Classroom Management Strategies and Academic Performance of Junior High School Students

Maxwell Kontor Owusu
Department of Education, Agogo Presbyterian Women's College of Education, Agogo, Ghana
E-mail: mkowusu108@gmail.com

Bakari Yusuf Dramanu
Department of Education and Psychology, University of Cape Coast, Cape Coast, Ghana
E-mail: bdramanu@ucc.edu.gh

Mark Owusu Amponsah
Department of Education and Psychology, University of Cape Coast, Cape Coast, Ghana
E-mail: mamponsah@ucc.edu.gh

Abstract: The study examined the influence of classroom management strategies of Junior High School teachers on the academic performance of students in the Ashanti Akim North District. The descriptive survey design was used for the study. One hypothesis and two research questions were developed to guide the study. Multistage sampling technique was used to select 48 teachers and 297 year two students to respond to the Behaviour and Instructional Management Scale (BIMS). Test scores in English Language, Integrated Science, Mathematics and Social Studies were used to measure students' academic performance. The statistical tools used to analyse the data collected were means, standard deviation, Pearson's Product Moment Correlation Coefficient (PPMCC) and Multiple Regression. The findings revealed that both students and teachers identified good relationship and reinforcement as the mostly used classroom management strategies. It was found that a significant positive relationship existed between reinforcement and antecedent as classroom management schemes and students' academic performance. However, good relationship and punishment as classroom management strategies did not have a positive relationship with the academic performance of students. It is recommended that teachers should use reinforcement and antecedent strategies frequently in their classrooms since they play a dual role of managing behaviour and predicting the academic performance of students. Good relationship as a classroom management strategy should be cautiously used because it could potentially be misinterpreted or abused and can lead to low academic performance. Using punishment as a classroom management strategy should be avoided as its use hinders academic performance of students.

Index Terms: Classroom management strategies; approaches; academic performance; students

1. Introduction

It is every teacher's wish to help students to benefit from their teaching, a task which requires a lot of effort and varied strategies in managing students' behaviour in the classrooms. It is imperative that classroom administration mechanisms take on an essential portion in promoting students' learning, which encompasses the exercise to constitute and lead classes to realize specific objectives [1]. In order to achieve these objectives, every teacher has an obligation to preserve a positive learning atmosphere in the classroom, which is done through strategies he or she adopts. According to [2] there are five traits of an effective classroom, which are; security, open communication, collective enjoying, mutual objectives and connectedness. In the opinion of [3, 4] effective teaching and learning for effective performance can only take place in a serene and well managed classroom.

Classroom management dynamics within this paper refer to the range of techniques and skills that teachers employ to keep students in organised, orderly, attentive, concentrated and academically fruitful classrooms. This study focused on only four classroom management strategies namely; reinforcement, punishment, antecedent and good relationship. Reinforcement in this paper refers to the use of praises, gifts and words of encouragement to promote the occurrence of acceptable classroom behaviours. Punishment on the other hand is the presentation of painful stimuli to the students in order to prevent them from exhibiting undesired classroom behaviours. Good relationship as used in this paper involves

teachers relating with students in order to make them feel comfortable in the classroom. Lastly antecedent as a strategy refers to the use of classroom rules, prompts and cues to emphasize appropriate behaviours in the classroom.

Poorly managed classrooms are frequently pigeon-holed by disorderly behaviours for instance sleeping in class, coming to class late, noise making, eating, notes miscopying, calling of epithets, physical or verbal threat to their fellow students or towards a teacher [5]. Such troublesome behaviours according to [5] disorganise learning processes and impede students' academic performance. [6] suggested that teachers should aptly deal with such distractive behaviours in the classroom through active classroom management so that effective learning can go on.

[27] utilised the qualitative approach to research to explore teachers' views on classroom management and its significance in teaching. Interactions with the teachers, classroom observations and the field notes depicted that the teachers held the notion of dignity and the belief that the needs of students' ought to be prioritized. Likewise, the significant outcome of the research for us is that characteristics of their philosophies and approaches to classroom management had transformed or evolved since they commenced teaching. Two explanations were offered by the participants for this change; gaining knowledge or acquiring experiences by way of professional development.

Effective and efficient teaching and learning depend massively on proper classroom management [3]. Most schools especially in deprived communities in Ghana, teachers as classroom managers are not adequately equipped with the necessary resources and pragmatic strategies in the delivery of their duties [28]. As a result, most classrooms are not well managed to facilitate effective teaching and learning. [29] indicated how crucial classroom management which is an imperative feature of the educational system was declining in most schools. They observed that various stakeholders in the educational system showed little or no interest in ensuring adequate and proper management of the classroom. They explained that such attitudes have the potential of affecting learners' conduct and hence performance.

Research findings have unremittingly made known that the ability of the teacher to manage classroom and organise instruction is a key to accomplishment within the teaching profession [10, 30, 31]. A meta-analysis of the previous five decades on school research acknowledged classroom management as the utmost significant element, influencing student learning [32]. Classroom management, as it has been argued continues to be one of the top three challenges confronting public schools [33] It has been classified second only to finance as the principal challenge in schools [33, 34]. [35] argued that it is conceivably the most challenging feature of teaching for a lot of teachers, and undeniably causes many difficulties to teachers.

Government Policies from the last two decades including the free Compulsory Universal Basic Education (fCUBE) programme, School Feeding Programme, free uniform and sandals among others were intended to provide free and available basic education to Ghanaians. These policies according to [36], have resulted in the growing enrolment incidences particularly at the basic level. They are also accompanied with the encumbrance of managing large class sizes. [37] stated that managing large class sizes lowers the overall educational attainment, especially academic performance of students.

Classroom Management (CM) is a vital component of successful and effective instruction. Productive classroom management, which includes well-organised and efficient lesson planning, aids a teacher to teach and pupils to learn [38]. [38] additionally indicated that students' performance is enhanced within an expectant classroom and within an environment within which they are secured, safe and involved. [39] stated that quality gap in terms of educational performance outcomes persisted in Ghanaian basic schools and seemed to be deteriorating year after year. [40] also demonstrated that performances of basic school students in Ghana which included students in the Ashanti Akim North District consistently fell below the least national average of 46.93 generating series of questions that require urgent attention. Most studies in Ghana have not yet addressed the issue of classroom management strategies and their influence on academic performance of students, particularly at basic levels. For instance, [3] looked at how classroom management aided effective teaching and learning. [28] considered how teachers were equipped with the necessary resources to teach effectively. And many others also considered other areas of classroom management. For example, [37, 41]. But all these studies did not specifically relate the issue of academic performance of students to the classroom management strategies adopted by teachers. This study is therefore, intended to fill this lacuna.

A. Research Objectives

The study examined the influence of classroom management strategies of Junior High School (JHS) teachers on the academic performance of students in the Ashanti Akim North District. Specifically the study examined the;

1. classroom management approaches mostly used by Public Junior High School teachers within the Ashanti Akim North District.
2. extent to which classroom management strategies (Reinforcement, Antecedent, Good relationship and Punishment) predicted the academic performance of Public Junior High School students in the Ashanti Akim North District.
3. nexus between classroom management strategies used by teachers in Public Junior High Schools and academic performance of students in the Ashanti Akim North District.

B. Research Questions

1. What classroom management strategies are mostly used by Public Junior High School teachers in the Ashanti Akim North District?
2. To what extent do classroom management strategies (Reinforcement, Antecedent, Good relationship and Punishment) predict the academic performance of Public Junior High School students in the Ashanti Akim North District?

C. Hypothesis

H_O: There is no statistically significant relationship between classroom management approaches employed by Public Junior High School teachers and academic performance of students in the Ashanti Akim North District.

H_1: There is a statistically significant relationship between classroom management approaches employed by Public Junior High School teachers and academic performance of students in the Ashanti Akim North District.

2. Literature Review

Researchers such as [7] mentioned in their study that students' learning depend to a great degree on the capability of the teacher to appropriately manage classroom. Deducetion may be made d that a teacher's capacity to effectually manage classroom for learning is a key measure of a teacher's superiority. In a previous study by [8] it was acknowledged that, what makes the teaching profession a principally arduous endeavour is the necessity to monitor the entire range of concerns that ought to be considered, if pupils' concentration, receptivity and the appositeness of the learning experiences are to be preserved.

[10] argued that for learning to be effective, teachers must take actions that are intended to construct a reassuring environment. They described five kinds of measures that teachers need to take in order to accomplish a high quality classroom management, as:

1. building supportive and caring relationships amongst and with students. The significance of developing desirable teacher-student relationships is similarly articulated by [11].
2. organising and executing instruction in a manner that boost students' access to learning.
3. boosting students' participation in academic tasks, something which can be accomplished by group management methods (e.g., by formulating rules and classroom techniques).
4. promoting the improvement of social skills and self-control of students. [11] termed this as making students take charge of their behaviour.
5. employing applicable measures to help students deal with behaviour challenges. (p.180)

The last two measures suggested by [10] indicated that functional classroom management modifies student conduct or behaviour. Consequently, classroom management is a continuing collaboration between students and their teachers. [12] defined classroom management as actions undertaken to produce and preserve a learning atmosphere favourable to fruitful instruction (organising the physical space, formulating rules and processes of engagement, sustaining students' concentration on lessons and participation in activities in the class) (p.42). Both conceptualisations accentuate the prominence of activities undertaken by a teacher to expedite students' learning.

Certain systems-level mediations for instance School-Wide Positive Behavioural Interventions and Supports are acknowledged to be functional in lessening the rate of office referrals and school suspensions suffered by students [13]. Nevertheless, [14] argued that a crucial feature of any principal enhancement of school systems and in the education of students' is altering teachers' behaviour. Likewise, [15] recommended refining the "professional functioning" (p.881) of teachers and other experts in an attempt to avert and more efficiently respond to behavioural problems.

The undesirable costs of teachers adopting unproductive classroom management approaches are not restricted only to students. In an investigation by [16] workload and student misconduct were the two principal predictors of teacher stress. More so, [17] discovered that several dimensions of student classroom behaviour (e.g., impudence, lack of sociability on the students' part, and lack of concentration) distinctively determined several dimensions of teacher stress (e.g., depersonalizing students, emotional enervation and lack of feelings of personal achievement).

In the past, classroom management received comparatively little attention in teacher education. This was because it was thought that anybody who called him/herself a teacher could easily manage a classroom [18]. This means that stakeholders in the educational system did not lay much emphasis on classroom management. They never saw it as a major contributing factor to effective teaching and learning. Therefore stakeholders in the educational system laid little emphasis on proper management of physical environment, psychosocial environment, instructional resources and effective ways of maintaining discipline.

[20] reported that, there has been a change in the best way to implement classroom management. He stated that, the old view emphasized creating rules and applying them to control learners' behaviour. The new view focuses more on learners needs for fostering relationships and prospects for self-regulations". This means that the concept and

implementation of classroom management has transformed from a static and rigid state to a more diverse, flexible and effective way of managing the classroom. [21] explored the difference in classroom management among teachers in urban and rural enclaves and established that urban teachers were considerably more interventionist as compared to teachers in rural settings in relation to student management.

In a separate research, [22] studied the differentials in the classroom management methods of alternatively certified and traditionally certified teachers. The results demonstrated that teachers with alternate certification were considerably more interventionist regarding instructional management as compared to teachers with traditionally certification. Nevertheless, the teachers with alternative certification were not more interventionist in student management or behaviour management. [23] investigated the variations in classroom management strategies of teachers along the lines of gender, the kind of classroom management training received and teaching experience. The study showed substantial differences among females and males and between experienced and novice teachers on Instruction Management subscale scores. Female teachers were more interventionist than male teachers, likewise experienced teachers were considerably more controlling as compared with the novice teachers.

[24] investigated the principles and attitudes of middle school teachers towards classroom management. Specifically, the research was to ascertain if there were variations in classroom management principles and techniques of teachers concerning two years of teaching exposure (experience) or kind of teaching certification they possess. The study revealed that neither experience level nor kind of certification solitarily affected teachers' predisposition to classroom management. That said, teachers traditionally certified and with much experience wielded considerably less control over classroom events and students' conducts than teachers from the other group with different certification and less experience.

[25] compared the classroom management techniques of intern teachers, teachers and senior level practicum students by adopting the Inventory Classroom Management Style (ICMS). The study found that whereas senior level practicum students and teachers with more experience were not interventionist, intern teachers were interventionist. [26] similarly studied the teacher-centred and student-centred classroom management approaches. The study explored the classroom management approaches adopted by three teachers who applied student-centred method to their teaching and likewise explored the association between their instructional and managerial approaches. The study ascertained that teacher's perception of the relationship between their instructional and managerial approaches was a function of what they saw as the general objective of classroom management. Whereas two of the teachers had a classroom management plan which is concomitant with their instructional method, one did not.

3. Research Procedure

The study examined the influence of classroom management dynamics of Public Junior High School teachers on the academic performance of students within the Ashanti Akim North District. This invariably involved finding out the opinions of students on the various classroom management dynamics adopted by their teachers and how these techniques influenced their academic performance. Against this background, the descriptive survey design was used. The descriptive survey design was selected because it has the advantage of offering good responses and in-depth of information from a wide range of participants. Additionally, it provides a significant representation of events and explicates people's sentiments and conducts based on the data obtained at a point in time [42].

A sample of 48 teachers and 297 Junior High School year two students was sampled from 12 Public Junior High Schools through a multistage sampling technique using circuits, gender and location as conditions for selection. The sample size was determined using the table for estimating sample size from a known population by [43]. The Junior High School year two students were also specifically targeted because the Junior High School year one students were new in their schools whilst year three students were also busy preparing for their final Basic Education Certificate Examination (BECE). The participants were composed of 23(47.9%) males and 25(52.1%) female teachers; and 144(48.5%) males and 153(51.5%) female students. Out of the 48 teachers and 297 students, 24 (50.0%) teachers were from urban schools and 24 (50.0%) were from rural schools; and 228 (76.8%) students were from urban schools and 69 (23.2%) were from rural schools. The teachers who facilitated the four core subjects that are taught in all Junior High Schools in Ghana were purposively selected for the study. These subjects were English Language, Social Studies, Mathematics and Integrated Science.

In selecting the students for the study, the proportional sampling technique was used. The researchers divided the population of the form two Junior High School students of each selected school by the total population of all the Junior High School form two students in the selected schools and multiplied it by the total sample size needed for the study. This helped the researchers to obtain a proportional representation from the participating schools. The researchers adopted this sampling technique because it was observed that some schools had more year two students than others.

The instruments employed to gather data were Academic Performance Tests in the four core subjects studied at the Junior High Schools in Ghana and the Behavioural and Instructional Management Scale (BIMS) by [44]. The BIMS was adapted to assess classroom management strategies used by teachers. The items on the BIMS were structured on a five-point Likert-type scale and the responses extended from "Strongly Disagree" to "Strongly Agree" and were administered to student respondents and the teachers.

The scale for the teachers was restructured for the students and it had two sections. Section A had 5 items and centred on the demographic data of respondents. Section B contained 24 items; 12 on instructional management and the other 12 on behaviour management. The BIMS which was adapted was piloted on a group of students (n=45) and teachers (n=15) in schools in the Konongo Municipality of Ashanti Region that were not part of the study. The reliability of the instruments yielded a Cronbach alpha of .885 and .903 for the students' and teachers' scales respectively.

The test items in English Language, Social Studies, Mathematics and Integrated Science were used as proxy for academic performance for the respondents. The test items were developed by the Centre for Performance Monitoring and Evaluation and founded on the JHS form two syllabi. The items were in multiple-choice format. Each item had a stem and four options from which the respondents were expected to select the most appropriate response. Both Mathematics and English tests consisted of 30 items each, the remaining two subjects consisted of 25 items each. The participants were given 45 minutes each to respond to the Mathematics and English test items and 30 minutes each for Social Studies and Integrated Science items. The average score of every student in the four subjects was calculated and used as substitute for their academic performance.

The instruments for the study were administered by the researchers. At every one of the selected schools, all the sampled students were grouped in a classroom and briefed on the aim of the study. After that the research instruments were administered. The Behavioural and Instructional Management Scale (BIMS) was the foremost instrument administered. This was succeeded by the tests in English Language and Mathematics. The participants had a fifteen-minute break, after which the Integrated Science and Social Studies tests were administered. Each of tests was graded out of 100.

4. Results and Discussion

A. Research Question 1

What classroom management strategies are mostly used by Public Junior High School teachers in the Ashanti Akim North District?

Research question 1 was intended to ascertain the classroom management techniques mostly employed by teachers in Public Junior High Schools in the Ashanti Akim North District. Both students and teachers responded to the items on the BIMS. The items on the BIMS were categorised as reinforcement, antecedent, good relationship and punishment. The data collected was analysed using means and standard deviations. The results are presented in Tables 1 and 2 for the students and teachers respectively.

Table 1. Students Perspective of Mostly Used Classroom Management Strategies by their teacher (N=297)

CMS	M	SD	Rank
Good relationship	4.33	.67	1st
Reinforcement	4.22	.66	2nd
Antecedent	4.00	.72	3rd
Punishment	2.78	.83	4th
Overall mean	3.80	2.88	

The results as shown in Table 1 reveal that "good relationship strategy" (*M=4.33, SD=.67*) was agreed by students as a classroom management strategy mostly used by their teachers. It was found that "reinforcement strategy" (*M=4.22, SD=.66*) was indicated by students as the second most used classroom management strategy. It was observed further that "antecedent strategy" (*M=4.00, SD=.72*) was agreed by students to be the third mostly used classroom management strategy. However, "punishment" (*M=2.78, SD=.83*) was submitted by students as the least used classroom management strategy by their teachers.

Teachers were required to specify the classroom management strategies they mostly used. The data presented in Table 2 is a summary of their responses.

Table 2. Responses by teachers on the mostly used Classroom Management Strategies (N=48)

CMS	M	SD	Rank
Good relationship	4.01	.69	1st
Reinforcement	3.85	.68	2nd
Punishment	3.65	.69	3rd
Antecedent	.50	.06	4th
Overall mean	3.02	0.53	

The results in Table 2 show that "good relationship" (*M=4.01, SD=.69*), "reinforcement" (*M=3.85, SD=.68*) and "punishment" (*M=3.6, SD=.69*) were the mostly used classroom management strategies by teachers. Antecedent (*M=.50, SD=.06*) as a classroom management strategy was the least used by the teachers. It can be concluded that antecedent was the least classroom management strategy used by the teachers in managing their classrooms.

The study found four classroom management strategies mostly used by teachers in public Junior High Schools in the Ashanti Akim North District. These were reinforcement, antecedent, good relationship and punishment. Both teachers and students confirmed that these strategies were employed in the classrooms. This finding is in line with the finding of [45], who identified the four mentioned strategies (reinforcement, antecedent, good relationship and punishment) as being basic in classroom management. The study revealed, according to the responses from teachers that, punishment was the least used strategy whereas the response from students placed punishment as the third used strategy. The antecedent classroom management strategy was tagged by students as the least used strategy by their teachers. The study found good relationship as the mostly used strategy followed by reinforcement strategy as mentioned by both teachers and students. It was revealed that the strategies were not used in any order to manage the classrooms. In line with the findings of the current study, [46] made a similar observation. He indicated that teachers used reinforcement, punishment, good relationship and antecedent strategies to manage their classrooms as and when necessary. By implication the strategies where used in no particular order.

B. Research Question 2

To what magnitude do classroom management techniques predict the academic performance of Public Junior High School students within the Ashanti Akim North District?

Research question 2 sought to find out the degree to which classroom management strategies predicted the academic performance of students in Public Junior High Schools in the Ashanti Akim North District. The Multiple regression statistic was used to analyse the data collected. The results are presented in Table 3.

Table 3. Multiple Regression Analysis of Classroom Management Strategies and Academic Performance of Junior High School Students

Variables	R	R^2 Change	t-value	p. value
Constant			10.661	.000*
Reinforcement	.283	.080	-4.844	.000*
Antecedent	.065	.041	3.703	.000*
Punishment	-	-	.187	.852
Good relationship	-	-	-.883	.378

* Significant, $p < 0.05$ Dependent variable - Academic Performance

The results in Table 3 show that reinforcement as a classroom management strategy significantly predicted academic performance of students (R = .283, p<0.05). The results show that reinforcement as a classroom management strategy accounted for 8.0% of the variation in academic performance of Junior High School students. It was also found that antecedent as a classroom management strategy significantly influenced academic performance of students (R = .065, p<0.05). Antecedent as a classroom management strategy explained 4.1% of the variation in the academic performance of Junior High School students. However, punishment and good relationship as classroom management strategies were found not to significantly predict academic performance of students.

The regression analysis on the classroom management strategies and academic performance of students revealed that reinforcement and antecedent as classroom management approaches significantly predicted academic performance of students. The study found that reinforcement and antecedent as classroom management strategies accounted for significant variations in academic performance of students. This means that the more teachers used reinforcement and antecedent as classroom management strategies in their classrooms, the better the students performed academically. This finding is in tandem with the findings of [47] who in a study, found that reinforcement and antecedent strategies were good predictors of students' performance. This result again, is consistent with the finding of [48] that reinforcement and antecedent as classroom management strategies were good predictors of academic performance of students. [48] indicated that the more reinforcement and antecedent as classroom management strategies were used in the classroom the better the students performed academically.

C. Hypothesis

H$_O$: There exist no statistically significant relationship between classroom management strategies employed by Public Junior High School teachers and academic performance of students in the Ashanti Akim North District.

H$_1$: There exist a statistically significant association between classroom management approaches employed by Public Junior High School teachers and academic performance of students in the Ashanti Akim North District.

The purpose of the hypothesis was to find out whether there existed a relationship between classroom management approaches used by teachers and the academic performance of students in Public Junior High Schools. The hypothesis was tested using Pearson's Product Moment Correlation Coefficient (PPMCC). The results are presented in Table 4.

Table 4. Correlation Matrix of Classroom Management Strategies and Students' Academic Performance

CMS	1	2	3	4	5
1. Academic performance	-				
2. Reinforcement strategy	0.47**	-			
3. Antecedent strategy	0.44*	0.32	-		
4. Good relationship	-0.45*	0.51	0.41	-	
5. Punishment strategy	-0.12	0.33	0.54	0.22	-

** Significant, p < 0.01   * Significant, p < 0.05

The results in Table 4 demonstrate that there was a statistically significant positive relationship between reinforcement as a classroom management strategy and academic performance of Junior High School students in the Ashanti Akim North District (r = .47, df = 48, p < 0.01). Also, the results show a statistically significant positive relationship between antecedent as a classroom management strategy and academic performance of Junior High School students in the Ashanti Akim North District (r = .44, df = 48, p < 0.05). Again, the results point toward a statistically significant inverse relationship between good relationship as a classroom management strategy and academic performance of Junior High School students in the Ashanti Akim North District (r = -.45, df = 48, p < 0.05). The results did not establish a statistically significant relationship between punishment as a classroom management strategy and academic performance of Junior High School students in the Ashanti Akim North District (r = -.12, df = 48, p > 0.05). The results show that most of the classroom management approaches adopted by teachers teaching in Public Junior High Schools correlated with the academic performance of students. On account of this finding the null hypothesis that there is no statistically significant relationship between classroom management strategies used by public Junior High School teachers and academic performance of students in the Ashanti Akim North District is rejected.

The correlation analysis between classroom management strategies and academic performance, showed reinforcement and antecedent classroom management strategies positively correlating with academic performance. This means that the more teachers reinforced students' behaviour in the classroom, the higher their academic performance; likewise, when teachers used antecedent as a classroom management strategy, the students exhibited good academic performance. The findings of the current study are in line with the findings of [49]. These researchers found a positive relationship between teachers' use of reinforcement and antecedent classroom management strategies and the academic performance of students. Similarly, [36] also found that reinforcement and antecedent strategies aided students' performance positively. The finding of the study is also consistent with the finding of [48], who concluded that the more reinforcement is used as a classroom management strategy in the classroom, the better the students performed academically. [48] further stated that teachers' continuous use of antecedent as a strategy in the classroom resulted in a better performance of the students. The findings of the current study however, contradict the findings in studies by [50, 51] that when antecedent as a classroom management strategy was used very often, it did not lead to an improved academic performance of students.

The study further revealed that good relationship as classroom management strategy inversely correlated with academic performance of students. This means that the more good relationship as a classroom management strategy was used, the lower the students performed academically. This could be as a result of the fact that there was the tendency for misinterpretation of the good relationship to be an avenue of freedom and relaxation. The notion could be that "my teacher will not do anything to hurt me because he is liberal with me". This misinterpreted notion could lead students to overly relax and would therefore not take their academic work seriously, thereby affecting their performance. This finding is consistent with the finding by [52] that some strategies like establishing good relationship and punishment influenced the academic performance of students negatively. Again the finding of the study supports the finding of [44], that teachers' classroom management styles did not always yield the desired results. [44] indicated that strategies such as punishment and good relationship mostly affected students' achievement negatively. However, the finding contradicts the assertion by [53] that the quality of the engagements that students had with their teachers predicted later academic accomplishment. Again this result of the present study contradicts the finding of [54], that when teachers had close and progressive relationships with students, they were more inspired to devote additional time and energy supporting their success and academic performance.

5. Conclusion

In line with the findings of the study it is resolved that reinforcement and antecedent as classroom management strategies were used mostly by teachers and they influenced academic performance positively whereas good

relationship as well as punishment as classroom management strategies did not improve academic performance of students. Based on these findings it is recommended that;

1. teachers should use reinforcement and antecedent strategies frequently in their classrooms since they play a dual role of managing behaviour and predicting the academic performance of students.
2. good relationship as a classroom management strategy should be cautiously used because it can potentially be misinterpreted or abused and can lead to low academic performance.
3. using punishment as a classroom management strategy should be avoided as its use hinders academic performance of students.

References

[1] Martin, J. (2019). Building relationships and increasing engagement in the virtual classroom: practical tools for the online instructor. *Journal of Educators Online*, 16(1), 1-8.

[2] Zhang, X., & Zhao, P. (2010). The study on the relations among perfectionism and coping style and interpersonal relationship of university students. *Asian Social Science, 6*(1), 145- 151.

[3] Jones, V. F. & Jones, L. S. (2012). *Comprehensive classroom management, creating communities of support and solving problems (10th ed.).* Boston: Allyn & Bacon.

[4] Van der Lans, R. M., Van de Grift, W. J., & Van Veen, K. (2018). Developing an instrument for teacher feedback: Using the rasch model to explore teachers' development of effective teaching strategies and behaviors. *The Journal of Experimental Education*, *86*(2), 247-264.

[5] Ekere, O. S. (2006). *Concept of disruptive behaviour among students in public secondary schools*. Uyo, Nigeria: Ekpeyong Publishers.

[6] Effiong, U. A. (2007). *Dealing with disruptive behaviours in the classroom*. Calabar, Nigeria: Hilcop Printing Press.

[7] Greenberg, J., Putman H., & Walsh, K. (2014). *Training our future teachers: Classroom management.* National Council on Teacher Quality.

[8] Kyriacou, C. (1995). A humanistic view of discipline, in B. Rogers (Ed.) *Teacher Leadership and Behaviour Management*, London: Paul Chapman Publishing.

[9] Evertson, C. M. (1994). *Classroom management for elementary teachers*. Boston: Allyn & Bacon.

[10] Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works. Research-based. strategies for every teacher.* Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

[11] Brophy, J. (2006). History of research on classroom management. In C. M. Evertson, & C. S. Weinstein (Eds.), *Handbook of classroom management. Research, practice, and contemporary issues* (pp.17-43). Malwah, NJ: Lawrence Erlbaum Associates.

[12] Luiselli, J. K., Putnam, R. F., Handler, M. W., & Feinberg, A. B. (2012). Whole-school positive behaviour support: Effects on student discipline problems and academic performance. *Educational Psychology*, *25*, 183-198.

[13] Stronge, J. H., Ward, T. J., Tucker, P. D., & Hindeman, J. L. (2007). What is the relationship between teacher quality and student achievement? An exploratory study. *Journal of Personnel Evaluation in Education*, *20*, 165-184.

[14] Leflot, G., van Lier, P. A. C., Onghena, P., & Colpin, H. (2010). The role of teacher behaviour management in the development of disruptive behaviours: An intervention study with the good behaviour game. *Journal of Abnormal Child Psychology*, *38*, 869-882.

[15] Clunies-Ross, P., Little, E., & Kienhuis, M. (2008). Self-reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and student behaviour. *Educational Psychology*, *28*, 693-710.

[16] Hastings, R. P., & Bham, M. S. (2013). The relationship between student behaviour patterns and teacher burnout. *School Psychology International*, *24*, 115-127.

[17] Little, E. (2005). Secondary school teachers' perceptions of students' problem behaviours. *Educational Psychology*, *25*(4), 369-377.

[18] Owusu-Banahene, N. O. (2008). Educational psychology; The science of learning. Kumasi. Narco Printing Works. perspectives. *Education Research Quarterly, 31*(3), 57-77.

[19] Igbinoba, O. K., & Marvelous, A. I. (2015). The impact of classroom management on students' academic performance in selected junior secondary schools in Municipal Area Council, Abuja. *International Journal of Education and Research, 3* (9), 141-154.

[20] Martin, N. K., & Shoho, A. R. (2000). *Belief regarding classroom management style: differences between traditional and alternate route teachers*. Paper presented at the annual meeting of The American Educational Research Association, Montreal, Quebec, Canada.

[21] Martin, N. K., Yin, Z., & Mayall, H. (2007). The attitudes & beliefs of classroom control inventory-revised and revisited: A continuation of construct validation. *Journal of Classroom Interaction, 42*(2), 11-20.

[22] Sowell, H. (2013). Classroom management strategies: The impact on student achievement. Trajectory of children's school outcomes through eighth grade. *Child Development, 72,* 625-638.

[23] Yasar, S. (2008). *Classroom management approaches of primary school teachers*. Unpublished master's thesis, Middle East Technical University, Ankara, Turkey.

[24] Garrett, T. (2005). *Student and teacher-centered classroom management: A case study of three teachers' beliefs and practices*. Unpublished Doctoral Dissertation. The State University of New Jersey. New Brunswick.

[25] Foxworthy, J. E. (2006). *Teachers' beliefs about classroom management*. Unpublished master's Thesis. Lakehead University, Canada.

[26] Norviewu-Mortty, E. K. (2012). Principals' strategies for improving the academic achievement of students of disadvantaged rural junior high schools in Ghana. Retrieved from https://ro.ecu.au/theses/493.

[27] Henaku, C. B., & Pobbi, M. A. (2017). Measuring teacher classroom management skills: A comparative analysis of distance trained and conventional trained teachers. *Journal of Education and Practice, 8*(10), 54-64.

[28] Brophy, J. (1988). Educating teachers about managing classrooms and students. *Teaching and Teacher Education, 4*(1), 1-18.

[29] Cakmak, M. (2008). Concerns about teaching process: Student teachers' perspective. *Educational Research Quarterly*, *31*(3), 57-77.

[30] Wang, M. C., Haertel, G. D., & Walberg, H. J. (1997). *Fostering educational resilience in inner-city schools*. In H. J. Walberg, O. Reyes, & W. P. Weissberg (Eds.), Children and youth: interdisciplinary perspectives. California: Sage Publications.

[31] Bushaw, W. J., & Gallup, A. M. (2008). Americans speak out-Are educators and policy makers listening? The 40th annual Phi Delta Kappa/Gallup Poll of the public's attitudes toward the public schools. *Phi Delta Kappan*, *90*(1), 9-20.

[32] Rose, L., & Gallup, A. (2005). The 37th annual Phi Delta Kappa/Gallup poll of the public's attitudes toward the public schools. *Phi Delta Kappan*, *87*(1), 41-65

[33] Johns, F. A., MacNaughton, R. H., & Karabinus, N. G. (1989). *School discipline guidebook: Theory into practice*. Boston: Allyn & Bacon.

[34] Braimoh, D. (2010). A telescopic assessment of dual mode education delivery system in a single mode institution: an African perspective. *Africa Education Review, 7*(2), 1-21.

[35] Adadzi, H. (2006). *Efficient learning for the poor: Insights from the frontier of cognitive neuroscience.* The World Bank. https://doi.org/10.1596/978-0-8213-6688-2.

[36] Altaf, I., Kamal, A. & Hassan, B. (2013). Development and validation of university teachers' evaluation scale. *Pakistan Journal of Psychological Research*, *28*(1), 155- 178.

[37] Ameyaw, Y. (2011). Environmental pedagogies that promote students understanding of integrated science (Biology Aspect). *Journal of Education, 1*(1), 1-10.

[38] Oppong-Sekyere, D., Oppong-Sekyere, F. & Akpalu, M. M. (2013). Some factors influencing the academic performance of junior high school pupils in English Language: The Case of Assin North Municipality, Ghana. *International Journal of English and Literature, 4*(5), 226-235.

[39] Sarfo, F. K., & Adentwi, K, I. (2007). *Educational technology* (2nd ed.) Kumasi, Ghana: Wilas Press Limited.

[40] Best, J. W., & Kahn, J. V. (2016). *Research in education*. New Delhi, India: Pearson Education.

[41] Krejcie, R.V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*, 607 – 610.

[42] Martin, N. K., & Sass, D. A. (2010). Construct validation of the behaviour and instructional management scale. *Teaching and Teacher Education*, *26*(5), 1124-1135.

[43] Oliver, R. M., Wehby, J. H., & Reschly, D. J. (2011). Teacher classroom management practices: Effects on disruptive or aggressive Student behaviour. *Campbell Systematic Review, 7* (1), 1-55.

[44] Sun, R. C. (2015). Teachers' experiences of effective strategies for managing classroom misbehavior in Hong Kong. *Teaching and Teacher Education*, *46*, 94-103.

[45] Kern, L. & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, *44*(1), 65-75.

[46] Freiberg, H. J. (2013). Classroom management and student achievement. *International Guide to Student Achievement*, 711 Third Ave, New York: Routledge.

[47] Ahmad, S., & Ch, H. (2017). Relationship of classroom management strategies with academic performance of students at college level. *Bulletin of Education and Research*, *39*(2), 239-249.

[48] Harden, R. M., & Crosby, J. (2000). The good teacher is more than a lecturer - the twelve roles of the teacher. AMEE Medical Education Guide No 20. *Medical Teacher*, *22*(4), 334-347.

[49] Harmer, J. (2008). How to teach English. *ELT Journal*, *62*(3), 313-316.

[50] Lewis, R., Romi, S., Qui, X., & Katz, Y. J. (2005). Teachers' classroom discipline and student misbehavior in Australia, China and Israel. *Teaching and Teacher Education*, *21*(6), 729-741.

[51] Pianta, R. C., Steinberg, M. S., & Rollins, K. B. (1995). The first two years of school: Teacher-child relationships and deflections in children's classroom adjustment. *Development and psychopathology*, *7*(2), 295-312.

[52] Pianta, R. C., & Hamre, B. K. (2001). *Students, teachers and relationship support (STARS):* User's guide. Lutz, Fl: Psychological Assessment Resources, Inc.

Authors' Profiles

Owusu, M. K. is a Tutor of Educational Psychology in the Department of Education, Agogo Presbyterian Women's College of Education, Ghana. He holds Bachelor of Arts (Psychology with Archaeology) degree in 2011from the University of Ghana, Master of Education (Educational Psychology) and Master of Philosophy (Educational Psychology) degrees in 2015 and 2020 respectively from the University of Cape Coast. His research interests are classroom management strategies of teachers, career aspirations of students, gender issues in education and students' academic performance research.

Dramanu, B. Y. is a Senior Lecturer, Department of Education and Psychology, University of Cape Coast, Ghana. He holds Bachelor of Education (Psychology) with Diploma in Sociology and Master of Philosophy (Educational Psychology) degrees from the University of Cape Coast, Ghana. He obtained his PhD (Educational Psychology) degree in 2012 from Ahmadu Bello University, Zaria, Nigeria. His fields of academic interest are Psychology of Adolescence, Educational Psychology and Human Growth and Development.

Amponsah, M. O. is currently the Head of Department and a Senior Lecturer, Department of Education and Psychology, University of Cape Coast, Ghana. He holds a Post Graduate Diploma in Education, Bachelor of Arts (Sociology with Psychology) from University of Cape Coast and University of Ghana respectively. He received MA (Education and Differential Psychology) degree in 2005 from the University of Munich, Germany. He obtained his PhD (Educational Psychology) degree in 2009 from University of Manchester, UK. His research interests are teacher education, academic stress and psychology of teaching and learning.