the best predictor of behavior of which the study seek to achieve. Theory of

Activity Relating to Teaching, indicated that activities relating to teaching include understanding students, planning and organizing learning experiences, selecting and utilizing instructional materials, management and discipline of students, choosing and implementing appropriate teaching strategies and evaluating students' progress. Teaching planning involves formulating objectives and organizing learning experiences. The Theory of Planned Behaviour (TPB) and Theory of Reasoned Action (TRA) posited intention to act as the best predictor of behaviour. Intention is itself a resultant of the combination of attitudes towards behaviour. Classroom management practices are behaviors and attitudes of the teacher for effective management in the classroom for effective instruction.

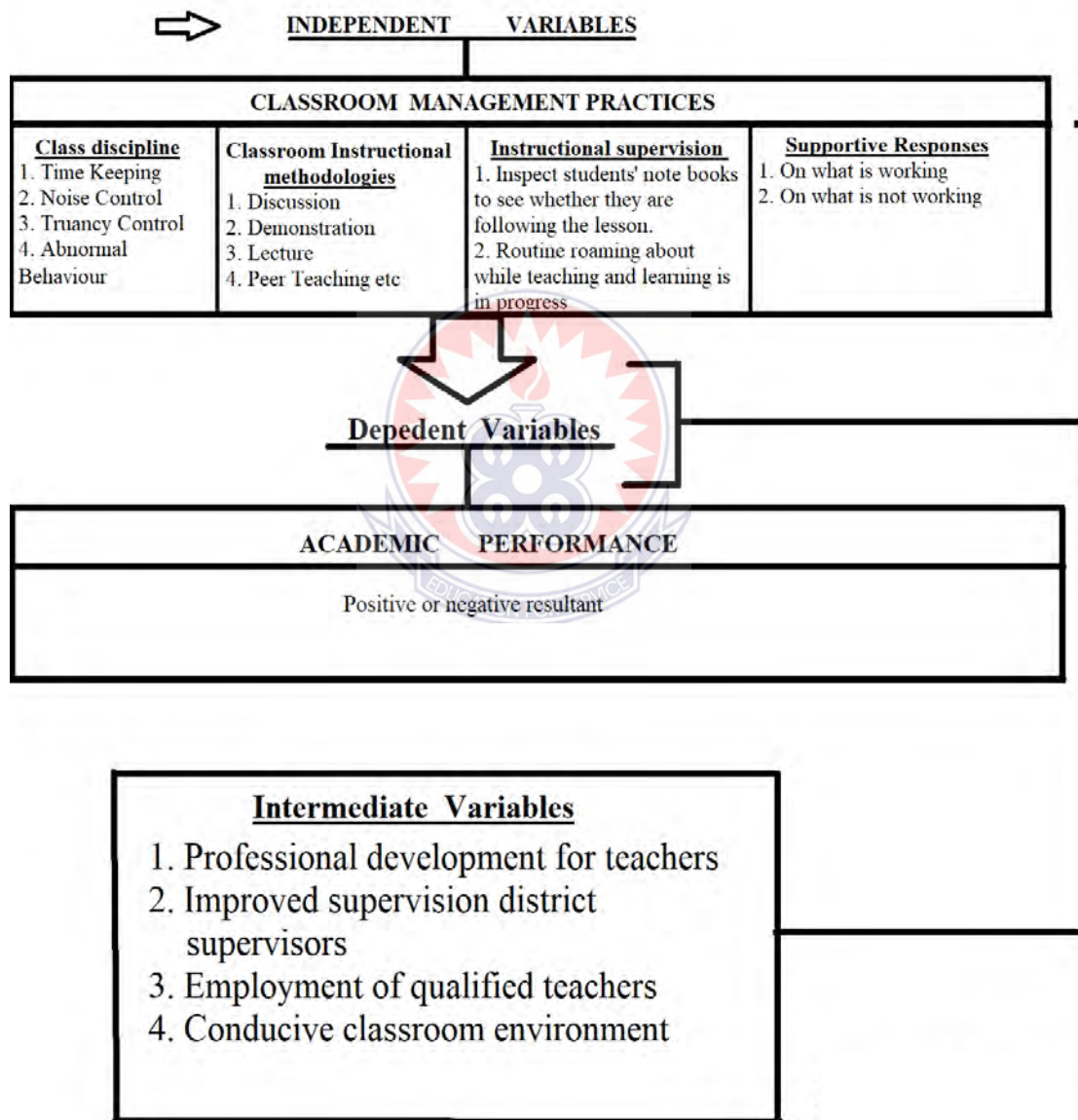
Therefore, teachers' intention to appropriately manage their classes can affect their teaching efficiency and eventually academic performance of their students in public secondary schools. For this purpose, the researcher felt that these are the best theories for guiding the current research study.

2.2 Conceptual Framework

The researcher conceptualized the various variables within the classrooms which can be used by educators and school heads to improve learners' academic performance. The independent variables of this research work include: classroom management practices, classroom instructional methodologies, instructional supervision and supportive responses while the dependent variable are the learners' academic performance.

The researcher believes that when these independent variables are employed in a classroom, they are capable of acting or working on the dependent variable of the research work which is academic performance of learners either positively or negatively.

The figure 1.1 below shows the relationship between the independent and dependent variables.



Source: Author's construct (2021)

The conceptual framework means that effective classroom management has effect on academic performance. When teachers are able to manage class discipline by controlling noise, abnormal behavior, truancy and best time keeping, it eventually promote teaching and learning to improve academic performance. Also, the use of discussions, demonstration, lecture and peer teaching methods in the classroom promote better understanding in the teaching and learning to improve academic performance. Finally, the provision of effective supervision and the provision of supportive responses like praises, and reward for good performance goes a long way in improving academic performance.

2.3 Effect of Classroom Discipline Management on Academic Achievement

According to Nacino-Brown et al. (2012), classroom management involves the organisation of certain non-academic tasks which are essential for effective teaching. According to Arends (2007) classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviours by students.

Classroom management has been explained in varied ways; Tal (2010), defines classroom management as “the ability of the teacher to lead the class toward achieving the socio-emotional welfare and learning of the students” (p.144). Malone and Tietjens (2000) define classroom management as “how teachers maintain order in a classroom” (pg. 160). Little and Akin-Little (2008) define classroom management as ‘a set of procedures that, if followed, should help the teacher maintain order in the classroom and involve both antecedent and consequent procedures that can be combined to provide a comprehensive approach to classroom management’ (2008, p. 228).

“Discipulus” is the latin word from which discipline emanate which means teaching and learning. The term is important in the idea of control. According to Longman Dictionary of Contemporary English (2005), it means “to teach someone to obey rules and control their behaviour or to punish someone in order to keep order and control”. And the analogy stress on the fact that there should be punishment for disobedience. Many research works have revealed that the quality, stability and efficacy of personal and social interactions among learners influence their academic and social development (Baker, 2005).

According to research conducted by Stichter et al. (2009) teachers who used ineffective classroom management strategies experienced consistent student disturbances and an increased number of verbal interruptions. While it may seem that these disruptions add up to nothing more than mere annoyances, this is certainly not the case. In comprehensive research conducted by Clunies-Ross, Little, and Kienhuis (2008) revealed that children who exhibit behavior problems are more at risk for developing serious disorders in adolescence, such as conduct disorder. This stated behaviour revealed a particular character possessed by some learners in their childhood in research conducted by Vitaro et al. (2005) found that hyperactivity and inattention in Kindergarten was more predictive of high school dropout than aggression or oppositional behavior.

Fergusson, Horwood and Ridder (2005) conduct problems between the ages of seven and nine years were associated with the following domains after confounding variables such as economic disadvantage, family conflict, child abuse, ethnicity, and gender were controlled for: crime (including violent offenses and imprisonment), substance use (including nicotine and illegal drug dependence), mental health (including

major depression/anxiety disorders, antisocial personality disorder, and attempted suicide), and sexual relationships (including 10+ sexual partners, teen pregnancy, and domestic violence). With respect to the findings suppose that actions must be taken to resolve the issues of learners' behaviours as they are in the classroom for proper management.

According to Jones (2006) and Hernandez and Seem (2004), effective schools demonstrate sound inclusive practices which include emphasizing school discipline and collaborative leadership. The school discipline therefore prescribes the standard of behaviour expected of the teachers and the students. According to Luiselli et al. (2005), certain systems-level interventions such as School-Wide Positive Behavioral Interventions and Supports have been shown to be effective in decreasing the number of office referrals and school suspensions.

According to research conducted by Etsey (2005) revealed and defines the progressivism theory that the teacher factors that significantly contributed to low academic achievement were incidences of lateness to school, incidences of absenteeism, and inability to complete the syllabi. Also, Kelly (2004) reveals that efficient use of time on the part of the students and teachers is directly associated with increased academic performance. Therefore, Brint, Cantwell and Hannenman (2008) also argued and further explained that extra time study has a strong influence on academic attainment. According to Eilam and Aharon (2003), also argued that time management can be view as a way of monitoring and regulating oneself with regards to the performance of multiple tasks within a certain time period.

The management is of essence if a teacher is expected to achieve all sort of goals stipulated for a particular learning behaviour to be achieved. According to DiBara (2007) successful teaching of learners requires more controlling of the classroom management than student behaviours. Discipline is one of the vital areas of interest a teacher must look out to in the classroom in order to achieve any stated objective for a lesson. Most disciplined teachers are effective and efficient time management in the classroom. Marzano and Marzano (2013) noted that effective teaching and learning cannot take place in a poorly managed classroom.

Emmer, and Stough (2011) argued that the ability of teachers to organize classrooms and manage the behaviours of their students is critical to achieving positive educational outcomes. Doyle (2011) in their study observed that the underlying assumption is that classroom order encourages student engagement which supports learning. A nonthreatening learning environment develops a sense of belonging among students that is according to Freeman et al. (2007), makes them self-initiated and self-confident and thus increases their desire for learning.

Time management is of vital interest and analogous to productivity (learners' performance). Eilam and Aharon (2003) stress that time management and discipline interchangeably can be view as a way of monitoring and regulating oneself with regards to the performance of multiple tasks within a certain time period. Kelly (2004) argues that efficient use of time on the part of the students that are very discipline and teachers is directly associated with increased academic performance. Brint, Cantwell and Hannenman (2008) explained that extra time study with discipline students in the classroom has a strong influence on high academic attainment.

Numerous research works on classroom environment effects explain that a well and conducive environment enables proper academic achievements. According to Dillala and Mullineax (2008), found that there is a relationship between positive classroom climate with discipline attitude and the social behaviour of learners, viz., reduced bullying and conflict, together with greater cooperation and achievement. Phan (2009) revealed that perceptions of an enjoyable discipline classroom management led to better mathematic achievement by students.

According to Lau and Lee (2008), their study revealed that, students engage in self-reflective thinking and learning when their classroom environment was positive with no disruptions. Correlates of positive classroom climate revealed by other researchers include: Lower dropout rates, higher attendance records, increased engagement, deep rather than surface learning, improved grades and motivation to learn.

In fact, there is one key idea that is always left out from the discipline management and that is teacher – learner discipline management; which typically reveals that real relationship between the teacher and the learner. Effective classroom management is mostly related to teacher’s capacity to set an appropriate tone to obtain learner’s respect and cooperation in classroom. For discipline purposeful observable instructional behaviour of teachers in the classroom management is an indicative of their teaching effectiveness. Kyriakides, Creemers, and Antoniou (2009) explained that, the way teachers discipline their classes has a profound impact on the way they project themselves as effective teachers. Another research by Noddings (2007) reveals that more caring teachers choose relationship-based discipline methodologies (e.g., discussing with students about their misbehaviour) over coercive ones (e.g., aggression and punishment)

in an attempt to prevent discipline problems. When teachers involve students in decision makings or recognize their good behaviour, they act more responsibly in class (Lewis, 2001).

Classroom management cannot be achieved outside the box of numbers to be managed. Some schools have overcrowded population and as a result leads to improper control in the classroom. A study by Nakubugo et al. (2007) asserts that class control, management difficulties, and indiscipline has been associated with large classes in secondary schools and that in crowded classrooms, teachers provide fewer exercises and practice so as to reduce the amount of marking to do.

In fact, there are three main components of classroom management. According to Sugai and Horner (2002) these components include making the most of the time allotted for instruction, arranging instruction to promote academic engagement as well as academic achievement, and using antecedent behavior management strategies. According to Hart (2010) in order for classroom management to be considered effective, many different elements must be present, including the use of classroom rules and expectations. Simonsen, Fairbanks, Briesch, Myers and Sugai (2008) also indicated the reinforcement of appropriate behavior, responding to inappropriate behavior, positive relationships and interactions between staff and students. This really explains the establishment of classroom rules which deem logical steps for living in the classroom.

According to Kern and Clemens (2007), due to the fact that rules clarify to the students what behavior is expected of them? Again, Kern and Clemens (2007) stated in the previous research has demonstrated that the consistent use of classroom rules has been linked to better student behavior at the classroom level as well as school-wide. Kern

and Clemens (2007) stated some simple guidelines that must be established by the teacher to ensure smooth running of the class, (1) The number of classroom rules should be limited to five, (2) Students should help the teacher formulate the class rules, (3) Rules should be simple, brief, and positively stated, (4) Rules should be displayed in a prominent place in the classroom, (5) Rules should be specific, (6) Rules should describe and focus on behaviors that are observable and measurable, (7) Teachers should set aside time to teach and model the rules to her class, (8) Rules should be associated with consequences. Again, although classroom rules are essential, they are not effective in reducing inappropriate behaviors when they are not used in conjunction with a behavior management plan that includes various types of reinforcement (e.g., verbal praise, privileges, tangibles) and consequences (Kern & Clemens, 2007; Little & Akin-Little, 2008; Simonsen et al., 2008).

Matheson and Shriver (2005) stated that teachers were instructed how to appropriately provide effective commands and praise statements to students when the students complied with requests and engaged in academic behaviors. The results of Matheson and Shriver's (2005) study demonstrated that the rate of student compliance and the rate of student academic behavior both increased when teachers used effective commands at a higher rate. Matheson and Shriver (2005) further revealed that increased rates of both student compliance and academic behaviors were also observed when teachers used praise statements at a higher rate along with effective commands.

2.4 Classroom Instructional Methodologies

Instructional methodologies are set of precepts or steps that serve as the medium of propagation of information to be carried to learners for proper understanding or grasping of subject content. On that perspective to understand classroom instructional methodologies we have to know the context through which the medium will take place. As a result, the researcher sort to bring into clarity the two main context in which instructional methodologies can established; they are Teacher- Centred Instructional Strategies and Learner-Centred Instructional Strategies.

According to Baeten, Dochy, Struyven, Parmentier and Vanderbruggen (2016), Teacher-centred instructional strategy refers to teaching techniques in which learning activities are centred on the teacher. Again, Van de Kuilen et al. (2019) opines that in this strategy, the teacher is the ultimate authority figure and students viewed as without knowledge of the instructional content and are expected to passively absorb knowledge. The teacher, in front of the students, profess knowledge through direct instruction with an aim that upon assessment, students will post good results based on what the teacher instructed them on. In this strategy, objectively scored tests and assessments are indicators of learning. Examples of teacher-centred instructional strategies include teacher talks commonly known as lecturing, class demonstrations, giving assignments and homework, memorising, and reviewing (Baeten et al., 2016). Other methods include reviewing, questioning, class discussions, and group presentations. In such methods, learning follows certain curricula, and the success of the process is based on the completion of the set curricula. Students are often expected to take notes based on the knowledge professed in class. Similarly, tests and examinations are based on the set

curricula and success in the examinations based on a set scheme. Since teachers are the ultimate source of information in this strategy, questions raised by students are expected to be answered directly by the teachers and students are not, in most cases, given a chance for involvement. The teacher controls every learning experience by subjectively designing class activities (Di Biase, 2019).

According to Olayinka (2016) Learner-centered instructional strategies are based on learning responsibilities and facilitative nature of the teacher. In these strategies, the student is responsible for learning, and the teacher ensures that the learning process is facilitated. The strategies are based on the need to train students based on their nature and not what “others” want. Learning is, thus, arranged on a model based on the students’ interest, knowledge and needs. Also, Sakata (2019) explains that the main aim of the strategies is to make students attain skills to explore their learning features so as to allow students to learn how to learn in the process. Prominent features of learner- centered instructional methods include collaborative learning, critical thinking and connecting information to previous knowledge. For this reason, the strategies have been referred to as interactive learning. The learning process, as such, involves facilitating the presentation of questions for small group work. It may also present an opportunity for the use of media and student fieldwork involvement. The strategies are grouped in broad methods, including inquiry-based learning, case-based learning, problem-based learning, discovery learning, and just-in-time teaching (Sakata, 2019).

Effective instructional methods elicit positive behaviour of learners. According to Zuckerman (2007) teachers should know how to use and apply methodologies that will allow and also help students to learn. Best practice recommends differentiating

instruction so learners can be reached through a variety of methods and activities. Effective teachers differentiate instruction according to student needs (Tomlinson & Eidson, 2003). How best to differentiate and individualize for the range of student needs and abilities in a common classroom is an ongoing challenge (Stronge, 2008).

According to Kurz and Elliott (2011), research has focused on the following three key aspects of teacher instruction: time on instruction, content of instruction, and quality of instruction. According to Clunies-Ross et al. (2008), it seems obvious that improving classroom management methods and, thus, decreasing the number of problem behaviors in a class, would increase student learning.

According to Tomlinson and Eidson (2003), differentiated instruction refers to a systematic approach to planning curriculum and instruction for academically diverse learners. According to Tomlinson and Eidson (2003), teachers can typically differentiate four classroom elements based on student readiness, interest, or learning profile: (a) content--what the student needs to learn or how the student will get access to the information; (b) process--activities in which the student engages in order to make sense of or master the content; (c) products--culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (d) learning environment--the way the classroom works and feels.

Students disinterested in something can often result in lower achievement over students with interest. Students with high interest often see their achievement levels improve (Tomlinson & Eidson, 2003). Tomlinson and Eidson (2003) further indicated that students are more successful when they are taught based on their own readiness levels, interests, and learning profiles.

In fact, for knowledge to be imparted the information reaching the learner must be known to the learners' schemas to facilitate understanding. Impartation of knowledge for understanding individualistic theory that suggests that lessons and its objectives are taught to each learner to grasp understanding. This therefore requires that the teacher knows the individual capabilities of each student and the methodologies to be used for the impartation of the knowledge for establishment of understanding. Research has shown that for teachers to be effective they must be aware of difference between children and must take a personal interest in each student (Marzano & Marzano, 2013). Teachers must determine what students are ready for and to what degree. Learning activities that are too hard or too easy can hinder student learning. Those that are too hard require excessive time and do not increase achievement while those that are too easy are a waste of time (Sornson, 2011; Stronge, 2008).

Garcia-Reid et al. (2008) argued that engaged students are clearly more likely to perform better academically than students who are not actively engaged. Therefore, teachers need a large inventory of instructional methodologies to engage a variety of students. Research conducted revealed that employment of specific diverse instructional methods improves learners' abilities to problem solving. In research conducted by Cornelius-Whites (2007) meta-analysis reports person-centered educational environments correlate with positive academic outcomes, with the highest correlations being critical thinking ($r = 0.45$), and math achievement ($r = 0.36$). The statement above was to affirm the assertion by Levin and James (2011) that the teachers use of classroom accommodation/modification/adaptation such as modified instructional techniques to provide differentiated instruction and materials to meet students' individual need; assign

peer buddies, peer tutors or cross-age tutors; provide alternative ways of completing assignments; adapt how the student can respond to instruction so that instead of answering questions in writing, allowing a verbal response; help limit unnecessary classroom disruptions and increase learners' classroom participation and performance.

Akbari (2007) argued that teaching methodologies employed by teachers in classrooms can have either positive or negative impacts on learners' academic achievement. Some research work has also revealed that cooperative learning is one of the best teaching methods for learners to learn at their own pace for proper understanding. Stuart (2008) cooperative learning offers a wide variety of approaches, but the most effective are those in which students work in mixed-ability groups of four, have regular opportunities to teach each other after the teacher has introduced a lesson, and are recognized based on the learning of all members of the group.

Structured simplified teaching method has also been proposed by many researchers as an effective method for teaching and learning to take place. Brooks, (2010) and Singleton (2009) mentioned that structured specialized tuition for failing readers is more effective than eclectic approaches. Singleton (2009) emphasizes the need for instruction that is systematic and intensive. Interactive teaching uses instructional techniques that are student-centered and involve interactions between the students and the teacher (Gersten, Baker, Haager, & Graves, 2008). According to Orosco and O'Connor (2013), one type of instruction that works well within the culturally responsive pedagogy model is interactive teaching. Various instructional strategies exist and are applied in various contexts for different anticipated outcomes (Morrison, Ross, Morrison, & Kalman, 2019).

2.5 Instructional Supervision

Fischer (2011) defines instructional supervision as a statement of command: a spoken or written statement of what must be done, especially delivered formally, with official authority, or as an order or teaching or things taught: teaching in a particular subject or skill, or the facts or skills taught or teaching process or profession: the act, process, or profession of teaching.

In fact, this fundamental process of instructional supervision is established perfectly under Ghana Education Service (GES). In the establishment we have supervisors that oversee the activities of the various public secondary schools in the various municipalities and districts. School heads are tasked to oversee activities of teaching within the confines of the school to ensure that instruction is effectively delivered in the classroom.

According to Cole (2012) Supervision at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks members in achieving group's goals in a particular context. Moswela (2010) carried out a research work on evaluations of instructional supervision in Botswana secondary schools to examine how instructional supervision was carried out in the various secondary schools. The results demonstrated that, the environment in which instruction supervision takes place in schools is hostile and intimidating to teachers. Instructional supervisors' effectiveness is constrained by the much-expanded secondary education system that has seen a massive increase in learners in a relatively short time (Lewin & Caillords, 2001). Through inefficiency in instructional supervision much

learning time is lost in many African education systems. 25% or more of school time may be lost each year in poorly managed schools.

Research conducted in the same country by Musungu and Nasongo (2008) revealed that Vihiga district in western Kenya investigating instructional role of the head in the academic achievement in Kenya. They found out that 8% of the heads in high performing schools checked lesson books, schemes of work and registers of class and school attendance. Kimeu (2010) affirms that the head should visit the classroom frequently to encourage teachers. Kimeu (2010) opines that overall high performance would be realized in schools if heads carry out their instructional supervision role. According to Kitavi (2005) Physical observation of lesson presentation is the only way a head can gain an insight into the quality of teaching and learning in the school. Also, Gachoya (2008) stated that through this visit the supervisor can have an insight into quality benchmarks and performance.

2.5.1 Effect of instructional supervisory roles on academic achievement

Supervision provides avenues for guidance, support, constructive feedbacks which makes the difference in instructional effectiveness. Through supervision, heads and other supervisory functionaries in schools offer support to teachers to improve their pedagogy to improve students' performance. Teachers improve instructional delivery when they receive feedback and constructive criticisms from their supervisions as it helps them develop their pedagogical skills. Instructional supervisory activities foster teacher motivation, inspiration, trust, and help to improve teaching performance. As a result, it may be reasonable to expect a positive relationship to exist among certain aspects of instructional supervision and effective learning by students (Fischer, 2011).

According to Ficsher (2011), for effective classroom management to exist within secondary schools, heads must ensure that they carry out their supervisory roles effectively. Record keeping, that is, writing notes and doing various exercises in the classroom is an important component in learning. Teachers are required to make and retain records including schemes of work, lesson plan, records of work, mark book, progress record book and attendant register.

Supervisory role such as lesson observation (walk in during lessons) enable teachers to be punctual and regular to school to ensure effective lesson delivery to promote learners' achievement. Looking through teachers' scheme of work, lesson plans and lesson notes enable teachers to make sure that the school syllabus is covered appropriately and exercise and assignments are marked (Balunywa, 2010). Balunywa (2010) affirms that Instruction supervision in that context promotes effective performance in schools because it does not only examine roles to be accomplished or who executes them, but also seeks to include greater reinforcement characteristics like appreciation and recognition, conditions of service and morale building, coercion and remuneration.

Balunywa (2010) indicated that most secondary school administrators have little or nothing in their background to prepare them as instructional supervisors. Therefore, if a condition is stated for the assumption of work done or teaching and learning to have taken place then the reference point should conclusively be learners' exercise books and teachers' lesson notes that reflect the work load to be covered in class. The review of learners' exercise books enables heads to assess the quality of teaching and information learners receive which enhances their ability to put in place measures that enhances teachers' lesson delivery and eventual improved academic achievement of learners.

Heads supervisory role of reviewing teachers and learners' class attendance register enables heads to ensure all teachers and learners are present in class and to curtail absenteeism, during lessons delivery to promote teaching and learning to improve academic achievement among learners.

Observing teachers during lessons encourages teachers to use various instructional methodologies which effectively improves learning and academic achievement of learners. In research conducted in Kenya public secondary schools on the head's role by Musungu and Nasongo (2008) revealed that heads should supervise teachers' work by inspecting records such as schemes of work, lesson books, record of work covered and the attendance registers. In the schools where performance is good the head does a lot of supervision. Instructional supervision leads to the improvement and professional development of teachers to promote teaching and learning.

Musungu and Nasongo (2008) posited that instructional supervision was critical for building effective teacher professional development. It is an organizational function which seeks the growth of teachers and improvement in teaching performance and greater student learning. This proves the point that teaching profession requires continuous improvement in methods and skills that is necessary for improved teacher performance and learners' achievement. Supervision of instruction potentially improves classroom practices, and contributes to student success. In the absence of instructional supervision, there is the likelihood that teachers will not deliver desired quality. Supervision therefore improves learning outcomes of students (Balunywa, 2010)

2.6 The Influence of Supportive Responses on Academic Achievement

In a society organisms do interact with each other to ensure continuity of life. This directly or indirectly results in responses as the organisms depends on the other for support. In logical ratio of living if the support given out is supportive a positive response is expected and if it turns the other way round then the result become negative response. Therefore, the secondary setting is an example of such society since the teacher – learner relationship depicts the interaction of living organisms living in the society and implicates those supportive strategies be taken by the teacher to aid the learners to be able to acquire the academic excellence expected. According to Croninger and Lee (2001), opines that the degree of teacher caring and interaction with students reported by both parents and teachers has a significant impact on performance.

Another study conducted by Weiss et al. (2005) suggests that a growing body of research suggests that strong student-teacher relationship, characterized by caring and high expectations for students' success, may be promotive of universal benefits, such as academic achievement and progress in students. Effective feedback helps learners to know how to move forward with their learning by focusing on what needs to be done to improve and specific details about how to improve (Lau & Lee, 2008; Burnett 2003). Again, Brookhart (2008) affirms that effective feedback is a double-barreled approach as it addresses both motivational and cognitive factors.

Black and William (2009) observe that research classroom assessments that provide accurate, descriptive feedback to learners and involve them in the assessment process can improve learning. A comprehensive study by Lee (2006) revealed that there are three criteria the learner must know for feedback to be effective: (a) the learning

objectives and success criteria for the task; (b) the extent to which they have achieved the learning objectives/success criteria; and (c) how to move closer to achieving the learning objectives or how to close the gap between what they have done and what they could do. Prompt learners' awareness of progress usually serves as an indicator for increased effort. Again, diverse research by Schweinle, Meyer, and Turner (2006) revealed that providing substantive feedback about competence and goal progress increases self-efficacy, enhances interest and persistence, and increases intrinsic motivation". That is to say that learners' who receive positive support are more likely to engage in learning activities and initiate positive with the teacher interactions than those who receive negative support.

Gone are the days where learners were motivated by the fear of failure and lots of research study disprove the idea as a motivational factor. Research now supports that using fear of failure only reinforces poor self-concept (Danielson, 2002). According to Marzano and Marzano (2013), feedback that is corrective in nature must provide students with an explanation of what they are doing that is correct and what they are doing that is not correct. Burnett (2002) investigated the students' perceptions of the frequency of teacher feedback and praise as reinforcement methodologies in New South Wales and found that, effort feedback impacted directly on students' relationships with their teachers.

In research conducted in Nigeria by Oliver (2006) revealed that when students are motivated to learn by their teachers, it may increase their anxiety, as they want to satisfy the person motivating them, they tend to have high expectation in the test; they concentrate on thinking about the consequences of not meeting the expectation. Wafula, Wakhungu and Kafu (2011) in their study, presupposed that reinforcement in the

secondary school classroom in Kenya aims at encouraging students' positive academic achievement, teacher efficacy and in a nutshell effective teaching and learning. This research study intended to expatiate on the findings of the related literature reviewed on how supportive responses influences learners' academic achievement. However, from the perspective of the related literature revealed a bulk idea of generalization of the findings of the reviewed studies to the current study location which is impossible as they are constrained by research design, target population and even sample sizes.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focuses on the research design, study population, sampling techniques and sample size, research instruments, pilot study, validity and reliability of the instruments, data collection procedures, data analysis procedures, and ethical considerations.

3.1 Research design

Research design is an important aspect of research, mainly, must be the most appropriate to measure what is being measured and obtain the data that will lead to a valid conclusion (Kothari, 2004). The descriptive survey design was employed using the quantitative approach for the study. The descriptive survey design was used because the nature of the topic required a description of classroom management practices and its effect on academic performance in senior high schools.

The main advantage for using the descriptive design is that it provides researchers with a lot of information from various respondents and the data collected are easy to analyze. One big weakness of descriptive survey design is how to retrieve all questionnaires that have been administered. However, the researcher was able to retrieve all the questionnaire.

3.2 Population

The target population is the larger group to which the researcher will be hoping to generalize the findings (Frankel & Wallen, 2000). The target population for this study comprised 350 teachers and 4890 students of `selected public senior high schools in the

Kumasi metropolis of the Ashanti Region of Ghana namely; Asanteman Senior High School, Armed Forces Senior High School, T.T. Ahmadiya, Senior High School and Kumasi Anglican Senior High School.

3.3 Sample and Sampling Technique

3.3.1 Sampling Technique

Sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research (Gall & Borg, 2007). Sampling is the process of selecting a representative unit from a population. A sample is a small proportion of the population selected for the study. In order to determine an appropriate sample size for the study, an updated list of all the teachers and students in the four selected senior high schools was obtained from the Kumasi Metropolitan Director of Education.

3.3.2 Sample Size Determination

Mugenda and Mugenda (2003) suggest a representative sample of 10-30% for descriptive survey research. Therefore, the sample size of the study was calculated as shown in Table 3.1.

Table 3.1: Sampling

Category	of Total population	Percentage (%)	Sample Size
population			
Teachers	350	25	88
Learners	4890	10	489
Total	5243		577

The total sample size for the study was therefore $88 + 489 = 577$ participants.

3.4 Data Collection Instruments

Closed ended questionnaire was used to collect data for the study. According to Robert (2013), a closed ended questionnaire is a data collection instrument which is often used in quantitative studies. It contains predetermined standardized questions or items meant to collect numerical data that can be subjected to statistical analysis. The researcher used closed ended questionnaire to collect data for the study because it is easy to administer on a large population. Also, questionnaires require less time and money compared to other methods like focus group discussions (McLeod, 2018). One disadvantage of using a questionnaire is how to retrieve the entire questionnaire distributed.

3.5 Pilot-Testing of the Instrument

The purpose for piloting 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 (Zailinawati, Schattner, & Mazza, 2006).

The questionnaire was piloted to determine its validity and reliability. The questionnaire was administered to 30 respondents comprising 25 students and five teachers, selected randomly from a senior high school which was not part of the study area. The purpose of the pilot-test was to enable the researcher to make the necessary changes to items which may be inappropriate and also determine the level of ambiguity of the questions for corrections. Ambiguous items were modified while inappropriate items were deleted.

3.5.1 Validity of the Instrument

Validity explains the degree or the extent to which a tool measures what it is purported to measure. Nitko (2005) defines validity as the soundness of the interpretation and use of students' assessment results. Validity emphasizes the interpretation and use of results and not the instrument. Validation involves collecting and analyzing data to assess the accuracy of an instrument (Sharma, 2010). The researcher tested both face and content validity of the questionnaire. Face validity referred to the likelihood that a question may be misunderstood or misinterpreted. To achieve faced validity, the questionnaire was given to the supervisor to find out whether the items measure the intended purpose. Content validity referred to whether an instrument provides adequate coverage of the research questions. The supervisor found out whether the items measure specific construct. The validity test enabled the researcher to reframe and delete those items which were found to be unclear and ambiguous

3.5.2 Reliability of the Instruments

Reliability of a data collection instrument is the degree of consistency for the data collection instrument to yield a particular kind of results for interpretation. The reliability of an instrument is a measure of the degree to which it yields consistent results or data after repeated trials (Kothari, 2004). The reliability test yielded Cronbach Alpha of 0.80 which shows that the instrument was reliable.

3.6 Data Collection Procedure

An introductory letter was collected from the Educational Leadership Department of the University to seek permission from the Kumasi Metropolitan Directorate of Education to conduct the study. The researcher after given permission visited the various

schools to establish rapport and also explained the purpose of the study to the respondents. The researcher thereafter personally administered the questionnaire to the respondents during break time in each of the schools at the staff common room at a predetermined date. The respondents were given a grace period of two weeks after which the questionnaires were retrieved.

3.7 Data Analysis Procedure

Howit and Cramer (2011) define data analysis as categorizing, manipulating, and summarizing data to obtain answers to research questions. The data collected was coded and entered into the Statistical Package for Social Sciences (SPSS). Data were analysed using descriptive and inferential statistics such as frequencies, percentages, mean and standard deviation and the results presented in tables.

3.8 Ethical Considerations

The researcher sought permission to carry out the research study from the Municipal educational office and school heads. Written informed consent was sought from the respondents to voluntarily participate in the study. In order to ensure the anonymity of the respondents, their names were not required on the questionnaire. This protected the respondents' identities and motivated them to be more honest in providing the appropriate responses to the instruments. Respondents were assured that information that they would give would be treated with utmost confidentiality and used for academic purposes only. During the study, no ethical and logical consideration issues were violated.

CHAPTER FOUR

RESULT AND DISCUSSION

4.0 Introduction

This chapter covers analysis of data and presentation of results for the research study and discussions. The data presented covers respondent's demographic data that includes gender, age, educational status, academic qualification, and the number of years heads and teachers have served.

The study respondents included teachers and secondary school students. The findings, interpretation and discussions were analyzed according to the objectives and research questions. The results from the field were organized in frequency distribution tables in order to bring out logical and meaningful pictorial form of the data gathered by the researcher.

The study sought to answer the following research questions based on the objectives of the study;

1. How does classroom discipline management affect academic performance?
2. How do classroom instructional methodologies affect academic performance?
3. In what ways does instructional supervision affect academic performance?
4. What is the influence of supportive responses on academic performance?
5. What are the effects of these classroom management practices on level of academic performance?

4.1 Demographic Data

The researcher investigated the demographic information of the respondents. The results were presented in the tables below.

4.1.1 Response from Teachers

The sampling size of teachers who were filling the questionnaire were 88 in number. However, only 62 teachers returned the questionnaires while 26 teachers never responded. The table below illustrates the percentage distributions of the response rate.

Table 4.1 Response from Teachers

Response	Number	Percentage
Responded	62	70.45%
Never responded	26	29.55%
Total	88	100%

Source: Author's Construct, 2021.

From Table 4.1, the percentage of response rate was 70.45% indicating an effective response to the questionnaires by the teachers. A response rate of above 70% is adequate to represent the sample Kothari (2004) affirms that.

4.1.3 Gender Characterization of the Teachers

Table 4.2: Gender Characterization of the Teachers

Gender	Percentage representation (%)	Number of occurrence (F. factor)
Male	61.29	38
Female	38.71	24
Total	100.00	62

Source: Author's Construct, 2021.

Table 4.2 showed that 61.29% of the teachers were males while 38.71% of the teachers were females. The result means that majority of the respondents were males and since the study did not depend on gender, it did not affect its validity.

4.1.4 Age Characteristics of teachers

The table below depict the age Characterization of the teachers who responded to the questionnaires which adequately represent the sample of the population of teachers of interest.

Table 4.3 Age Characterization of the teachers who responded to the questionnaires.

Age	Frequency	Percentage (%)
Below 24	2	3.22
25-29	11	17.74
30-39	29	46.77
40-49	18	29.03
Above 50	2	3.22
Total	62	100
Mean of the frequency	15.5	
Percentage mean	20.0	

Source: Author's Construct, 2021.

From Table 4.3, 3.22% of the teachers were in the aged 24 years and below, 17.74% of the teachers were in the age group of 25-29 years, 46.77% of the teachers were in the age group of 30-39 years, 29.03% of the teachers were in the age group of

40-49 years while 3.22% of the teachers were in aged 50 years and above. The result means that majority of the respondents were in the age group of 30 and 39 years and therefore matured to give rich information for the success of the study.

4.1.5 Academic Qualification of teachers

Table 4.4: Academic Qualification of teachers

Highest Qualification	Frequency	Valid percentage (%)
Diploma	0	0.0
Degree	48	82.92
MSc/MPhil	14	17.07
PhD	0	0.0
Total	62	100
Mean of the frequency distribution	15.5	25

Source: Author's Construct, 2021.

Table 4.4 showed that 82.92% of the teachers were holders of the first degree while 17.07% of the teachers were holders of MSc/MPhil.

4.1.6 Number of Years Worked as a Teacher

Table 4.5: Number of Years Worked as a Teacher

Years	Frequency	Valid percentage (%)
Less than a year	11	17.74
2-4 years	13	20.96
5-7 years	17	27.41
Over 8 years	21	33.87
Total	62	100.0
Means of the frequency distribution	15.5	25

Source: Author's Construct, 2021.

Table 4.5 showed that 17.74% of the teachers had worked for less than one year, 20.97% had worked for a period ranging 2-4 years while 27.42% had worked for a period ranging 5-7 years. Those who have worked over 8 years were at 33.87%. This implies that the teachers who were totally involved were experienced and can be relied on to make accurate conclusions about the influence of classroom management practices on students' academic achievement in the selected public secondary schools in the Kumasi Metropolis of the Ashanti Region of Ghana.

4.1.7 Response from Students

Validation of Students Response Rate

The questionnaire was administered to a population of 489 students and out of that population 415 of the students responded and returned the questionnaire. This represents a percentage response rate of 84.87% and approximately 85% which is a valid population that can be used for the study. This was made possible by the fact that questionnaires

were administered in a controlled environment. Since the rate is above 70% as suggested by Kothari (2004), the size was relied on in making conclusions.

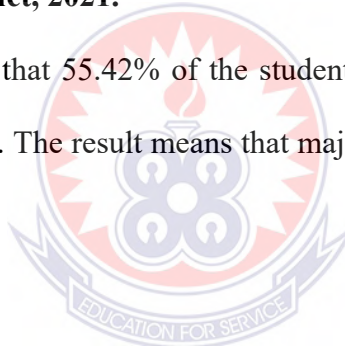
4.1.8 Gender of the Students

Table 4.6: Gender of the Students

Gender	Frequency	Valid percentage (%)
Male	230	55.42
Female	185	44.57
Total	415	100.0
Mean of the frequency	207.5	50.0

Source: Author's Construct, 2021.

Table 4.6 showed that 55.42% of the students were males while 44.57% of the students were females. The result means that majority of the student-respondents were males.



4.1.9 Level of Class

Table 4.7: Level of Class

Form	Frequency	Valid percentage (%)
Form One	86	20.72
Form Two	138	33.25
Form Three	192	46.26
Total	415	100.0
Mean of the frequency	138.33	33.33

Source: Author's Construct, 2021.

Table 4.7 showed that most respondents were from three students with a rate of 46.27%, followed by form two students with a rate of 33.25% and form one students are at 20.72%. The higher number of form three was important since it helped a lot in the findings of the study, form three had the experience of how their academic achievement improved due to classroom management practices, and this is so because they had interacted with teachers for a period of more than two years.

Table 4.8: Students' Academic Achievement

Academic Achievement	Frequency	Valid percentage (%)
Above average	108	26.02
Average	168	40.48
Good	132	31.80
Poor	7	1.68
Every poor	0	0
Total	415	100.0
Mean	83	20

Source: Author's Construct, 2021.

From Table 4.8, most of the students believed to have an average learning characteristic which is fairly represented by a frequency of 168 respondents representing 40.48%, 26.02% of the students had above average learning characteristics, 31.80% of the students had good learning characteristics while 1.68% of the students had poor learning characteristics.

Table 4.9: Teachers' Response on Classroom Discipline Management on Academic Performance

Classroom Discipline Management	Frequency	Valid percentage (%)
Suspension	12	19.35
Canning	9	14.51
Standing outside during lessons	5	8.06
Separating deviant learners in class	8	12.90
Employing different methods	28	45.16
Any other please state	0	0.0
Total	62	100.0

Source: Author's Construct, 2021.

Table 4.9 showed that 41.16% of teachers employed different methods of discipline, 19.35% and 14.52% of the teachers also used suspension and canning as classroom discipline management practices that helped to improve students' academic achievement.

Table 4.10 Teachers' Response on Effects of Classroom Discipline Management on learners' academic performance

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Using different instructional methods during lessons aid in enhancing learning and academic achievement of learners	33(53.23%)	19(30.6%)	0(0.00%)	6(9.68%)	4(6.45%)
Removing learners who interrupt lesson or those who are hyperactive and making them stand outside the class improves silence and learning which translates into better academic achievement	13(20.97%)	23(37.10%)	7(11.29%)	9(14.52%)	10(16.13%)
Canning of learners greatly improves their commitment in class which improves their academic achievement	18(29.03%)	19(30.65%)	0(0.00%)	2(3.23%)	23(37.10%)
Suspending deviant learners improves learners academic achievement by eliminating sources of lesson distraction for other learners	10(16.13%)	13(20.97%)	2(3.23%)	23(37.10%)	14(22.58%)
Appointing a prefect helps in controlling deviant behaviours in case of teachers absence increases notes revision among learners which eventually improves their academic achievement	36(58.06%)	23(37.10%)	0(0.00%)	2(3.23%)	1(1.61%)
Ensuring that deviant learners do not sit in the same place in class eliminates avenues of interruption, improving their concentration and participation during lessons hence improving their achievement	48(77.42%)	10(16.13%)	0(0.00%)	4(6.45%)	0(0.00%)

Source: Author's Construct, 2021

Table 4.10 showed that 30.6% of the teachers strongly agreed that using different instructional methods during lessons aided in enhancing learning and academic achievement of learners, 53.23% of the teachers agreed, 9.68% of the teachers disagreed while 6.45% of the teachers strongly disagreed. The result means that the use of different instructional methods during lessons aid in enhancing learning and academic achievement of learners.

Also, 20.97% of the teachers strongly agreed that removing learners who interrupted lesson or those who were hyperactive and making them stand outside the class improved silence and learning which translated into better academic achievement, 37.10% of the teachers agreed, 11.29% of the teachers were neutral, 16.13% of the teachers disagreed while 14.52% of the teachers strongly disagreed. The result means that removing learners who interrupts lesson or those who are hyperactive and making them stand outside the class, improve silence and learning which translates into better academic achievement.

Again, 29.03% of the teachers strongly agreed that canning of learners greatly improves their commitment in class which improves their academic achievement, 30.65% of the teachers agreed, 3.23% of the teachers disagreed while 37.10% of the teachers strongly disagreed. The result means that canning of learners greatly improves their commitment in class which improves their academic achievement.

Besides, 16.13% of the teachers strongly agreed that suspending deviant learners improved learners academic achievement by eliminating sources of lesson distraction for other learners, 20.97% of the teachers agreed, 3.23% were neutral, 37.10% of the teachers disagreed while 22.58% of the teachers strongly disagreed. The result means that

suspending deviant learners improves learners academic achievement by eliminating sources of lesson distraction for other learners.

Further, 58.06% of the teachers strongly agreed that appointing a prefect helped in controlling deviant behaviours in case of teachers absence increased notes revision among learners which eventually improved their academic achievement, 37.10% of the teachers agreed, 3.23% of the teachers disagreed while 1.61% of the teachers strongly disagreed. The result means that appointing a prefect helps in controlling deviant behaviours in case of teachers absence increases notes revision among learners which eventually improves their academic achievement.

Furthermore, 77.42% of the teachers strongly agreed that ensuring that deviant learners do not sit in the same place in class eliminated avenues of interruption, improving their concentration and participation during lessons hence improving their achievement, 16.13% of the teachers agreed while 6.45% of the teachers disagreed. The result means that ensuring that deviant learners do not sit in the same place in class eliminates avenues of interruption, improving their concentration and participation during lessons hence improving their achievement.

Table 4.11 Students' Response on Effects of classroom discipline management

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers use of variety of instructional techniques during lessons enhances students learning	99(23.86%)	210(50.60%)	3(0.72%)	56(13.49%)	47(11.33%)
Teachers; disciplining students who create disturbances during lesson delivery improves students' learning	313(75.42%)	87(20.96%)	4(0.96%)	3(0.72%)	8(1.93%)
Teachers' punishing students who misbehaves improves commitment in class	238(57.35%)	113(27.23%)	0(0.00%)	33(7.95%)	31(7.47%)
Teachers disciplining students' who are deviants improves students' attention in lesson delivery	115(27.71%)	286(68.92%)	1(0.24%)	4(0.96%)	9(2.17%)
Teachers' controlling deviant students with the presence of class prefects increase commitment to learn in the teachers' absence	341(82.17%)	66(15.90%)	0(0.00%)	6(1.45%)	2(0.48%)

Source: Author's Construct, 2021

Statistics from the students' response in Table 4.11 indicates that there is a significant relationship between the teachers assertion of employing the various classroom discipline management practices stated, to that of the students experiences of the same practices since the statistical values from the students affirms the teachers' assertion.

The entire results and analysis in Tables 4.10 and 4.11 are in conformity with Emmer and Stough's (2011) assertion that the ability of teachers to organize classrooms and manage the behaviour of the students is critical to achieving positive educational outcomes. Using different instructional methods during lessons assists in enhancing

learning and academic achievement of learners and appointing a prefect helps in controlling deviant behaviours in case of teachers absence increases, notes revision among learners which eventually improves their academic achievement. This concurs with Dibara (2007) who has it that successful teaching and learning requires more than controlling students' behaviour. In conclusion, Doyle (2011) affirms that classroom order encourages student engagement which supports learning, without order a teacher is hard pressed to promote students learning.

Table 4.12 Teachers Response on how Classroom instructional methodologies affect Academic Performance

Classroom instructional methods	Frequency	Valid percentage (%)
Traditional instructional methods	1	0.24
Lecture instructional methods	12	19.35
Discussion instructional methods	22	35.48
Differentiated instructional methods	3	4.83
Cooperative instructional methods	16	25.80
Structured instructional methods	8	12.90
Total	62	100.0

Source: Author's Construct, 2021.

From Table 4.12, it could be seen that discussion instructional methods had the highest frequency and hence greatest valid percentage, followed by cooperative instructional methods, then lecture instructional methods, structured instructional methods and differentiated instructional methods. The result means that teachers really use the afore-mentioned classroom instructional methodologies.

Table 4.13 Teachers' Response on effects of classroom instructional methodologies on learners' academic performance

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Interactive instructional methods greatly improves learners academic achievement in this school	43(63.35%)	18(29.03%)	0(0.00%)	0(0.00%)	1(1.61%)
Cooperative instructional methods greatly improves learners academic achievement in this school	28(45.16%)	31(50.00%)	0(0.00%)	1(1.61%)	2(3.23%)
Structured instructional methods greatly improves learners academic achievement in this school	11(17.74%)	19(30.65%)	1(1.61%)	28(45.16%)	3(4.83%)
Discussion instructional methods greatly improves learners academic achievement in this school	37(59.6%)	21(33.7%)	0(0.00%)	2(3.23%)	2(3.23%)
Lecture instructional methods greatly improves learners academic achievement in this school	39(62.90%)	13(20.97%)	0(0.00%)	0(0.00%)	10(16.13%)
Traditional instructional methods greatly improves learners academic achievement in this school	19(30.65%)	22(35.48%)	3(4.83%)	8(12.90%)	10(16.13%)
Differentiated instructional methods greatly improves learners academic achievement in this school	32(51.61%)	19(30.65%)	5(8.06%)	5(8.06%)	1(1.61%)

Source: Author's Construct, 2021.

From the Table 4.13, 63.35% of the teachers strongly agreed that interactive instructional methods greatly improved learners academic achievement in school, 29.03% of the teachers agreed while 1.61% of the teachers strongly disagreed. The result means that interactive instructional method greatly improves learners' academic achievement in school.

Also, 45.16% of the teachers strongly agreed that cooperative instructional methods greatly improves learners academic achievement in school, 50.00% of the teachers agreed, 1.61% of the teachers disagreed while 3.23% of the teachers strongly disagreed. The result means that cooperative instructional methods greatly improve learners' academic achievement in school.

Again, 17.74% of the teachers strongly agreed that structured instructional methods greatly improved learners' academic achievement in school, 30.65% of the teachers agreed, 1.61% of the teachers were neutral, 45.16% of the teachers disagreed while 4.83% of the teachers strongly disagreed. The result means that structured instructional methods greatly improves learners' academic achievement in school.

Besides, 59.6% of the teachers strongly agreed that discussion instructional methods greatly improved learners' academic achievement in school, 33.7% of the teachers agreed, 3.23% of the teachers disagreed while 3.23% of the teachers strongly disagreed. The result means that discussion instructional methods greatly improve learners' academic achievement in school.

Again, 62.90% of the teachers strongly agreed that lecture instructional methods greatly improved learners' academic achievement in school, 20.97% of the teachers agreed while 16.13% of the teachers strongly disagreed. The result means that lecture instructional methods greatly improve learners' academic achievement in school.

Also, 30.65 % of the teachers strongly agreed that traditional instructional methods greatly improved learners academic achievement in this school, 35.48% of the teachers agreed, 4.83% of the teachers were neutral, 12.90% of the teachers disagreed

while 16.13% of the teachers strongly disagreed. The result means that traditional instructional methods greatly improve learners' academic achievement in this school.

Further, 51.61% of the teachers strongly agreed that differentiated instructional methods greatly improves learners academic achievement in school, 30.65% of the teachers agreed, 8.06% of the teachers were neutral, 8.06% of the teachers disagreed while 1.61% of the teachers strongly disagreed. The result means that differentiated instructional methods greatly improve learners' academic achievement in school.

Table 4.14 Students Response on effects of classroom instructional methodologies on learners academic performance

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers' use of collaborative technique in lesson delivery improves students' academic performance	289(69.64%)	121(29.16%)	0(0.00%)	2(0.48%)	3(0.72%)
Teachers' use of cooperative technique in lesson delivery improves students' academic performance	187(45.06%)	211(50.84%)	4(0.96%)	3(0.72%)	10(2.41%)
Teachers' use of structured technique in lesson delivery improves students' academic performance	304(73.25%)	96(23.13%)	1(0.24%)	4(0.96%)	10(2.41%)
Teachers' use of discussion technique in lesson delivery improves students' academic performance	297(71.57%)	109(26.27%)	0(0.00%)	5(1.20%)	4(0.96%)
Teachers' use of lecture technique in lesson delivery improves students' academic performance	231(55.66%)	156(37.59%)	6(1.45%)	12(2.89%)	8(1.93%)
Traditional technique in lesson delivery improves students' academic performance	276(66.51%)	119(28.67%)	1(0.24%)	9(2.17%)	10(2.41%)

Source: Author's Construct, 2021.

Table 4.14 indicates that there is a significant relationship between the teachers response on the effects of classroom instructional methodologies on learners academic performance stated, to the responses of students on the same stated instructional methodologies since the statistical values from the students affirms that of the teachers with the only difference being the sample sizes.

The entire results and analysis in Tables 4.13 and 4.14 are in tandem with Baeten et al's. (2016) statement that teacher-centred instructional strategies include teacher talks commonly known as lecturing, class demonstrations, giving assignments and homework, memorising, and reviewing (Baeten et al., 2016). Discussion instructional strategies improve learners' academic achievement in the teaching and learning process. Also, lecture instructional strategy improves learners' academic achievement (Sakata, 2019).

Learner-centered instructional strategies which help to promote students' academic performance include collaborative learning, critical thinking and connecting information to previous knowledge which is referred to as interactive learning. Interactive instructional strategies impacts significantly on learners' academic performance as the learning process consist of facilitating the presentation of questions for small group work which is also known as inquiry-based learning, case-based learning, problem-based learning, discovery learning, and just-in-time teaching (Sakata, 2019).

Differentiated instruction which refers to a systematic approach to planning curriculum and instruction for academically diverse learners also affects students' academic achievement positively (Tomlinson & Eidson, 2003).

Akbari (2007) stated that learners in classrooms taught using cooperative, structured simplified instructional and traditional instructional learning approaches

achieved better academically. Structured simplified teaching method has also been proposed by many researchers as an effective method for teaching and learning to improve learner's performance (Singleton, 2009).

Table 4.15 Teachers response on how often heads carryout instructional supervision in this school

Instructional supervision	Frequency	Valid percentage (%)
Very often	13	20.96
Often	43	69.35
Rarely	5	8.06
Very rarely	0	0.00
Never	1	1.61
Total	62	100.00

Source: Author's Construct, 2021.

Table 4.15 showed that 20.96% of the teachers indicated that heads carried out instructional supervision very often, 69.35% of the teachers indicated that heads carried out instructional supervision often while 8.06% of the teachers indicated that heads carried out instructional supervision rarely. The result means that heads carry out instructional supervision often.

Table 4.16 Teachers Response on forms of instructional supervision

Instructional supervision	Frequency	Valid percentage (%)
Walk in during lessons	17	27.42
Reviewing teachers working scheme	11	17.74
Reviewing learners notes	10	16.13
Reviewing teachers/learners class attendance register	9	14.52
Reviewing teachers and learners school attendance	3	4.84
Watching the teacher during lessons	12	19.35
Any other please state	0	0.00
Total	62	100.00

Source: Author's Construct, 2021.

From Table 4.16, 27.42% of the teachers indicated that heads used walking in during lessons hours as the form of supervision in the school, 17.74% of the teachers indicated that heads used reviewing teachers working scheme as the form of supervision in the school, 16.13% of the teachers indicated that heads used reviewing learners' notes as the form of supervision in the school, 14.52 of the teachers indicated that heads used reviewing teachers or learners' class attendance register as the form of supervision in the school, 4.84% of the teachers indicated that heads used reviewing teachers and learners school attendance as the form of supervision in the school while 19.35% of the teachers indicated that heads used watching the teacher during lessons as the form of supervision in the school. The result implies that heads mostly used walking in during lessons hours as the form of supervision in the school.



Table 4.17 Teachers' Response on the influence of instructional supervision on learners' academic achievements

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Walk in during lessons by the heads ensures that teachers are always present in classes during lessons which improve learners achievement in exams	30(48.39%)	23(37.10%)	0(0.00%)	7(11.29%)	2(3.22%)
Reviewing teachers working schemes by heads ensures that they cover entire syllabus hence learners are able to gain all the needed information hence pass their exams	43(69.35%)	16(25.81%)	0(0.00%)	1(1.61%)	2(3.23%)
Reviewing learners notes enables heads to assess the quality of teaching and information they receive which enhances their ability to put in place measures that enhances teachers lesson delivery and eventually improved academic achievement of learners	14(22.58%)	10(16.13%)	1(1.61%)	14(22.58%)	23(37.10%)
Reviewing teacher/learner class attendance register enables the head to ensure all teachers and learners are present in class during lessons which improves learning and academic achievement among learners	19(30.65%)	24(38.71%)	0(0.00%)	9(14.52%)	10(16.13%)
Watching the teacher during lessons encourages teachers to use the most effective instructional methodologies which improves learning and academic achievement	9(14.52%)	7(11.29%)	4(6.45%)	14(22.58%)	28(45.16%)
Reviewing teachers and learners school attendance allows the heads to curtail absenteeism, hence ensuring that everyone is always in school and ready to teach and learn which improves learners academic achievement	6(9.68%)	10(16.13%)	0(0.00%)	26(41.94%)	20(32.26%)

Source: Author's Construct, 2021.

Table 4.17 showed that 48.39% of the teachers strongly agreed that walk in during lessons by the heads ensured that teachers were always present in classes during lessons which improved learners achievement in examinations, 37.10% of the teachers agreed, 11.29% of the teachers disagreed while 3.23% of the teachers strongly disagreed. The result means that walk in during lessons by the heads ensure that teachers are always present in classes during lessons which improve learner's achievement in examinations.

Also, 69.35% of the teachers strongly agreed that Reviewing teachers working schemes by heads ensures that they cover entire syllabus hence learners are able to gain all the needed information hence pass their exams, 25.81% of the teachers agreed, 1.61%)% of the teachers disagreed while 3.23% of the teachers strongly disagreed. The result means that walk in during lessons by the heads ensure that teachers are always present in classes during lessons which improve learners' achievement in examinations.

Again, 20.97% of the teachers strongly agreed that reviewing learners notes enabled heads to assess the quality of teaching and information they received which enhanced their ability to put in place measures that enhanced teachers lesson delivery and eventually improved academic achievement of learners, 17.74% of the teachers agreed, 1.61% were neutral, 22.58% of the teachers disagreed while 35.48% of the teachers strongly disagreed. The result means that reviewing learners notes enables heads to assess the quality of teaching and information they receive which enhances their ability to put in place measures that enhances teachers lesson delivery and eventual improved academic achievement of learners.

Besides, 30.65% of the teachers strongly agreed that reviewing teacher/learner class attendance register enabled the heads to ensure all teachers and learners were

present in class during lessons which improved learning and academic achievement among learners, 38.71% of the teachers agreed, 14.52% of the teachers disagreed while 16.13% of the teachers strongly disagreed. The result means that reviewing teacher/learner class attendance register enables the head to ensure all teachers and learners are present in class during lessons which improves learning and academic achievement among learners.

Again, 14.52% of the teachers strongly agreed that watching the teacher during lessons encouraged teachers to use the most effective instructional methodologies which improved learning and academic achievement, 11.29% of the teachers agreed, 6.45% were neutral, 22.58% of the teachers disagreed while 45.16% of the teachers strongly disagreed. The result means that watching the teacher during lessons encourages teachers to use the most effective instructional methodologies which improves learning and academic achievement.

Further, 9.68% of the teachers strongly agreed that reviewing teachers and learners school attendance allowed the heads to curtail absenteeism, hence ensuring that everyone was always in school and ready to teach and learn which improved learners academic achievement, 16.13% of the teachers agreed, 41.94% of the teachers disagreed while 32.26% of the teachers strongly disagreed. The result means that reviewing teachers and learners school attendance allows the heads to curtail absenteeism, hence ensuring that everyone is always in school and ready to teach and learn which improves learner's academic achievement.

Table 4.18 Students' Response on the effect of instructional supervision by heads of institution on learners' academic achievements in this school.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Head's intermittent visit during lesson delivery by teachers improves instruction to enhance students' performance	321(77.35%)	76(18.31%)	0(0.00%)	3(0.72%)	15(3.61%)
Head's appraisal of teachers scheme of work ensures completion of the syllabus to improve students' learning	119(28.67%)	236(56.87%)	6(1.45%)	32(7.71%)	22(5.30%)
Head's assessment of teaching and learning through teachers' appraisal of students' improves lesson delivery to improve students' academic performance	232(55.90%)	107(25.78%)	7(1.69%)	34(8.19%)	35(8.43%)
Head's monitoring teachers and students' class attendance ensures punctuality and regularity at class to improve teaching and learning	138(33.25%)	145(34.94%)	8(1.93%)	76(18.31%)	48(11.57%)
Head's presence during lesson delivery by teachers ensures the effectiveness of teaching methods used	314(75.66%)	67(16.14%)	0(0.00%)	18(4.34%)	16(3.86%)

Source: Author's Construct, 2021.

Table 4.18 indicated that there is a significant relationship between the teachers response on the effects of classroom instructional supervision on learners academic performance as stated in Table 4.18, to the responses of students on the same stated instructional supervision since the statistical values from the students confirms the findings from the teachers.

The entire results and analysis in Tables 4.17 and Table 4.18 are in line with Fischer's (2011) assertion that for effective classroom management to exist within secondary schools, heads must ensure that they carry out their supervisory roles effectively. Record keeping, that is, writing notes and doing various exercises in the classroom is an important component in learning. Teachers are required to make and retain records including schemes of work, lesson plan, records of work, mark book, progress record book and attendant register.

Supervisory role such as lesson observation (walk in during lessons) enable teachers to be punctual and regular to school to ensure effective lesson delivery to promote learners' achievement. Looking through teachers' scheme of work, lesson plans and lesson notes enable teachers to make sure that the school syllabus is covered appropriately and exercise and assignments are marked. (Balunywa, 2010). Balunywa (2010) affirms that Instruction supervision in that context promotes effective performance in schools because it does not only examine roles to be accomplished or who executes them, but also seeks to include greater reinforcement characteristics like appreciation and recognition, conditions of service and morale building, coercion and remuneration.

Balunywa (2010) indicated that most secondary school administrators have little or nothing in their background to prepare them as instructional supervisors. Therefore, if a condition is stated for the assumption of work done or teaching and learning to have taken place then the reference point should conclusively be learners' exercise books and teachers' lesson notes that reflect the work load to be covered in class. The review of learners' exercise books enables heads to assess the quality of teaching and information learners receive which enhances their ability to put in place measures that enhances

teachers' lesson delivery and eventual improved academic achievement of learners. Heads supervisory role of reviewing teachers and learners' class attendance register enables heads to ensure all teachers and learners are present in class and to curtail absenteeism, during lessons delivery to promote teaching and learning to improve academic achievement among learners.

Table 4.19 Teachers Response on influence of supportive responses on learners' academic performance

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Praising learners for good performance improves learners achievement in this school	26(41.94%)	18(29.03%)	9(14.52%)	7(11.29%)	2(3.22%)
Positive interaction between teachers and learners improves learners achievement in this school	14(22.58%)	32(51.61%)	1(1.61%)	8(12.90%)	7(11.29%)
Caring for learners by teachers improves learners achievement in this school	5(8.06%)	6(9.68%)	7(11.29%)	1(1.61%)	0(0.00%)
Rewarding good behaviours in class greatly improves learners achievement in this school	37(59.68%)	13(20.97%)	0(0.00%)	4(6.45%)	6(9.68%)
Constructive evaluation improves learners achievement in this school	0(0.00%)	0(0.00%)	15(24.91%)	31(50.00%)	16(25.81%)
Accurate assessment improves learners achievement in this school	41(66.13%)	21(33.97%)	0(0.00%)	0(0.00%)	0(0.00%)

Source: Author's Construct, 2021.

Table 4.19 showed that 41.94% of the teachers strongly agreed that praising learners for good performance improved learners achievement in the school, 29.03% of the teachers agreed, 14.52% were neutral, 11.29% of the teachers disagreed while 3.22% of the teachers strongly disagreed. The result means that praising learners for good performance improves learners' achievement in this school.

Also, 22.58% of the teachers strongly agreed that positive interaction between teachers and learners improved learners achievement in the school , 51.61% of the teachers agreed, 1.61% were neutral, 12.90% of the teachers disagreed while 11.29% of the teachers strongly disagreed. The result means that positive interaction between teachers and learners improves learners' achievement in this school.

Again, 8.06% of the teachers strongly agreed that caring for learners by teachers improved learners achievement in the school, 9.68% of the teachers agreed, 11.29% were neutral while 1.61% of the teachers disagreed. The result means that caring for learners by teachers improves learners' achievement in this school.

Besides, 59.68% of the teachers strongly agreed that rewarding good behaviours in class greatly improved learners achievement in the school, 20.97% of the teachers agreed, 14.52% 6.45% of the teachers disagreed while 9.68% of the teachers strongly disagreed. The result means that rewarding good behaviours in class greatly improve learners' achievement in the school.

Again, 24.91% of the teachers were neutral, 50.00% of the teachers disagreed while 25.81% of the teachers strongly disagreed. The result means that constructive evaluation improves learners' achievement in the school.

Also, 66.13% of the teachers strongly agreed that accurate assessment improved learners achievement in the school while 33.97% of the teachers agreed. The result means that accurate assessment improves learners' achievement in the school.

Table 4.20 Students Response on influence of supportive responses on learners' academic performance

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers rewarding students' good performance in class improves students' performance	266(54.46%)	132(31.1%)	9(2.17%)	3(0.72%)	5(1.20%)
Cordial interpersonal relationship between teachers and students improves students learning	112((26.99%)	302(72.77%)	1(0.24%)	0(0.00%)	0(0.00%)
Teachers having the welfare of students at heart improves students learning	171(41.20%)	217(52.29%)	7(1.69%)	5(1.20%)	15(3.61%)
Teachers' praising students who behaves in class enhance students' participation in class	293(70.60%)	111(26.75%)	1(0.24%)	4(0.96%)	6(1.45%)
Teachers' use of proper assessment systems improves students' achievement	5(1.20%)	2(0.48%)	102(24.58%)	167(40.24%)	139(33.49%)

Source: Author's Construct, 2021.

Table 4.20 indicated that there is a significant relationship between the teacher's response on the influence of supportive response on learners' academic achievement and the responses from the students on the same statements in the two tables since the statistical values from the students confirms the findings from the teachers.

The entire results and analysis in Tables 4.19 and Table 4.20 are in consonance with Croninger and Lee's (2001) assertion that the degree of teacher caring and interaction with students reported by both parents and teachers has a significant impact on performance. In support, Weiss and Pasley (2005) suggests that a growing body of

research suggests that strong student-teacher relationship, characterized by caring and high expectations for students' success, may be promotive of universal benefits, such as academic achievement and progress in students. Effective feedback helps learners to know how to move forward with their learning by focusing on what needs to be done to improve and specific details about how to improve (Lee, 2006; Burnett 2003). Black and William (2009) observe that research classroom assessments that provide accurate, descriptive feedback to learners and involve them in the assessment process and rewarding good behaviour can improve learning. Learners' who receive positive support are more likely to engage in learning activities and initiate positive with the teacher interactions than those who receive negative support.



4.21 What are the effects of classroom management practices on level of academic performance in Senior High schools in the Kumasi Metropolis?

Table 4.21: Effect of classroom management practices on level of academic performance in Senior High schools in the Kumasi Metropolis

Research Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
More students are promoted to the next level due to improved performance	36(58.06%)	23(37.10%)	0(0.00%)	2(3.23%)	1(1.61%)
Student participation in class discussion have improved	48(77.42%)	10(16.13%)	0(0.00%)	4(6.45%)	0(0.00%)
Students play active role in class	26(41.94%)	18(29.03%)	9(14.52%)	7(11.29%)	2(3.22%)
Improved head teacher-teacher relationship to enhance student's achievement	14(22.58%)	32(51.61%)	1(1.61%)	8(12.90%)	7(11.29%)
Improved students' WASSCE results massively	43(69.35%)	16(25.81%)	0(0.00%)	1(1.61%)	2(3.23%)
Inspired teachers to improve on their instructional competence to improve students' achievement	28(45.16%)	19(30.65%)	1(1.61%)	11(17.74%)	3(4.83%)
Improved teachers morale and discipline to enhance students' achievement	37(59.6%)	21(33.7%)	0(0.00%)	2(3.23%)	2(3.23%)
Motivated students to learn hard to improve academic performance	39(62.90%)	13(20.97%)	0(0.00%)	0(0.00%)	10(16.13%)

Source: Author's Construct, 2021.

Table 4.21 shows that 58.06% of the respondents strongly agreed that students' academic performance were improved as a result of the use of good classroom management practices which enabled more students to be promoted to the next level, 37.01% of the respondents agreed, 3.23% of the respondents disagreed while 1.61% of the respondents strongly disagreed. The result means that students' academic

performance is improved as a result of the use of good classroom management practices which enables more students to be promoted to the next level.

Again, 77.42% of the respondents strongly agreed that students' academic performance were improved as a result of the use of good classroom management practices which enabled student's participation in class discussion to be improved, 16.13% of the respondents agreed while 6.45% of the respondents disagreed. The result means that students' academic performance is improved as a result of the use of good classroom management practices which enables student participation in class discussion to improve.

Also, 41.94% of the respondents strongly agreed that students' academic performance were improved as a result of the use of good classroom management practices which enabled students to play active role in class, 29.03% of the respondents agreed, 14.52% of the respondents were neutral, 11.29% of the respondents disagreed while 3.22% of the respondents strongly disagreed. The result means that students' academic performance is improved as a result of the use of good classroom management practices which enables students to play active role in class.

Further, 22.58% of the respondents strongly agreed that students' academic performance were improved as a result of the use of good classroom management practices which enabled improved head teacher- teacher relationship to enhance student's achievement, 51.61% of the respondents agreed, 1.61% of the respondents were neutral, 12.90% of the respondents disagreed while 11.29% of the respondents strongly disagreed. The result means that students' academic performance is improved as a result of the use

of good classroom management practices which helps to improve head teacher- teacher relationship.

Also, 69.35% of the respondents strongly agreed that students' academic performance were improved as a result of the use of good classroom management practices which helped to improve students' WASSCE results massively, 25.81% of the respondents agreed, 1.61% of the respondents disagreed while 3.23% of the respondents strongly disagreed. The result means that students' academic performance is improved as a result of the use of good classroom management practices which helps to improve students' WASSCE results massively.

Moreover, 45.16% of the respondents strongly agreed that students' academic performance were improved as a result of the use of good classroom management practices which inspired teachers to improve on their instructional competence to improve students' achievement, 30.65% of the respondents agreed, 1.61% of the respondents were neutral, 17.74% of the respondents disagreed while 4.83% of the respondents strongly disagreed. The result means that students' academic performance is improved as a result of the use of good classroom management practices which helps to inspire teachers to improve on their instructional competence.

Again, 59.6% of the respondents strongly agreed that students' academic performance were improved as a result of the use of good classroom management practices which helped to improve teachers morale and discipline to enhance students' achievement, 33.7% of the respondents agreed, 3.23% of the respondents disagreed while 3.23% of the respondents strongly disagreed. The result means that students' academic

performance is improved as a result of the use of good classroom management practices which helps to improve teachers' morale and discipline.

Also, 62.90% of the respondents strongly agreed that students' academic performance were improved as a result of the use of good classroom management practices which helped to motivate students to learn hard to improve academic performance, 20.97% of the respondents agreed while 16.13% of the respondents strongly disagreed. The result means that students' academic performance is improved as a result of the use of good classroom management practices which helped to motivate students to learn hard to improve academic performance.

The entire result in Table 4.21 are in line with Croninger and Lee's (2001), Ficsher (2011), Baeten et al. (2016) and Emmer and Stough's (2011) that in an organization such as a school, the importance of classroom management practices on the academic performance of students cannot be overemphasized. According to the authors classroom management practices affects students' academic performances in various ways including promotion of students, active participation in class activities, improvement in student's examination results and improved learning capabilities of students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summary of the findings of the study, conclusion based on the findings, recommendations made base on the research findings and suggestion for further study.

5.1 Summary

The purpose of the study was to examine the effect of classroom management practices on academic performance in selected Senior High schools in the Kumasi Metropolis of the Ashanti Region. The objectives of the study were to examine the effect of classroom discipline management on academic performance in Senior High Schools in the Kumasi Metropolis, determine the effect of classroom instructional methodologies on academic performance in Senior High Schools in the Kumasi Metropolis, examine how instructional supervision affects academic performance in Senior High Schools in the Kumasi Metropolis and to examine the influence of supportive responses on academic performance in Senior High Schools in the Kumasi Metropolis.

The descriptive survey design was employed using the quantitative approach for the study. The target population for this study comprised 350 teachers and 4890 students of `selected public senior high schools in the Kumasi metropolis. The lottery type of the simple random sampling was used to select 88 teachers and 489 students making a total of 577 for the study. The researcher used a sample size of 577 respondents for the study.

Closed and opened ended questionnaire was used to collect data for the study.

The reliability test yielded Cronbach Alpha of 0.80 which shows that the instrument was reliable. Data were analysed using descriptive and inferential statistics such as frequencies, percentages, mean and standard deviation and the results presented in tables.

5.2 Key Findings

On the effect of classroom management on academic performance, the study revealed that using different instructional methods during lessons aid in enhancing learning and academic achievement of learners, removing learners who interrupt lesson or those who are hyperactive and making them stand outside the class improves silence and learning which translates into better academic achievement, capping of learners greatly improves their commitment in class which improves their academic achievement, suspending deviant learners improves learners academic achievement by eliminating sources of lesson distraction for other learners, appointing a prefect helps in controlling deviant behaviours in case of teachers absence increases notes revision among learners which eventually improves their academic achievement, and ensuring that deviant learners do not sit in the same place in class eliminates avenues of interruption, improving their concentration and participation during lessons hence improving their achievement

On the effect of classroom instructional methodologies on academic performance, the study revealed that interactive instructional methods greatly improves learners academic achievement in this school, cooperative instructional methods greatly improves learners academic achievement in this school, structured instructional methods greatly improves learners academic achievement in this school, discussion instructional methods greatly improves learners academic achievement in this school, lecture instructional

methods greatly improves learners academic achievement in this school, traditional instructional methods greatly improves learners academic achievement in this school and that differentiated instructional methods greatly improves learners academic achievement in this school.

On how instructional supervision affect academic performance, the study revealed that walk in during lessons by the heads ensures that teachers are always present in classes during lessons which improve learners achievement in exams, reviewing teachers working schemes by heads ensures that they cover entire syllabus hence learners are able to gain all the needed information hence pass their exams, reviewing learners notes enables heads to assess the quality of teaching and information they receive which enhances their ability to put in place measures that enhances teachers lesson delivery and eventually improved academic achievement of learners, reviewing teacher/learner class attendance register enables the heads to ensure all teachers and learners are present in class during lessons which improves learning and academic achievement among learners, watching the teacher during lessons encourages teachers to use the most effective instructional methodologies which improves learning and academic achievement and that reviewing teachers and learners school attendance allows the heads to curtail absenteeism, hence ensuring that everyone is always in school and ready to teach and learn which improves learners academic achievement.

On the influence of supportive response on academic performance, the study revealed that praising learners for good performance improves learners achievement in this school, positive interaction between teachers and learners improves learners achievement in this school, caring for learners by teachers improves learners achievement

in this school, rewarding good behaviours in class greatly improves learners achievement in this school, constructive evaluation improves learners achievement in this school and that accurate assessment improves learners achievement in this school.

On the effect of the various classroom management practices on the level of academic performance, the study revealed that more students were promoted to the next level due to improved performance, student participation in class discussion improved, students played active role in class, improved head teacher- teacher relationship to enhance student's achievement, improved students' WASSCE results massively, inspired teachers to improve on their instructional competence to improve students' achievement, improved teachers morale and discipline to enhance students' achievement and motivated students to learn hard to improve academic performance.

5.3 Conclusions

It is concluded that classroom management has great effect on academic performance. Notable among them were that using different instructional methods during lessons aid in enhancing learning and academic achievement of learners, removing learners who interrupt lesson or those who are hyperactive and making them stand outside the class improves silence and learning which translates into better academic achievement and canning of learners greatly improves their commitment in class which improves their academic achievement. This is encouraging in the teaching and learning process.

It is also concluded that classroom instructional methodologies has effects on academic performance which include the fact that interactive instructional methods greatly improves learners academic achievement, cooperative instructional methods

greatly improves learners academic achievement and that structured instructional methods greatly improves learners academic achievement in the school. This would facilitate easy understanding by students during instruction to improve performance as revealed.

It is also concluded that instructional supervision affect academic performance in various ways. These walk in during lessons by the heads which ensures that teachers are always present in classes during lessons which improve learners achievement in exams, reviewing teachers working schemes by heads which ensures that they cover entire syllabus hence learners are able to gain all the needed information hence pass their exams and reviewing learners notes which enables heads to assess the quality of teaching and information they receive which enhances their ability to put in place measures that enhances teachers lesson delivery and eventually improved academic achievement of learners. These instructional supervisory practices would really improve teaching and learning.

It is again concluded that supportive responses has influence on academic performance including praising learners for good performance caring for learners by teachers, rewarding good behaviours in class, constructive evaluation and accurate assessment. These would help to improve learners' academic achievement in the instructional process. Also these classroom management practices impacted positively on students' academic performance and that of the school.

5.4 Recommendations

It is recommended based on the findings that;

1. The Kumasi Metropolitan Directorate of Education should ensure the sustenance of the classroom management practices that promote teaching and learning to improve learners' academic performance.
2. The Kumasi metropolitan Directorate of Education through the Heads of various senior high schools in the metropolis should ensure the use of classroom instructional methodologies that promote instruction as revealed by the study during lesson delivery. Therefore, Heads should provide teachers with regular in-service training to ensure that they well equipped with current pedagogical skills.
3. The ministry of Education should organize training workshop on professional development and capacity building to upgrade their skills on instructional supervision.
4. The Kumasi Metropolitan Directorate of Education should encourage heads of senior high schools to provide prompt supportive feedback as it plays a crucial role in encouraging learner's academic achievement.

5.5 Suggestion for Further Study

The study was conducted to examine the effect of classroom management practices on academic performance in selected Senior High schools in the Kumasi Metropolis of the Ashanti Region. Therefore, similar study should be conducted senior high schools in the remaining municipals and district of the Ashanti Region to confirm or refute the findings of the study.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS

This questionnaire is aimed at collecting data on the effect of classroom management practices on academic performance in Ghana. The data will be used for academic purpose only and will be treated with strict confidence. You are humbly requested to participate in the research study by providing answers to the items in the sections as indicated.

General Instruction: Please tick (✓) against your most appropriate answer and fill the spaces provided.

Demographic Information

1. What is your gender?

Male []

Female []

2. What is your age?

Below 24 []

25-30 []

30-40 []

40-50 []

Above 50 []

3. What is the highest academic qualification you have ever attained?

Diploma []

Degree []

MSc/MPhil []

PhD []

4. How long have you worked as a teacher?

Less than a year []

2-4 years []

5-7 years []

over 8 years []



SECTION ONE:

Effect of Classroom Discipline Management Practices and Learners' Academic Performance in Public Secondary School

5. What is the main classroom discipline management commonly employed by teachers in this school?

Suspension []

Canning []

Standing outside during lessons []

Separating deviant learners in class []

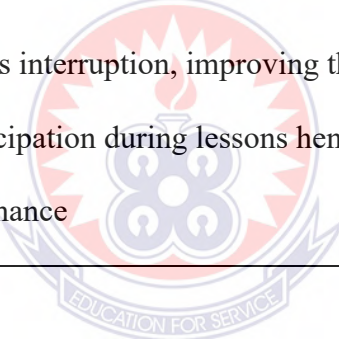
Employing different instructional methods []

Any other please state

6. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD) based on your views on the effects of classroom management practices by teachers in relation to learners' academic performance in this school.

Research Item	SA	A	N	D	SD
Using different instructional methodologies during lessons aid in enhancing learning and academic performance of learners					
Removing learners who interrupt lesson or those who are hyperactive and making them stand outside the class improves silence and learning which translates into better academic performance					

<p>Canning of learners greatly improves their commitment in class which improves their academic performance</p>					
<p>Suspending deviant learners improves learners academic performance by eliminating sources of lesson distraction for other learners</p>					
<p>Appointing a prefect helps in controlling deviant behaviours in teachers absence by increasing notes revision among learners which eventually improves their academic performance</p>					
<p>Ensuring that deviant learners do not sit in the same place in class eliminates avenues interruption, improving their concentration and participation during lessons hence improving their performance</p>					



SECTION TWO:

Effect of Classroom Instruction and Learners' Academic Performance in Public

Secondary School

7. Which of the following is the most used classroom instructional method by teachers in this school?

a. Traditional instructional methods []

b. Lecture instructional methods []

c. Discussion instructional methods []

d. Differentiated instructional methods []

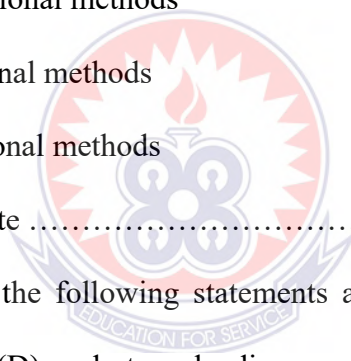
e. Cooperative instructional methods []

f. Structured instructional methods []

g. Interactive instructional methods []

h. Any other please note

8. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD) based on your views on the influence of instructional methods by teachers on learners achievement in this school.



Research Item	SA	A	N	D	SD
Interactive instructional methods greatly improves learners academic achievement in this school					
Cooperative instructional methods greatly improves learners academic achievement in this school					
Structured instructional methods greatly improves learners academic achievement in this school					
Discussion instructional methods greatly improves learners academic achievement in this school					
Lecture instructional methods greatly improves learners academic achievement in this school					
Traditional instructional methods greatly improves learners academic achievement in this school					
Differentiated instructional methods greatly improves learners academic achievement in this school					

SECTION THREE:

Instructional Supervision and Learners' Academic Performance in Public Secondary School

9. How often do heads carryout instructional supervision in this school?

Very often []

Often []

Rarely []

Very rarely []

Never []

10. If instructional supervision is normally carried out, which is the main form of instructional supervision normally used?

a. Walk in during lessons []

b. Reviewing teachers working schemes []

c. Reviewing learners notes []

d. Reviewing teacher/learner class attendance register []

e. Reviewing teachers and learners school attendance []

f. Watching the teacher during lessons []

g. Any other please state

11. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD) based on your views on the influence of instructional supervision by heads on learners achievement in this school.

Research Item	SA	A	N	D	SD
Walk in during lessons by the heads ensures that teachers are always present in classes during lessons which improve learners' achievement in exams					
Reviewing teachers working schemes by heads ensures that they cover entire syllabus hence learners are able to gain all the needed information, hence pass their exams					
Reviewing learners notes enables heads to assess the quality of teaching and information they receive which enhances their ability to put in place measures that enhances teachers lesson delivery and eventual improved academic achievement of learners					
Reviewing learners class attendance register enables the head to ensure all teachers and learners are present in class during lessons which improves learning and academic achievement.					
Watching the teacher during lessons encourages teachers to use the most effective instructional methodologies which improves learning and academic achievement					
Reviewing teachers and learners school attendance allows the heads to curtail absenteeism, hence ensuring that everyone is always in school and ready to teach and learn which improves learners academic achievement					

SECTION FOUR:**Supportive Responses and Learners' Academic Performance in Public Secondary School**

13. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD) based on your views on the influence of supportive responses by teachers on learners academic performance in this school.

Research Item	SA	A	N	D	SD
Praising learners for good performance improves learners achievement in this school					
Positive interaction between teachers and learners improves learners achievement in this school					
Caring for learners by teachers improves learners achievement in this school					
Rewarding good behaviours in class greatly improves learners achievement in this school					
Constructive evaluation improves learners achievement in this school					
Accurate assessment improves learners achievement in this school					

SECTION FIVE:

Effect of classroom management practices on level of academic performance in Senior High schools in the Kumasi Metropolis

14. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD) based on your views on the effect of classroom management practices on the level of academic performance in selected Senior High schools

	Research Item	SA	A	D	SD
1.	More students are promoted to the next level due to improved performance				
2.	Student participation in class discussion have improved				
3.	Students play active role in class				
4.	Improved head teacher- teacher relationship to enhance student's achievement				
5.	Improved students' WASSCE results massively				
6.	Inspired teachers to improve on their instructional competence to improve students' achievement				
7.	Improved teachers morale and discipline to enhance students' achievement				
8.	Motivated students to learn hard to improve academic performance				

THANK YOU.

GOD BLESS YOU FOR YOUR TIME

APPENDIX II

QUESTIONNAIRE FOR STUDENTS

This questionnaire is aimed at collecting data on the effect of classroom management practices on academic performance in public secondary schools in Ghana. The data will be used for academic purpose only and will be treated with strict confidence. You are humbly requested to participate in the research study by providing answers to the items in the sections as indicated below.

General Instruction: Please tick against your most appropriate answer and fill the spaces provided.

Demographic Information

1. What is your gender?

Male []

Female []

2. What is your class?

Form one []

Form two []

Form three []

3. How can you rate your academic achievement?

Above average []

Average []

Good []

Poor []

Very poor []



SECTION ONE:**Effect of Classroom Discipline Management and Learners' Academic Performance in Public Secondary School**

4. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD) based on your views on the effects of classroom discipline management by teachers in relation to learners' academic performance in this school.

Research Item	SA	A	N	D	SD
Teachers use of variety of instructional techniques during lessons enhances students learning					
Teachers; disciplining students who create disturbances during lesson delivery improves students' learning					
Teachers' punishing students who misbehaves improves commitment in class					
Teachers disciplining students' who are deviants improves students' attention in lesson delivery					
Teachers' controlling deviant students with the presence of class prefects increase commitment to learn in the teachers' absence					

SECTION TWO:

**Effect of Classroom Instruction and Learners' Academic Performance in Public
Secondary School**

5. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD) based on your views on the influence of instructional methods by teachers on learners achievement in this school.

Research Item	SA	A	N	D	SD
Teachers' use of collaborative technique in lesson delivery improves students' academic performance					
Teachers' use of cooperative technique in lesson delivery improves students' academic performance					
Teachers' use of structured technique in lesson delivery improves students' academic performance					
Teachers' use of discussion technique in lesson delivery improves students' academic performance					
Teachers' use of lecture technique in lesson delivery improves students' academic performance					
Traditional technique in lesson delivery improves students' academic performance					

SECTION THREE:**Instructional Supervision and Learners' Academic Performance in Public Secondary School**

10. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD) based on your views on the influence of instructional supervision by heads on learners achievement in this school.

Research Item	SA	A	N	D	SD
Head's intermittent visit during lesson delivery by teachers improves instruction to enhance students' performance					
Head's appraisal of teachers scheme of work ensures completion of the syllabus to improve students' learning					
Head's assessment of teaching and learning through teachers' appraisal of students' improves lesson delivery to improve students' academic performance					
Head's monitoring teachers and students' class attendance Ensures punctuality and regularity at class to improve teaching and learning					
Head's presence during lesson delivery by teachers ensures the effectiveness of teaching methods used					

SECTION FOUR:**Supportive Responses and Learners' Academic Performance in Public Secondary School**

12. Kindly respond to the following statements as strongly agree (SA), agree (A), neutral (N), disagree (D) and strongly disagree (SD) based on your views on the influence of supportive responses by teachers on learners academic performance in this school.

Research Item	SA	A	N	D	SD
Teachers rewarding students' good performance in class improves students' performance					
Cordial interpersonal relationship between teachers and students improves students learning					
Teachers having the welfare of students at heart improves students learning					
Teachers' praising students who behaves in class enhance students' participation in class					
Teachers' use of proper assessment systems improves students' achievement					

THANK YOU.

GOD BLESS YOU FOR YOUR TIME