

Effectiveness of Classroom Management in Basic Schools in Ghana: Views from Teachers in KEEA Municipality Schools

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Abstract:- Effective and productive classroom environment management enhances appropriate and productive classroom participation. Several approaches have been made with the view aimed at managing student behaviour problems in Ghanaian schools. This effort has achieved very little towards behaviour management as there are frequent reporting of misbehaviour in many Ghanaian schools. This study aimed at considering the effective means of teachers communicating effectively with the students to ensure effective teaching and learning in a productive classroom. It also meant to consider what teachers should do in the classroom to ensuring Discipline inside Classroom. The study was also informed by the efficient ways of handling behaviour problems. The researcher used quantitative research design for the study. The population of the study was composed of 200 teachers in Komenda-Edina-Aguafo-Arem (KEEA) Municipality in the Central Region of Ghana. The researcher used quota and simple random sampling technique to select the sample size of 200. Data was collected using questionnaires. Reliability was established through split half method, and a reliability coefficient of 0.871 was realized. In order to ensure face validity of the instruments, the researcher sought expert judgment from university lecturers. Descriptive statistical analyses were used to analyse quantitative data gathered from the study. The finding revealed that, teachers' interactions and communications in the classrooms were very appropriate to enhance effective and efficient classroom management for productive classroom participation. Also, teachers were able to handle some behaviour problems in classrooms. The study however, revealed that there were few lapses with how teachers in KEEA Municipality communicate to parents about their wards misbehaviours and good behaviours. The researcher therefore suggested improvement in pre-service, in-service continuous professional trainings. The teachers were also suggested to have studies in guidance and counselling and behaviour modification strategies to be equipped with skills to handle misbehaviours in the classrooms.

Keywords:- Effectiveness, Guidance and Counseling, Behaviour Modification, Partnership Schools, Classroom Management, Communication, Discipline. Behaviours.

I. INTRODUCTION

For effective teaching and learning to take place requires conducive classroom environment. In order for learning to effectively take place. The change and improvement in pupils' academic performance requires taking a critical look the teachers as they are the agents of change. Teachers are key stakeholder in national development. Therefore if the students are to change then the teachers should be the focus of the attention. The schools and colleges ought to have a supportive learning environment (T-TEL 2016), this may include social, emotional and physical environment that should be gender responsive. This assertion made here is not only meant for College of Education tutors but to all professional teachers. The basic school classroom is made up of students from various homes with varied characters. Some of the students exhibit delinquent behaviours which require complex approach in solving them. A rowdy classroom full of noise, a class where there are bullies and hyperactive students, teachers need to be very tactful in managing such situations for appropriate classroom participation.

Schools face more multifaceted acts of misbehaviour than have been previously experienced. In the blight of this, some members of the society propose that students misconduct should be solved through corporal punishment while others propose that discipline should be instilled using other different methods (Mugabe and Maphosa, 2013). Such methods include behaviour modification strategies, guidance and counselling and many more. Those who hold the view that corporal punishment should be maintained in schools infringe upon individual's right to ensure discipline at time may claim that the Bible say "spare the rod you spoil the child". Whether this is very applicable is yet controversial. Corporal punishment has been banned in Ghanaian schools and colleges yet some teachers still use them at the blind side of the authorities. This is not only peculiar to Ghana but other countries also go through the same. Wasef, (2011) claimed that although corporal punishment has been banned in Egypt, some homes and schools still use them. Leroy (2011) supported this assertion in his study in Trinidad argues that corporal punishment is a way of teaching children a lesson.

On the contrary, Smith (2006) study believes that corporal punishment violates international conventions and is cruel, degrading and inhuman because it hurts and

embarrasses children. Punishment is defined as an event that decreases the misbehaviours that is followed Myers (2008). He continued that punishment can also teach fear; the person receiving the punishment may associate it with fear not only withdrawing from the undesirable behaviour but also with the person who administers it or the situation in which it occurs. (Myers 2008) was of the view that students who is the recipient of the pain from a punitive teacher may try to avoid coming into contact with him or her for coming to school. In such an instance the teaching and learning may yield negative response. Other authorities also view punishment as an instance whereby psychological, emotional and physical pain is afflicted to an individual so as to reduce the occurrences of maladaptive behaviours. These definitions make it clear that punishment does not extinguish maladaptive behaviours or solve them but only reduces it occurrences. Therefore psychologists suggest reinforcement as the alternative solution. Classroom management is described as creating and maintaining conducive conditions to the teaching and learning (University of Saskatchewan 2005)

The Government of Zimbabwe has taken several measures aimed at implementing the prohibition of corporal punishment in schools; a manual for teachers on alternatives to corporal punishment has been published and widely distributed (Mugabe and Maphosa, 2013). The same prohibition of corporal punishment is underway in Ghanaian schools as it has become an offence for a teacher to instil any form of corporal punishment in class. These have generated a heated argument among parents, teachers and other stakeholders in education.

Postholm (2013) cited Doyle (1986) that classroom management has two purposes. The first aim of classroom management is to establish a quiet and calm environment in the classroom so that students can take part in meaningful learning in a subject. The second aim is that classroom management contributes to the pupils' social and moral development. In the light of these definitions classroom management aims to develop the pupils academically and socially. Postholm (2013) identified circumstances and factors that affect classroom management as; teachers' self-understanding and mindfulness, multicultural classroom, behaviour management, lack of knowledge on classroom management, knowledge, physical and social context and rules, relations and commitment.

Behaviour management has been a major concern to various teachers most of these behaviours can be handled with traditional classroom management techniques. One of our primary responsibilities as teachers is to help our students learn. It is difficult for teaching and learning to take place in chaotic environments. Subsequently, we are challenged daily to create and maintain a positive, productive classroom atmosphere conducive to learning. On any given day, this can be quite a challenge (Barbetta, et al 2005). Onyango, Aloka & Raburu (2018) cited (Nakpodia, 2012) commented that teachers the world over have many responsibilities to perform other than just gathering students for teaching and learning, teachers also solve behaviour

problems among them (students). Students usually spend about an average of eight hours with the teachers in school. Greater amount of time of the students are spent with the parents in their various house. During vacation holidays the students spent these days with parents. If the students show any aspect of misbehaviour or abysmal performance in academic work teachers are blamed. Further, Onyango, Aloka & Raburu (2018) wrote seriously against the use of corporal punishment in schools. This was supported by Smith (2006) whose study believes that corporal punishment violates international conventions and is cruel, degrading and inhuman because it hurts and embarrasses children. The Government of Ghana has authorised the Ministry of Education (MOE) and Ghana Education Service (GES) to ensure that measures are taken aimed at implementing the prohibition of corporal punishment in Ghanaian schools. Teachers are not permitted to execute any form of punishment except the Headmaster. Even with the Headmaster he or she is expected to record the reasons that warranted the punishment and the type of punishment ascribed to the culprit. With these people are blaming one another with the current spate of misbehaviours.

Deidra (2013) study in America established that Positive Behaviour Interventions and Support (PBIS) contribute positively to student behaviour and maintains effective student behavioural support. Some of these Positive Behaviour Interventions and Support (PBIS) may be workable to some extent but may not be effective to all students. Frieman (2002) claimed that behaviour modification involves the systematic application of the procedures of operant conditioning as therapeutic interventions to reduce inappropriate behaviours and to increase appropriate behaviours. Frieman (2002) continued that although not all behaviour modification programmes have been successful in producing therapeutic gains, there are a number of areas in which behaviour modification is the preferred treatment. This is not very strange because human beings are unpredictable.

Another study by Yaworski (2012) in USA established that classrooms encountered a steady change of disciplinary options over the years. Despite the fact that corporal punishment has been banned and teachers have been trained on alternative corrective measures some punitive teachers' still use corporal punishment at the blind side of the administration. These alternative approaches to behaviour modification and effective classroom management is not very easy to acquire except well and appropriately trained professional teachers who might have taken a course in behaviour management or guidance and counselling.

Shamnadh & Anzari (2019). Identify the main causes of students' misbehaviours in the classroom as:

Students:

- 1. When students are bored in learning activities:**
Student use misbehaviours to seek attention from teachers. If students see school as a place where they are forced to stay despite their lack of interest, it is likely that they will misbehave when they get bored, either to

disperse the feelings of boredom, or to add some interest to lesson time.

2. A classroom not designed for ideal learning may contribute to students who refuse to behave well If not approached correctly; a classroom can be set up in a way that does not promote a positive learning environment. There are many things that can affect this learning environment
3. Lack of interest in the subject. It is a fact that some students are simply not at all interested in some of the subjects that they are taught in schools. Perhaps those subjects may not be relevant to them and their experience of the world, or perhaps they have a lack of interest and aptitude for certain areas of the curriculum
4. Special needs. Special needs can also be an important factor in misbehaviour in classrooms .if a students is struggling with his assignment in the learning process and the teacher does not make it accessible there is a high chance that the students may tend to misbehave in the class.

Teachers

- Teachers experience a good variety of emotions throughout their work that are triggered by multiple factors and their reactions.
- The type of teacher behaviour which students felt provoked.
- A teacher's authority and therefore the ability to exercise the necessary classroom management.

Steps in managing to manage students effectively in the classrooms

The current study was informed by Assertive Discipline Model by Lee and Marlene Canter (Canter and Canter, 2001). The model consists of a 5 step discipline plan which is accompanied by consequences for breaking the rules. A student who infringes on the rules is first warned, after which failure to comply is followed by a ten- minute time out. If the student does not change, a 15 minute time out follows. Fourth, the student's parents are summoned. Finally, the student is sent to the principal's office (Canter and Canter, 2001).

Klopfer (2014) revealed that training on proactive behavioural management had positive influence on teachers' self-efficacy, emotions, teaching style and reactions towards children and their use of management strategies in the classroom. Afande (2015) established that effective guidance and counselling benefited pupils by developing skills in decision making, providing services and focusing on the need of pupils. Guidance and counselling practitioners are doing their best but much need to be done. Some guidance and counselling coordinators are at time are faced with greater challenges such equipment and other facilities for effective service delivery. Somekh and Lewin (2005) demonstrated that teachers who had formal instructions in behaviour management during their preparation improve their ability to manage misbehaviours.

University of Saskatchewan (2005) claim that for effective classroom management teacher-candidates should be able to incorporate 13 strategies found to be effective in creating the conditions in classroom effective and productive for teaching and learning. Classroom management strategy for teaching and learning to take place and policies designed to increase students' on-task behaviour and decrease disruptive behaviours rely largely on five teacher behaviours: (a) providing sufficient class structure, (b) establishing clear expectations, (c) interacting actively with students to increase engagement, (d) using multiple strategies to respond to appropriate behaviour, and (e) using a continuum of strategies to deal with inappropriate behaviour (Simonsen et al 2008). The researcher in this study intends to consider the appropriate way of managing the classroom effectively and efficiently. This is due the fact that for effective teaching and learning to take place in the classroom requires efficient and prudent classroom management.

Objectives

The researcher considered these objectives to guide the study.

- To consider the effective means of communicating with the students to ensure effective teaching and learning in the classroom.
- To consider what teachers should do in the classroom to ensuring Discipline inside Classroom.

Research Questions

The following research questions directed the researcher to execute the study successfully:

- What effective means of communication would be appropriate for the teacher to use to ensure effective teaching and learning in the classroom?
- What should teachers do in the classroom to ensure discipline inside the classroom and maintain effective classroom management and control?

II. METHODOLOGY

The method that the researchers used for the study was descriptive survey which was done quantitatively. It was based on variables that were measured through numbers and were analysed by using statistical procedures. Creswell and Creswell in 2018 defined quantitative research as a method which involves the processes of collecting, analysing, interpreting and writing the result of the study. On the other hand, Castle (2010), Sidhu (2012) and Leavy (2017) claimed that quantitative approach to research has the purpose aimed at achieving objectivity, control, specific and precise measurement that rely on deductive designs that aimed at refuting or building evidence in favour of specific theories. These two authorities considered quantitative research to the use of numbers or figures and use variables that could be measured. The design used for the study was descriptive research design. Creswell and Creswell (2018) were of the view that descriptive research design aims to accurately and systematically describe a population, situation or phenomenon.

Population

The population for the study were all the teachers in Komenda-Edina-Aguafo-Abrem (K.E.E.A.) Municipality. There are 105 Basic Schools in the Municipality The researcher used only the partnership Schools. Partnership schools are the schools where Komenda College of Education take its students on internship for their on the job observations and practices. The partnership schools are 50 all in the same Municipality in the Central Region of Ghana.

Sample and Sampling Techniques

The researcher selected four respondents each from the 50 partnership schools which gave total respondents of 200. The researcher used quota and simple random sampling techniques to get the 200 respondents. The researcher used the partnership schools because they were very convenient to the researcher because as an internship coordinator the researcher was very frequent in those schools. This enhanced easy and prompt collection of data with the questionnaire.

Instrument for Data Collection

The instrument used for data collection was questionnaire adopted from validation of classroom management questionnaire (Diaz. Et al 2018). The

researcher administered the questionnaire to four teachers in all the 50 partnership schools. Borg and Gall (2003) Wittrock (2005) Weiten (2007) Castle (2010) Creswell and Creswell (2018) commented that questionnaires are set of questions which are presented and predetermined set of stimuli to the respondents which, unlike interview questions, cannot be varied in the light of responses. Also questionnaires is considered as devising set of questions that are then disseminated to a sample of research respondents in order that the researcher receives clear responses to a given phenomenon, which seems to be straight forward and relatively pain-free. The researcher used questionnaire due to its easy way of collecting data and as economical means of collecting data from a greater number of respondents within the shortest possible time due to its reachability.

Data Analysis

The data gathered were analysed in line with the research questions as indicated as follows:

Research Question 1.

What effective means of communication would be appropriate for the teacher to use to ensure effective teaching and learning in the classroom?

The responses to research question 1 are indicated in table 1.

| Item | TEACHER-STUDENTS PERSONAL COMMUNICATION | Rarely | | Sometimes | | Often | | Usually | |
|------|---|--------|------|-----------|------|-------|------|---------|------|
| | | F | % | F | % | F | % | F | % |
| 1. | I attempt to be “me” rather than the “teacher” to make students feel I am approachable. | 10 | 5 | 30 | 15 | 40 | 20 | 120 | 60 |
| 2. | I learn students names to recognise them as individuals | 20 | 10 | 25 | 12.5 | 45 | 22.5 | 110 | 55 |
| 3. | I interact with students as individuals. | 45 | 22.5 | 40 | 20 | 65 | 32.5 | 50 | 25 |
| 4. | I use eye contact to make students feel I care about what they say and do | 10 | 5 | 65 | 32.5 | 35 | 17.5 | 90 | 45 |
| 5. | I learn about the different types of students personal & social needs (getting to know them through activities) | 25 | 12.5 | 35 | 17.5 | 10 | 5 | 40 | 20 |
| 6. | I incorporate students personal interest into my teaching | 35 | 17.5 | 45 | 22.5 | 65 | 32.5 | 55 | 27.5 |
| 7. | I encourage creativity and self-expression in students. | 35 | 17.5 | 55 | 27.5 | 55 | 27.5 | 55 | 27.5 |
| 8. | I talk with students previous teachers to get more information about students. | 10 | 5 | 35 | 17.5 | 65 | 32.5 | 90 | 45 |
| 9. | I praise individuals’ accomplishment and important events in students’ lives. | 10 | 5 | 10 | 5 | 75 | 37.5 | 105 | 52.5 |
| 10. | I talk with students after an emotional outburst to demonstrate I am personally interested in their lives. | 85 | 42.5 | 58 | 29 | 10 | 5 | 47 | 23.5 |
| 11. | I begin the lesson with activities to reinforce a sense of collaboration among students. | 15 | 7.5 | 25 | 12.5 | 82 | 41 | 78 | 39 |
| 12. | I encourage students to respect one another | 82 | 41 | 88 | 44 | 15 | 7.5 | 15 | 7.5 |
| 13. | I promote positive social value, e.g. sharing | 10 | 5 | 35 | 17.5 | 85 | 42.5 | 70 | 35 |
| 14. | I encourage students to reach an agreement through conversations to resolve issues. | 78 | 39 | 35 | 17.5 | 25 | 12.5 | 62 | 31 |
| 15. | I teach students to work together cooperatively towards academic goal. | 10 | 5 | 45 | 22.5 | 85 | 42.5 | 60 | 30 |
| 16. | I use problem solving scenarios with students to develop their problem solving skills. | 78 | 39 | 58 | 29 | 20 | 10 | 44 | 22 |
| 17. | I promote students responsibility in my classroom practice. | 35 | 17.5 | 45 | 22.5 | 65 | 32.5 | 55 | 27.5 |
| 18. | I promote respect to cultural diversity in the classroom. | 83 | 41.5 | 60 | 30 | 15 | 7.5 | 42 | 21 |
| 19. | I help students to become aware of their own thinking. | 32 | 16 | 48 | 24 | 68 | 34 | 52 | 26 |
| 20. | I help students to develop their ability to make decisions by themselves. | 10 | 5 | 36 | 18 | 92 | 46 | 62 | 31 |

Source: Field data 2020

Data from table shows that for the items I attempt to be “me” rather than the “teacher” to make students feel I am approachable and I learn students’ names to recognise them as individuals 120 and 110 respondent indicated they usually do that. This was very appropriate as more than 55% selected that. With the item ‘I interact with students as individuals 60 and 50 selected often and usually respectively and “I use eye contact to make students feel I care about what they say and do” 35 and 90 chose often and usually. With item 5, on the research question 1, “I learn about the different types of students personal & social needs showed that 100 and 40 selected often and usually while the item “I incorporate students’ personal interest into my teaching” 65 and responded 55 often and usually respectively. This is very appropriate for effective classroom management. With the item “I encourage creativity and self-expression in students” 55 each chose often and usually while “I talk with students previous teachers to get more information about students” 65 and 90 respondents ticked often and usually. With the item “I praise individuals’ accomplishment and important events in students’ lives” 75 and 105 chose often and usually but” I talk with students after an emotional outburst to demonstrate I am personally interested in their lives 85 and 55 respondents selected rarely and sometimes. This response need improvement from the side of the teachers to reconsider their means of communicating with the students for effective classroom teaching and learning. The item “I begin the lesson with activities to reinforce a sense of collaboration among students” 82 and 78 ticked often and usually while “I encourage students to respect one another” 82 and 88 ticked rarely and sometimes that shows

that there are some challenges with this item in respect to the teachers approach to perform that activity. As to if “I promote positive social value, e.g. sharing” 85 and 70 selected often and usually while as to whether “I encourage students to reach an agreement through conversations to resolve issues” 78 and 35 went for rarely and sometimes respectively. Also the item “I teach students to work together cooperatively towards academic goal” 85 and 60 chose often and usually while whether “I use problem solving scenarios with students to develop their problem solving skills” 78 and 58 went for rarely and sometimes this shows that there is problem with this item. As to whether “I promote students responsibility in my classroom practice” ticked 65 and 55 ticked often and usually while if “I promote respect to cultural diversity in the classroom” 83 and 60 chose rarely and sometimes. To check if “I help students to become aware of their own thinking” 68 and 52 responded often and usually while” I help students to develop their ability to make decisions by themselves” 92 62 responded often and usually.

Research Question 2.

What should teachers do in the classroom to ensure discipline inside the classroom and maintain effective classroom management and control?

The researcher wanted to know the appropriate ways of ensuring discipline in classroom to promote positive classroom interaction and positive students’ participation in class. The responses from teachers to this research question are indicated in table 2.

Ensuring Discipline inside Classroom

| Item | Ensuring Discipline Inside Classroom | Rarely | | Sometimes | | Often | | Usually | |
|------|--|--------|------|-----------|------|-------|------|---------|------|
| | | F | % | f. | % | F | % | F | % |
| 1. | | | | | | | | | |
| 1. | I involve students in establishing rules and regulations | 18 | 9 | 48 | 24 | 88 | 44 | 46 | 23 |
| 2. | I share with students the reasons behind the disciplinary approaches I use. | 38 | 19 | 52 | 26 | 68 | 34 | 42 | 21 |
| 3. | I provide positive reinforcement to students for appropriate behaviour (e.g. special helper extra computer time and tangible rewards). | 10 | 5 | 20 | 10 | 110 | 55 | 60 | 30 |
| 4. | I make students aware of consequences for misbehaviours (e.g. loss of break time, extra classroom time). | 25 | 12.5 | 45 | 22.5 | 65 | 32.5 | 65 | 32.5 |
| 5. | I use class time to reflect on appropriate behaviours with students as a group. | 68 | 34 | 58 | 29 | 48 | 24 | 26 | 13 |
| 6. | I redirect inappropriate behaviours on the spot using loud voice. | 40 | 20 | 50 | 25 | 60 | 30 | 50 | 25 |
| 7. | I ignore misbehaviours that are non-disruptive to class. | 45 | 22.5 | 65 | 32.5 | 55 | 27.5 | 35 | 17.5 |
| 8. | I use short verbal cues to stop misbehaviours (e.g. mention students name aloud using “shhh” sound). | 10 | 5 | 70 | 35 | 65 | 32.5 | 55 | 27.5 |
| 9. | I sent students to the headmaster’s office for misbehaviours. | 30 | 15 | 40 | 20 | 78 | 39 | 52 | 26 |
| 10. | I use non-verbal signals to stop misbehaviours (e.g. make eye contact, approach and touch disruptive students) | 10 | 5 | 68 | 34 | 62 | 31 | 60 | 30 |
| 11. | I use self-assessment forms for students to evaluate their own behaviours (e.g. checklists) | 68 | 34 | 72 | 36 | 45 | 22.5 | 15 | 7.5 |
| 12. | I inform parents about classroom expectations. | 65 | 32.5 | 75 | 37.5 | 50 | 25 | 10 | 5 |
| 13. | I send for parents to report inappropriate behaviours of their wards | 68 | 34 | 78 | 39 | 36 | 18 | 18 | 9 |
| 14. | I send for parents to report good behaviours of their wards | 65 | 32.5 | 75 | 37.5 | 40 | 20 | 20 | 10 |
| 15. | I collaborate with parents on a home behaviour plan. | 55 | 27.5 | 65 | 32.5 | 45 | 22.5 | 35 | 17.5 |

| | | | | | | | | | |
|-----|---|----|------|----|------|----|------|----|------|
| 16. | I teach parents activities to do with students at home to reinforce good behaviours at school. | 75 | 37.5 | 75 | 37.5 | 28 | 14 | 22 | 11 |
| 17. | I inform parents about policies regarding the use of mobile phones at school and the home. | 58 | 29 | 75 | 37.5 | 45 | 22.5 | 22 | 11 |
| 18. | I inform parents about social network and their correct use (Facebook, twitter, etc. | 65 | 32.5 | 75 | 37.5 | 35 | 17.5 | 25 | 12.5 |
| 19. | I sent home to parents' communication letters regarding positive and negative aspects of their children's behaviours. | 45 | 22.5 | 68 | 34 | 48 | 24 | 39 | 19.5 |
| 20. | I sent students home for aggressive and disruptive behaviours | 20 | 10 | 35 | 17.5 | 75 | 37.5 | 70 | 35 |

Source: Field data, 2020

Data from table 2 indicate that “I involve students in establishing rules and regulations” 86 and 46 respondents selected often and usually and “I share with students the reasons behind the disciplinary approaches I use” 68 and 42 responded often and usually. I provide positive reinforcement to students for appropriate behaviour. 110 and 60 ticked often and usually. Also, as to whether “I make students aware of consequences for misbehaviours” 65 each responded often and usually. Then, the item “I use class time to reflect on appropriate behaviours with students as a group” 68 and 58 rarely and sometimes but 60 and 50 responded often and usually. As to whether “I ignore misbehaviours that are non-disruptive to class” 45 65 responded rarely sometimes while “I use short verbal cues to stop misbehaviours” 65 and 55 ticked often and usually also, if “I sent students to the principal's office for misbehaviours” 78 and 52 selected often and usually. Then as to whether “I use non-verbal signals to stop misbehaviours” 62 and 60 ticked often and usually. To check if “I use self-assessment forms for students to evaluate their own behaviours” 68 and 72 selected rarely and sometimes while as to whether “I inform parents about classroom expectations” 65 and 75 ticked rarely and sometimes and if “I send for parents to report inappropriate behaviours of their wards” 68 and 78 selected rarely and sometimes. To ascertain whether “I send for parents to report good behaviours of their wards” 65 and 75 ticked rarely and sometimes. As to if “I collaborate with parents on a home behaviour plan” 55 and 65 chose rarely and sometimes also, whether “I teach parents activities to do with students at home to reinforce good behaviours at school” 75 and 75 selected rarely and sometimes. Further, do “I inform parents about policies regarding the use of mobile phones at school and the home” 58 and 75 responded rarely and sometimes. Furthermore, whether “I inform parents about social network and their correct use (Facebook, twitter, etc. 65 and 75 responded rarely and sometimes. Finally, the researcher decided to check if “I sent home to parents' communication letters regarding positive and negative aspects of their children's behaviours” .45 and 68 responded rarely and sometimes.

III. SUMMARY OF THE FINDINGS

The researcher reached these strong favourable responses as major finding from the study:

- I attempt to be “me” rather than the “teacher” to make students feel I am approachable.
- I learn students names to recognise them as individuals

- I talk with students previous teachers to get more information about students.
- I learn about the different types of students personal & social needs (getting to know them through activities)
- I incorporate students personal interest into my teaching
- I talk with students previous teachers to get more information about students.
- I praise individuals' accomplishment and important events in students' lives.
- I begin the lesson with activities to reinforce a sense of collaboration among students.
- I promote positive social value, e.g. sharing
- I teach students to work together cooperatively towards academic goal.
- I promote students responsibility in my classroom practice.
- I help students to become aware of their own thinking.
- I help students to develop their ability to make decisions by themselves.
- I involve students in establishing rules and regulations
- I share with students the reasons behind the disciplinary approaches I use.
- I provide positive reinforcement to students for appropriate behaviour (e.g. special helper extra computer time and tangible rewards.
- I make students aware of consequences for misbehaviours (e.g. loss of break time, extra classroom time).
- I redirect inappropriate behaviours on the spot using loud voice.
- I use short verbal cues to stop misbehaviours (e.g. mention students name aloud using “shhh” sound).
- I sent students to the headmaster's office for misbehaviours.
- I use non-verbal signals to stop misbehaviours (e.g. make eye contact, approach and touch disruptive students)
- I sent students home for aggressive and disruptive behaviours

Areas where improvements are required

- I talk with students after an emotional outburst to demonstrate I am personally interested in their lives.
- I encourage students to respect one another
- I encourage students to reach an agreement through conversations to resolve issues.
- I use problem solving scenarios with students to develop their problem solving skills.

- I promote respect to cultural diversity in the classroom.
- I use class time to reflect on appropriate behaviours with students as a group.
- I ignore misbehaviours that are non-disruptive to class.
- I use self-assessment forms for students to evaluate their own behaviours (e.g. checklists)
- I inform parents about classroom expectations.
- I send for parents to report inappropriate behaviours of their wards
- I send for parents to report good behaviours of their wards
- I collaborate with parents on a home behaviour plan.
- I teach parents activities to do with students at home to reinforce good behaviours at school.
- I inform parents about policies regarding the use of mobile phones at school and the home.
- I inform parents about social network and their correct use (Facebook, twitter, etc).
- I sent home to parents' communication letters regarding positive and negative aspects of their children's behaviours.

IV. DISCUSSIONS

These research findings support Klopfer (2014) that training on proactive behavioural management had positive influence on teachers' self-efficacy, emotions, teaching style. These have to do with the use of both verbal and non-verbal cues to check students' behaviours in the classroom to enhance productive teaching and learning in classrooms. The researcher also agrees with Onyango, Aloka & Raburu (2018) cited (Nakpodia, 2012) that teachers the world over have many responsibilities to perform other than just gathering students for teaching and learning. This is because productive teaching and to ensure conducive environment for equal participation requires effective classroom management is very essential. The researcher also agrees with University of Saskatchewan (2005) claim that for effective classroom management teacher-candidates should be able to incorporate 13 strategies found to be effective in creating the conditions in classroom for teaching and learning. It will be impossible for teachers to teach effectively without effective classroom management and behaviour modification strategies.

Also, the findings exposed areas where majority of the teachers were not performing appropriately. The areas where attention should be directed to are the areas where the teachers need to collaborate with the parents about their wards. Examples are, sending reports to parents about inappropriate and good behaviour of their wards, informing parents about education policies, Further, how teachers handle an emotional outburst and other misbehaviours in the classroom should also be reconsidered as majority of teacher are suspected not to be the best. Teachers should also encourage problem solving skills, collaboration to perform group activities and critical thinking skills.

SUGGESTIONS

- The researcher suggests that teacher processes such pre-services, induction services and continuous professional development (CPD) should be critically looked at as teaching is regarded as life-long learning processes.
- The researcher also support the assertion made by Afande (2015) that effective guidance and counselling benefited pupils by developing skills in decision making, providing services and focusing on the need of pupils. Therefore to achieve these, frequent pre-service and in-service trainings should be organised for serving teachers to equip them with appropriate skills to handle inappropriate behaviours in classrooms.
- The researcher also suggests that teachers should be equipped with proactive behaviour management strategies. This statement agrees with Klopfer (2014) that training on proactive behavioural management had positive influence on teachers' self-efficacy, emotions, teaching style and reactions towards children and their use of management strategies in the classroom.
- The researcher agrees with Deidra (2013) in his study in America which established that Positive Behaviour Interventions and Support (PBIS) contribute positively to student behaviour and maintains effective student behavioural. The researcher supports Deidra, that what is prevailing in America may be workable in Ghana too.

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