

Research Article

# Classroom Management as Correlate of Students' Behavioural Outcome in Junior Secondary Schools in Ishielu Local Government Area, Ebonyi State

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<https://doi.org/eiki/10.59652/jetm.v2i2.202>

**Abstract:** The study was carried out to investigate the correlation between classroom management and students' behavioral outcomes in Junior Secondary schools in Ishielu Local Government Area of Ebonyi State. The purpose of the research was to find out if classroom management correlates with students' behavioral outcomes in Junior Secondary Schools in Ishielu Local Government Area of Ebonyi State. The researcher adopted a correlation research design with a population size of 300 teachers. A sample of 120 respondents was drawn out of the population for the study using a simple random sampling technique. Three research questions and three Ho were formulated for the study. The questionnaire was the instrument used for data collection. The instrument was validated by three experts in the Department of Educational Foundations, Faculty of Education Nnamdi Azikiwe University, Awka. The reliability of the instrument was obtained using the Cronbach alpha coefficient, which yielded alpha coefficient values of 0.73 and 0.85, respectively. Pearson's moment correlation coefficient was used to analyze the data. The findings showed that there is a highly positive and significant relationship between classroom management and students' behavioral outcomes in junior secondary schools in Ishielu Local Government Area of Ebonyi State. Based on the findings, it was recommended, among others, that teachers should prioritize classroom management practices, especially those that have been shown to be effective in teaching and learning, such as classroom monitoring and classroom arrangement, especially in junior secondary schools.

Received: May 8, 2024

Accepted: May 26, 2024

Published: June 8, 2024

**Keywords:** classroom; classroom arrangement; classroom monitoring; students' positive behaviours; students' negative behaviours



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## 1. Introduction

The classroom is a critical instructional environment where students are expected to learn, interact, and behave appropriately. According to Kargar and Bakar (2018) a classroom is described as a learning community where students and teachers collaborate to achieve academic goals. O'Shea and Delahunty (2018) define a classroom as a space where educational experiences are designed and facilitated by a teacher, and where students engage in learning activities individually and collaboratively. According to Gootman (2019), classroom management refers to the strategies and techniques used by teachers to create an environment that promotes learning and positive behaviour while maintaining order and discipline in the classroom.

It is perhaps seen as a process that involves the establishment of rules and procedures that promote positivity in students' behaviours. Meyers and Jones (2020) in a study, described classroom management as the set of practices and procedures that teachers use to effectively control and direct the social, physical, and academic environment of their classrooms with the ultimate goal of facilitating student achievement. Rosaen, Lundeberg, Cooper, and Fritzen

(2019) on the other hand, see classroom management as the process of planning, organizing, and implementing systems and routines that establish an orderly and supportive learning environment, and that align with instructional goals and student needs. Similarly, Marzano and Marzano (2019), assert that classroom management involves the establishment of clear expectations, routines, and consequences, as well as the use of effective instructional strategies and positive reinforcement to motivate students and facilitate learning. Therefore, it can be as the process of creating a positive learning environment that fosters student engagement, maximizes instructional time, and minimizes disruptive behaviour (Everston & Weinstein 2018 a, b). Evertson and Weinstein (2021) noted that management alone is the set of instructional and behavioural practices that teachers use to create a safe, structured, and engaging learning environment that promotes student achievement and social development.

It is in this note that the present researchers, come up with the assertion that classroom management include both class arrangement, discipline enforcement, students' Behaviour control, communication with Students, effective class organization and monitoring. This assertion is in line with the study conducted by recent researchers, Simonsen, Fairbanks, Briesch, Myers, and Sugai (2020) who noted that classroom management involves the systematic implementation of monitoring strategies to effectively address and respond to students' behaviours. Monitoring thus, refers to the continuous and systematic collection of data on student behaviour which allows teachers to identify patterns, assess progress, and make informed decisions regarding instructional interventions and supports. By monitoring student behaviour, teachers can proactively address potential challenges, provide timely feedback, and ensure a positive and productive learning environment for all students.

Further, Marzano and Marzono (2019) noted that classroom management involves the effective use of instructional strategies, classroom organization, and proactive procedures and routines to minimize disruptive behaviour and maximize learning opportunities for all students. At the same vein, Fried and Janssen, (2020), were on the opinion that classroom management is a very critical component of effective teaching that involves the establishment of clear expectations and the development of positive relationships with students. The implementation of this strategy therefore helps in promoting engagements and in minimizing disruptions in classroom learning.

Additionally, Emmer and Stough, (2018) noted that classroom management encompasses a range of practices, including the establishment of a positive classroom culture, the use of proactive strategies to prevent behavioural problems, and the implementation of effective discipline practices when needed. This entails that effective classroom management should involve the creation of a supportive learning environment that promotes student motivation, engagement, and self-regulation while also addressing behavioural problems in a constructive manner (Brophy, 2018). More so, Wang, Haertel, and Walberg (2021) in assertion, maintained that classroom management involves the intentional organization and arrangement of the physical space and resources within the classroom.

Class arrangement however, reflects the strategic placement of furniture, learning materials and technology to optimize students' engagements, to facilitate smooth transitions, and as well to create conducive learning environment. A well-designed class arrangement promotes students' independence, collaboration, and active participation, as well as minimizing distractions and disruptions in classroom management. For the fact that classroom management is a critical aspect in teaching and learning in the schools, it remains the fundamental aspect of teaching and learning. Therefore, the need to take cognizance that teachers are challenged with diverse students' behaviour and different learning levels becomes obvious. It is based on this, that efforts should be made to ensure that the classroom environment is conducive for teaching and learning and that proper planning are made for the establishment and maintenance of the classroom environment in order to promote teaching and learning.

Notwithstanding, teachers' attitudes, skills, and strategies towards classroom management can directly affect students' behavioural outcome, this is because, when teachers use positive reinforcement, respectful communication skill and effective discipline techniques, they create a classroom environment that is safe, supportive, and conducive for teaching and learning which could lead to better behavioural outcomes. On the other hand, when students are subjected to harsh discipline, lack of attention, and negative reinforcement, it may result negative behavioural outcomes. Students' behavioural outcomes often reflect the way the classrooms are managed by the teachers.

Consequently, Dymock and Fanning, (2019) refers student's behavioural outcome as an observable and measurable changes in student behaviour as a result of academic and non-

academic interventions, programs, or activities, which can include improvements in attendance, punctuality, positive attitudes, engagement, and pro-social behaviour. Garner (2018), noted that Students behavioural outcomes are the specific changes in a student's actions or reactions that indicate progress toward achieving desired goals, including improvements in academic achievement, social-emotional development, and overall well-being. Similarly, Sagor (2018), refers students' behavioural outcomes as the ways students demonstrate the knowledge, skills and dispositions that are important for success in the school and beyond, such as critical thinking, problem-solving, collaboration and self-regulation.

In the context of this study, the present researchers noted that behavioural outcome could be positive or negative. A positive behavioural outcome is desirable, appropriate and constructive and they are demonstrated by the individual students. Moreover, these behaviours align with the societal norms, rules, and expectations and they contribute to the personal growth, positive relationships and the overall well-being of the student (Everston et al 2002). Some examples of positive behavioral outcomes are, being respectful, responsible, cooperative, empathetic and diligent. These behaviours are often rewarded and reinforced, leading to positive reinforcement loops that encourage individuals to continue engaging in them. Positive behavioural outcomes have numerous benefits, both for the individual student exhibiting them and for the entire society (Emmerv& Sabornie, 2018). Students who display positive behaviours tend to experience better relationships, improved academic or professional success, and a higher level of satisfaction with their own lives. Positive behaviours also create a positive and harmonious environment, improve teamwork and collaboration and contribute to a more inclusive and being more engaged in learning (Myers & Pianta 2008).

Contrary to positive behavioural outcome, Negative behavioural outcomes reflect the behaviours that are inappropriate, disobedient or harmful. These behaviours deviate from accepted social norms, rules, and expectations and they may have adverse consequences for students and those around them. Negative behavioural outcomes include aggression, defiance, dishonesty, bullying, and disregard for others' well-being. A negative behavioural outcome may have a detrimental effect on students' relationships with peers in the school, in the family and the entire society. They may lead to strained relationships, social rejection, academic or professional setbacks, and emotional or psychological problems (Gonzales-Ball & Bratton 2019). Negative behaviours also pose risks for others, as they can escalate conflicts, reinforce cycles of violence or misconduct and create an unsafe or hostile environment.

Consequently, in Nigeria, the issue of classroom management and student behaviour has continued to generate concern across all levels of education, particularly in Junior Secondary Schools. There have been reports of students engaging in vandalism, truancy, drug abuse, bullying, and violence in Schools. These cases of misbehaviours most times are attributed to poor classroom management, ineffective teaching strategies, inadequate supervision, and improper disciplinary techniques on the part of teachers. Therefore, it is behind this background, that the study aims to investigate the relationship between classroom management and students' behavioural outcomes in Junior Secondary Schools specifically in Ishielu Local Government Area of Ebonyi State which in all ramification will be beneficial to many in the society especially parents, classroom teachers, school administrators, policy makers', curriculum planners, students and future researchers. However, through this study, the School Administrators will be hasten to identify areas of weakness in existing classroom management strategies and attempt to device new methods that could improve students' behavioural outcomes. Likewise, it will encourage the Policy makers to provide adequate information on the most effective classroom management strategies that can be employed to enhance students' behavioural outcomes. Again, evidence-based information that can be used to develop new policies that will positively impact Junior Secondary Schools in Ishielu Local Government Area of Ebonyi State will be provided. Based on the above information, the researchers intend to find out the correlation between classroom management practices and students' behavioral outcomes in Junior Secondary Schools in Ishielu Local Government Area of Ebonyi State. Specifically, to find out:

1. If there is a relationship between Classroom monitoring and Students' Behavioural outcome in Junior secondary schools in Ishielu Local Government Area of Ebonyi State.
2. If there is a relationship between classroom arrangement and Students' Behavioural outcome in junior secondary schools in Ishielu Local Government Area of Ebonyi State.

### *Research Questions*

1. What is the relationship between classroom monitoring and students' behavioural outcome in junior secondary schools in Ishielu Local Government Area of Ebonyi State?
2. What is the relationship between classroom arrangement and students' behavioural outcome in junior secondary schools in Ishielu Local Government Area of Ebonyi State?

### *Hypothesis*

In this study, two null hypotheses were tested at alpha significance level of 0.05.

**Ho<sub>1</sub>:** There is no significant relationship between classroom monitoring and students' behavioural outcome in junior secondary schools in Ishielu Local Government Area of Ebonyi State

**Ho<sub>2</sub>:** There is no significant relationship between classroom arrangement and students' behavioural outcome in junior secondary schools in Ishielu Local Government Area of Ebonyi State.

## **2. Materials and Methods**

The researcher adopted correlation research design for the study. This type of research design seeks to establish the pattern of relationship that exists between two or more variables (Nworgu, 2015). The researcher adopted the design because the study was interested in establishing the nature of relationship between classroom management and students behavioural outcome.

### *2.1. Area of the study*

The area of the study was Ishielu Local Government Area, Ebonyi State, Nigeria. Towns that made up the Local Government are; Ezillo, Okpoto, Nkalagu, Ntezi, Ezza-agu, Ohaofia-Agba, Agba, Nkalaha, Umuhali, Obeagu, Amaezu and Iyonu. The people living there are educationist and they include civil servants, traders, farmers, lawyers, nurses and medical doctors. There are twelve (12) secondary schools in Issshielu local Government and some of these schools have produced notable personalities within Ebonyi State and Nigeria in general.

### *2.2. Population of the study*

A total number of 300 Junior Secondary School Teachers (JSSTs) in public secondary schools in Ishielu Local Government Area make up the population of the study. The researchers' choice on teachers is based on the fact that they are in a better position to understand the relationship between classroom management and students' behavioural outcome.

### *2.3. Sample and sampling technique*

Sample size of the study was 120 respondents which were sampled through simple random sampling techniques. At first, the researchers sampled 8 public secondary schools out of the 12 secondary schools employing balloting techniques. Then from the 8 schools, 15 teachers were sample from each school using balloting which gives the total of 120 participants of the study.

### *2.4. Instrument for data collection*

The instrument for data collection was structured questionnaire titled "Classroom Management Questionnaire (CMQ) and Students behavioural Outcome Questionnaire (SBOQ). The instrument was validated by three experts in the department of Educational Foundation, Faculty of Education, Nnamdi Azikiwe University, Awka. To ensure the reliability of the instrument, 15 copies of the questionnaire were distributed to 10 teachers in public secondary schools in Ohaukwu Local Government Area, which is outside the study area.

### *2.5. Validation of the Instrument*

The instrument was validated by three experts, two experts in Educational Foundations and one expert in Management and policy department all in Faculty of Education, Nnamdi Azikiwe University Awka. The validation was done in order to ensure that corrections were made on the instruments by the experts before providing the final production of the instrument.

### *2.6. Reliability of the instrument*

Cronbach alpha method was used to obtain the instrument reliability which yielded the coefficient value of 0.73 and 0.85 respectively.

### 2.7. Method of data collection

The researchers adopted direct delivery technique (DDT) in collecting the data for the study. The researchers administered the questionnaire to the teachers of the public secondary schools in Ishielu Local Government Area of Ebonyi State during school hours with the permission of the schools authority and retrieved back immediately which ensures 100% collection of the questionnaire.

### 2.8. Method of data analyses

Data collected were analyzed using Pearson R for research questions and simple regression analyses for the Ho. The decision rule was that any item that obtained a correlation coefficient Pearson score of 0.70 and above was regarded as reliable response while items that scores less than 0.70 was regarded as unreliable response.

## 3. Results

The data collected from the field for the study were analysed and the summaries were presented in tables to highlight the findings. Then the findings were discussed based on the basic issues in the study.

### Research Question 1

What is the relationship between classroom monitoring and students' behavioural outcome in junior secondary schools in Ishielu Local Government Area of Ebonyi State?

**Table 1.** Pearson *r* on classroom monitoring and students' behavioural outcome in junior secondary schools

Sources of variance	N	Classroom monitoring ( <i>r</i> )	Behavioural outcome ( <i>r</i> )	Remark
Classroom monitoring	120	1.00	0.71	high positive relationship
Behavioural outcome	120	0.61	1.00	

Table 1 shows that there is a high positive relationship of 0.71 existing between classroom monitoring and students' behavioural outcome in junior secondary schools in Ishielu Local Government Area, Ebonyi State.

### Research Question 2

What is the relationship between classroom arrangement and students' behavioural outcome in junior secondary schools in Ishielu Local Government Area, Ebonyi State?

**Table 2.** Pearson *r* on classroom arrangement and students' behavioural outcome in junior secondary schools

Sources of variance	N	Classroom monitoring ( <i>r</i> )	Behavioural outcome ( <i>r</i> )	Remark
Classroom monitoring	120	1.00	0.82	high positive relationship
Behavioural outcome	120	0.82	1.00	

Table 2 shows that there is a high positive relationship of 0.82 existing between classroom arrangement and students' behavioural outcome in junior secondary schools

### Hypothesis 1

There is no significant relationship between classroom monitoring and students' behavioural outcome in junior secondary schools in Ishielu Local Government Area, Ebonyi State.

**Table 3.** Regression analysis on significant relationship between classroom monitoring and students' behavioural outcome in junior secondary schools

N	Cal. R	Df	Cal. T	p-value	Alpha level	Remark
120	0.71	118	3.27	0.001	0.05	significant

Table 3 indicated that at 0.05 level of significance and 118 df, the calculated t 3.27 with p-value 0.001 which is less than 0.05, the first null hypothesis is rejected. This means that there is a significant relationship between classroom monitoring and students' behavioural outcome in junior secondary schools in Ishielu Local Government Area, Ebonyi State.

### Hypothesis 2

There is no significant relationship between classroom arrangement and students' behavioural outcome in junior secondary schools in Ishielu Local Government Area of Ebonyi State.

**Table 4.** Regression analysis on significant relationship between classroom arrangement and students' behavioural outcome in junior secondary schools

N	Cal. R	Df	Cal. T	p-value	Alpha level	Remark
120	0.82	118	11.85	0.000	0.05	significant

Table 4 indicated that at 0.05 level of significance and 118 Df, the calculated T 11.85 with p-value 0.000 which is less than 0.05, the first null hypothesis is rejected. This means that there is a significant relationship between classroom arrangement and students' behavioural outcome in junior secondary schools in Ishielu Local Government Area, Ebonyi State.

#### 4. Discussion

The findings according to Emmer and Stough, (2018) revealed that classroom management encompasses a range of practices. It also indicated that a positive classroom culture and the use of proactive strategies prevent behavioural problems among student. Emmer and Stough in their study also indicated that the implementation of effective discipline practices when needed enhances classroom management. Likewise, the findings of Brophy, (2018) entails that the effective classroom management should involve the creation of a supportive learning environment that promotes students' motivations, engagements, and self-regulations while also addressing behavioural problems in a constructive manner. Wang, Haertel, and Walberg (2021) as well revealed that classroom management involves the intentional organization and arrangement of the physical space and resources within the classroom. These findings from the literature corroborate the findings of the present study which shows a significant positive relationship between classroom management and arrangement of junior secondary schools. The findings also differ from the present study because they focused mainly on classroom managements and proactive strategies to prevent students behavioural outcome in general whereas the present study focused on classroom management and students behavioural outcome specifically in junior secondary schools.

The findings of the present study however revealed that there is a high positive and significant relationship between classroom monitoring and students' behavioural outcome in junior secondary schools in Ishielu Local Government Area of Ebonyi State. The findings are in line with the study of Simonsen, Fairbanks, Briesch, Myers, and Sugai (2020), who reported that by monitoring student behaviour, teachers can proactively address potential challenges, provide timely feedback, and ensure a positive and productive learning environment for all students.

The findings of this study also disclosed a high positive and significant relationship between classroom arrangement and students' behavioural outcome in junior secondary schools in Ishielu Local Government Area, Ebonyi State. These findings were supported by the study of Wang, Haertel, and Walberg (2021), which mentioned that a well-designed class arrangement promotes student independence, collaboration, and active participation, while also minimizing distractions and disruptions.

#### 5. Conclusions

In conclusion, the study concluded that there is a strong relationship between classroom management practices and students' behavioral outcomes in junior secondary schools in Ishielu Local Government Area of Ebonyi State. The study also concluded that effective classroom management have a positive impact on students' behaviours and learning outcomes therefore, teachers should prioritize strategies such as monitoring, arrangement, and other practices to enhance effective classroom management and students learning behavioural outcomes. The study concluded that for students to respond effectively the classroom should be well arranged to accommodative. It also concluded that a well arranged and good management of classroom will help to prevent students engaging in vandalism, truancy, drug abuse, bullying, and violence in Schools. However, reduce the cases of misbehaviours which most times attributed to poor classroom management, ineffective teaching strategies, inadequate supervision, and improper disciplinary techniques on the part of teachers.

Based on the findings, the study also concluded that the School Administrators should hasten to identify areas of weakness in existing classroom management strategies and attempt to devise new methods that could improve students' behavioural outcomes. Likewise, the Policy makers should provide adequate information on the most effective classroom management strategies that can be employed to enhance students' behavioural outcomes in secondary schools. The study also concluded that the implementation of adequate classroom management will help in promoting students' positive behavioural outcome and in minimizing disruptions in classroom learning among junior secondary school students.

#### Recommendations

Based on the findings, it is recommended that teachers should prioritize classroom management practices that have been shown to be effective, such as monitoring and arrangement. Second, teacher training programs should include instruction on effective classroom management strategies. Third, school administrators should provide support and resources to help in classroom management.

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