
Effect of Authoritative Classroom Management Style on Performance of Students in Public Secondary Schools in Imo State

Chinyere Vitalian Achonu¹, Blessing Chineme Okoro² and Ozomadu Eric A³.

¹Department of Management and Planning, School of Social Science Education, Faculty of Education | Email: chyvita2009@gmail.com | Tel: 08027698670

²Department of Management, Faculty of Management and Social Sciences, Godfrey Okoye University, Ugwuomu-Nike, Enugu State | Email: chinemeokoro2007@gmail.com | Tel: 08067958377

³Department of Social Sciences and Vocational Education, Godfrey Okoye, Univeristy Enugu | Email: ericozomadu@gmail.com | Tel: 08038730015

Abstract: *The objective of the study was to ascertain the coefficient of relationship between authoritative classroom management style and the performance of students in public secondary schools in Imo State. The study adopted descriptive survey design. The population of the study comprised all the teachers and students of public secondary schools in Imo State (212123). A sample size of 399 was arrived at through Taro Yamane sample size determination technique. The researcher adopted questionnaire as instrumentation for the study. The data which was generated from the questionnaire was analyzed using modified four point Likert type scale, Pearson Correlation coefficient, standard deviation statistics was used to test the hypothesis because of the large sample size. The result shows that all the listed items having a mean response of 2.5 and above is interpreted as positive, while those below 2.5 is taken as negative. The highest performance met by permissive management style was, permissive style is characterized by a lack of involvement with mean responses of 2.5 and above. The finding of the study has far reaching implications on the influence of classroom management variables on the academic performance of students in public secondary schools in Imo State. The study revealed that there is significant relationship between authoritative classroom management style and the performance of students in Imo State Public Secondary Schools. It also, indicates positive relationship among each of the variable items of authoritative classroom management style and the performance of students in Imo State Public Secondary Schools. Behavioural principles and warm student-teacher relationship should be harnessed using authoritative classroom management style in order to improve on pupils' performance.*

Key words: *Authoritative classroom management style, performance of students, Public secondary schools*

1. Introduction

The classroom affords the teacher the opportunity of arranging and controlling the students' learning environment and make it alive (Kyiacoll, 2005) cited in Okeke, (2015). The classroom is the meeting point for both teachers and students where curriculum activities are implemented. educational objectives can not be fully achieved without the use of conducive classroom

environment. The classroom is characterized by a network of interpersonal relationships directed at the attainment of educational goal. Good classroom environment must be well ventilated, fully supplied with chairs and desks, have adequate spatial arrangement, have sizeable chalkboard, good floors, beautiful walls and lightining (Kolawole, 2004) in Okeke (2015).

According to Anyaogu, (2016) management is an interational and economic process involving a sequence of co-ordinated events, such as planning, organizing, directing, controlling, co-ordinating, reporting and budgeting into use available resources to achieve a dsired objective in the fastest and most efficient way. To Peretomode, (1992) management is concerne3d with a set of activities which can be classified into planning, organizing or controlling. It is the job of getting things done through people. Nwankwo (2014) posits that in a modern organizational context, management is seen as a social process which is designed to ensure the cooperation, participation, intervention and involvement of people in the effective achievement of a given objective. Okeke and Anyaogu, (2017) defined management in education as the arrangement of resources (human, material information) available for education and carefully using them systematically to achieve educational objective.

Classroom management refers to anything that would create effective student learning in the classroom (Wong and Wong, 2005). Teachers' classroom management skill could be verbal or non verbal, formal or informal, systematic or unsystematic, rigid or flexible. The way the teachers exhibit classroom management skill and their interest in the student may change students' behaviour (Blanton *et al.*, 2014). Of these skills, the ones that encourages students' autonomy creates a higher level of students engagement (Nelson, 2008).

Classroom management assume a fundamental part in upgrading students' learning. Classroom management involves the exercises to compose and guide classes to accomplish particular objectives (Shawer, 2010). It is teachers' responsibility to maintain a positive learning environment in the classroom. Classroom offers a favorable situation for viable instructing and learning. The five qualities of an effective classroom are security, open correspondence, common enjoying, shared objectives and connectedness (Zhang and Zhao, 2010).

Managing classroom is surfacing as one of the most challenging problem for a teacher in Imo State Secondary School today. It is posing a problem requiring the serious concern of the educators and the education researchers. Ineffective management leads to serious conditions of indiscipline causing damage to the conducive climate for learning. In the words of Owuegbu, (2011), good classroom management is the key to classroom success. When there is good classroom management, there is positive approach to classroom activities. When the opposite becomes the case, students' performance reduces, and act of indiscipline increases in the classroom, and the entire school. Though teachers are provided with inputs on the best fit managing strategies, they are not provided with any specific technique to suit specific problems in classroom management.

If the teacher is not managing the classroom effectively, students resort to indiscipline and indifference to learning. Many secondary school students though have the innate cognitive competence for academic skills fail to manifest their skills due to the lack of effectiveness of the teacher in managing the classroom. This problem has become manifold in Imo State in particular and Nigeria in genera where the population is exploding and the classrooms are huge with numbers. This has resulted in the researcher consolidating on a problem relating to effective classroom management in the Indian school context. The fact remains that inspite of all the constraints, Imo State secondary school students are emerging as efficient youngsters and very

intelligent.

The main objective of this study is to determine the effect of authoritative classroom management style on performance of students in Imo State secondary schools.

2. Review of Literature

Concepts of Authoritative Classroom Management

Classroom management has been defined in many different ways; Tal (2010) defines classroom management as “the ability of the teacher to lead the class...toward achieving the socio-emotional welfare and learning of the students” (pg.144). Malone and Tietjens (2000) define classroom management as “how teachers maintain order in a classroom” (pg. 160). Little and Akin-Little (2003) define classroom management as ‘a set of procedures that, if followed, should help the teacher maintain order in the classroom and involve both antecedent and consequent procedures that can be combined to provide a comprehensive approach to classroom management’” (as cited in Little & Akin-Little, 2009, pg. 228). Classroom management is an organizational function in which tasks are performed in a variety of settings. This usually results in the inculcation of knowledge, application of knowledge, in addition to certain social values, such as, personal integrity, human respect, self confidence, direction and decision making and cohesion (Johnson and Brooks, 2009). The teacher has various tasks related to her/ his job of disseminating knowledge. The teacher prepares the infrastructure for conducive education which includes the time duration for contacts, space in the classroom, infrastructure resource and finally, the learning material. The techniques of instruction also play a vital role in enabling the student and making the teacher successful. Therefore, authoritative classroom management has a wide spectrum of tasks and activities involving, the teacher, the student and the support factors.

The essence of authoritative classroom management is not only to control student's behavior but to influence and direct it in a constructive manner. There are a number of management styles that teacher's exhibit. Authoritative classroom management styles of teachers can be characterized over students and degree of involvement of teachers' with students. There are a number of management styles that teachers' exhibit. The extremes of these two dimensions allow teacher management of students to be readily identified. Authoritative classroom management styles of teachers have been identified on the basis of the permutations and combinations of the degree of control and the level of involvement. The *authoritative* style is characterized by behavioural principles, high expectations of appropriate behaviour, clear statements about why certain behaviours are acceptable and others not acceptable, and warm student-teacher relationships.

Concept of Performance

A review of the existing literature on academic performance of students shows that many theories on this subject saw “performance” as the way in which someone or something functions Sangiry and Bhosle, (2010). Performance is equally discussed as accomplishment. The same Bhosle (2010) defines “academic” as relating to scholarly performance, one who has academic view point o a scholarly background. From the above definitions ‘academic performance’ could be said to be a function which one exhibits after acquiring education. It is scholarly performance expected to be accomplished, then achieve a high academic performance. It is for the reason that Sangiry, Kawatkar, Dutta and Bhosle (2010), opine that a high academic performance may not always be associated with a high intelligence quotient or hard work. Most often, it may be related

to effective learning and cognitive strategies. A few of these strategies include proper time management, improved study strategy and better academic competency, etc. it has been observed that a student with better academic competency will probably demonstrate better academic performance.

Theoretical Framework

This study is rooted on a number of management theories which basically include: Human Relation and Classroom Management Theories which are relevant to the study. These theories are listed thus: Abraham Maslows Need Hierarchy Theory (1943), Bishop Kounins Classroom Management Behavioural Theory (1977), B.F. Skinners Behavioural Modification and Reinforcement Theory (Lieberman, 2000), Heim Ginotts Theory of Classroom Management (1972) and Alfie Kohn Ideal Classroom Management Theory, (1977).

Maslow's Need Hierarchy Theory (1943)

In 1943, a clinical psychologist, Abraham Maslow developed a theory titled Maslow's Need Theory. He recognized that man is a complex and changing being and felt that motivation must reflect man's nature. Maslow points out that once a need is satisfied, it no longer motivates behaviour and another need then arises to take its place. The clarification of this is that need fulfillment is never ending; life is thus a process to satisfy needs.

In the context of this study, students' academic performance require meeting the needs of the teachers such as need for achievement, prestige, recognition, power and financial rewards, to mention but a few. When these needs are satisfied, the teachers will give in their best with the available material resources which will enhance students' academic performance. If the teachers are not adequately motivated, however, academic performance may likely be poor. This study explores the extent to which classroom management will relate to academic performance of the students in public secondary schools in Imo State.

Jacob Kounin's Classroom Management Behavioural Theory

Jacob Kounin is an education theorist who focused on a teacher's ability to affect student behavior through instructional management. He published a book on discipline and Group management in classroom in (1977), Kounin attempted to influence the original view point of educators and to integrate teaching and discipline in the classroom. He developed behavioral theory through his observation of an intriguing pattern in student behavior, when he asked a student in his own classroom to put something away; he noticed that the students around him suddenly followed in focusing their attention. He watch as the correction of one student behavior actually spread to other students engaging in inappropriate behaviors and resulted in a much more ordered room. This he described as "Ripple Effect". After observing all the students from all levels for five (5) years, he decided to study how teacher's actually prepared or proactively manages their classroom before behavior occurred. Kounin noticed how the reactions of teachers to students affected classroom management in a negative way. He learned that teachers were always receiving similar responses from their students no matter how they react to misbehavior in the classroom. Kounin suggest that misbehaviors could be prevented from occurring in the classroom by setting expectations at the start of the year. He noted that if expectations are not set right from the start, students are likely to misbehave, because they are unaware of how their teachers expected them to behave. The contributions of Jacob Kounin classroom management theory to the study lies on the ability of the teachers to do something in the classroom that could lead to effective classroom management and high students' achievement.

In the context of this research therefore, classroom management could be based around

the teacher ability to elicit clear and concise expectations for their students, and organize and plan their classrooms while using proactive behavior and high student involvement which revolve around witness, overlapping, momentum, smoothness and group alerting that will enhance effective performance of students.

3. Methodology

Design of the Study

The study adopted descriptive survey design to determine, through perceptions of facilitators and learners, authoritative classroom management style on performance of students in Imo State secondary schools. The design was appropriate for the study because the researcher is interested in authoritative classroom management style and performance of secondary school students in the study area. The design also permits the collection of raw data from the respondents.

Area of the Study

Imo is one of the 36 states of Nigeria and lies in the south east of Nigeria. Owerri is its capital and largest city. Its other major cities are Orlu and Okigwe. Located in the south-eastern region of Nigeria, it occupies the area between the lower River Niger and the upper and middle Imo River. Imo State is bordered by Abia State on the East, River Niger and Delta State to the West, Anambra State on the North and Rivers State to the South (Vanguard, Nigeria, 2 June 2015). The state lies within latitudes 4°45'N and 7°15'N, and longitude 6°50'E and 7°25'E with an area of around 5,100 sq km (Imo State Government, 2010). Since education is of paramount importance in Imo State, this study was designed to investigate authoritative classroom management style that will correlate the performance of students in both urban and rural secondary schools in Imo State. The area of the study will comprise the six educational zones spread across the state of Imo. These include: Okigwe Zone 1 and Zone 2, Orlu Zone 1 and Zone 2 and Owerri Zone 1 and Zone 2 respectively.

Population of the Study

The population of the study comprised all the teachers and students of public secondary schools in Imo State. These were the respondents to be studied on, in the area with population of 212123 consisting 5363 and 20676 teachers and students respectively. The respective population of teachers and secondary school students are as follows: Okigwe Zone I (339 and 14517), Okigwe Zone II (547 and 16830), Orlu Zone I (815 and 41198), Orlu Zone II (394 and 25679), Owerri Zone I (2506 and 73377) and Owerri Zone II (762 and 35159), respectively in Imo State (see Table 1).

Table 1: Composition of the Research Population

s/n	Zone	No of Teachers	No of Secondary School Students	Total
1	Okigwe Zone I	339	14517	14856
2	Okigwe Zone II	547	16830	17377
3	Orlu Zone I	815	41198	42013
4	Orlu Zone II	394	25679	26073
5	Owerri Zone I	2506	73377	75883
6	Owerri Zone II	762	35159	35921

Total	5363	206760	212123
Grand Total	212123		

Source: Field Survey, 2018 (SEMB).Record and Statistics

Sample and Sampling Techniques

Respondents were chosen for the study through the use of Yamene (1967) sample size determination technique. This technique was used because: a) the population of the research is finite, b) probability procedure can be used, and c) the data is assumed to be randomly distributed. The method used is indicated below – Mathematically derived Yamane formula: $n = \frac{N}{1+N(e)^2}$; Where, n = required responses/sample size, (e)² = error limit, N = population size.

Sample Size Proportion Allocation

To assign the sample size of 399 to the respondents, the researcher employed the Bourley’s proportional allocation formula (see Table 2): $n_b = \frac{n(n)}{N}$; Where: n_b = Bourley Proportional Allocation Formula, n = Population allocated to respondent groups, n = Total sample size, N = Population of the study. The determination of each of the sample group is shown in Table 2:

Table 2: Sampling Distribution using Bourley’s Proportional Allocation Technique

Study Under Study	Population Frequency	Sample Size Distribution Using Bourley’s Technique
Okigwe Zone I	14856	$n_b = 28$
Okigwe Zone II	17377	$n_b = 33$
Orlu Zone I	42013	$n_b = 79$
Orlu Zone II	26073	$n_b = 49$
Owerri Zone I	75883	$n_b = 143$
Owerri Zone II	35921	$n_b = 67$
OVERALL TOTAL	212123	399

Source: Field Survey, 2018 (Record and Statistics Unit SEMB Imo State)

Instrument for Data Collection

The researcher adopted questionnaire as instrumentation for the study.

Validation of Instrument

Draft copies of the questionnaire with the main and specific purposes of the study were given to an expert in measurement and evaluation as well as nine experts in the field of education. The validates was used to vet items in achieving the specific objectives through providing data for

answering the research questions. Corrections and suggestions offered by the experts were effected before the final draft of the questionnaire was produced and used for this study. Content validity examines if the instrument adequately covers the scope implied by the topic of the study. This study’s research instrument has content validity because it ensured that all the questions asked in the questionnaire are represented in literature. Secondly, a panel consisting of 5 experts (3 from department of social science education and 2 from department of measurement and evaluation) were used to vet the questions in the questionnaire objectively; paying particular attention to the relevance of the subject matter and their coverage of the entire topic of study.

The construct validity examined how adequately an instrument measures the actual meaning of a construct or concept which has been deliberately adopted for a specified scientific purpose. The value of factor analysis may vary from 0 to 1. The benchmark should be 0.50 or higher as recommended by Hair, Anderson, Tatham and Black (1995). For factor analysis. If this is not achieved, then it is necessary to drop the variable(s) with lowest anti image value until overall factor analysis rises above 0.50.

Table 3: Factor Analysis

Determinant of classroom management style	Factor
Authoritative Style	
Authoritative style is characterized by behavioural principles	0.7648
High expectations of appropriate behavior	0.8204
Clear statements about why certain behaviours are acceptable and others not acceptable	0.9432
warm student-teacher relationships	0.9439
Pupils adhere more to direct request from teachers	0.7400
Teachers are sure that frequent direct interaction with students works	0.6399

Reliability of the Instrument

The data to be generated was analyzed to determine the internal consistency of the instrument using Cronbach Alpha. The result yielded a reliable index which was enough to indicate that the instrument was reliable for the study.

The internal consistency reliability test (pilot test) through Cronbach’s Alpha was drawn from the 5 questionnaire administered to experts. Thus, a pilot test from the 5 experts was carried out to ascertain the reliability of the study items using Cronbach’s Alpha () analysis. The overall Cronbach Alpha correlation for the study’s research instrument was 0.9251. However, all other variable items for this study appear to be dependable, useful and contribute to the overall reliability.

Method of Data Collection

The questionnaire was administered by the researcher to the respondents (i.e. teachers and students) with the help of trained assistants to ensure high percentage return. The assistant researchers were instructed on the purpose and the methods of administering the instrument. The researcher administered the questionnaire to the respondents (i.e. teachers and students) with the help of six (6) assistants, one from each education zone, of the six (6) zones in Imo State. The

assistants adequately trained by the researcher on how to administer the questionnaires to the respondents. The training was necessary to ensure that the research assistants are not biased and to ensure high percentage return. This assistant ensured that the copies of questionnaires were duly administered and appropriately retrieved on the whole. This gave high percentage (100%) of return.

Method of Data Analysis

The data which was generated from the questionnaire was analyzed using modified four point Likert type scale value to score all the options in the same direction, while the Pearson Correlation coefficient was used to answer the research questions as the analysis of the data was done in respect to each research hypothesis. Nevertheless, standard deviation statistics was used to test the hypothesis because of the large sample size, and also for the variables which are continuous and not discrete; hence, it is proportional that when the sample size is equal or greater than 30, standard deviation will be more appropriate.

4. Results and Discussion

This chapter deals with the presentation and analysis of data collected in the course of the study. The presentation and analysis of data is organized in accordance with the research question and hypothesis.

Objective

Find out the coefficient of relationship between authoritative classroom management style and the performance of students in public secondary schools in Imo State.

Table 4: Summary of the mean responses of the teachers and pupils on the extent to which authoritative classroom management style influence performance of students (n=399)

Item No.	Authoritative Classroom Management Style	\bar{X}	Remark
1	Authoritative style is characterized by behavioural principles	2.80	Agree
2	High expectations of appropriate behavior	2.82	Agree
3	Clear statements about why certain behaviours are acceptable and others not acceptable	2.35	Disagree
4	warm student-teacher relationships	2.55	Agree

Note: n= 399, \bar{X} = Mean

Table 4 present data on the relationship between authoritative classroom management style and performance of students in public secondary schools in Imo State. The result shows that all the listed items having a mean response of 2.5 and above is interpreted as positive, while those

below 2.5 is taken as negative. The highest performance met by authoritative management style was high expectations of appropriate behavior, authoritative style is characterized by behavioural principles and warm student-teacher relationship with mean responses of 2.5 and above.

Research Question

What is the coefficient of relationship between authoritative classroom management style and the performance of students in Imo State Public Secondary Schools?

This question wants to find out if there is significant relationship between authoritative classroom management style and the performance of students in Imo State Public Secondary Schools. Table 5 below indicates positive relationship among each of the variable items of authoritative classroom management style and the performance of students in Imo State Public Secondary Schools.

Table 5: Pearson’s Non-parametric Rho Correlation t-tests between Authoritative Management Style and Performance (n=399)

Authoritative Classroom Management Style	Performance of students in Imo State Public Secondary Schools			
	P1	P2	P3	P4
AES1	0.848 (5.342)**	0.256 (2.405) *	0.116 (1.174)	0.178 (0.438)**
AES2	0.836 (4.023)**	0.191 (0.876)	0.144 (1.177)	0.111 (1.293)*
AES3	0.621 (6.301)**	0.261 (0.987)	0.002 (0.098)	0.278 (2.100)*
AES4	0.349 (2.937)*	0.156 (1.432)	0.030 (0.839)	0.049 (0.911)

Note: * = Correlation is significant at the 0.05 level (2-tailed), ** = Correlation is significant at the 0.01 level (2-tailed), values in parenthesis are t-values, AES1=Authoritative style is characterized by behavioural principles, AES2=High expectations of appropriate behavior, AES3=Clear statements about why certain behaviours are acceptable and others not acceptable, AES4=warm student-teacher relationship, P1=Classroom management style has improved performance of students in secondary schools, P2=Students’ academic perform is due to management styles, P3=Academic performance is better than previous years, P4=Performance of students encourage tertiary admissions

Source: SPSS Version 21 for Windows

Test of Hypothesis

Ho: There is no significant relationship between authoritative classroom management style and performance of students in Imo State Public Secondary schools.

Table 6: Analysis of t-test values on authoritative classroom management style and performance (n=399)

Item No.	Authoritative Classroom Management Style	Teachers		Students		t-cal	RMK
		\bar{X}_1	S ₁	\bar{X}_2	S ₂		
1	Authoritative style is characterized by behavioural principles	3.98	1.12	3.60	0.71	1.46	NS
2	High expectations of appropriate behavior	3.39	1.19	2.90	2.90	1.98	S
3	Clear statements about why certain behaviours are acceptable and others not acceptable	3.79	1.56	3.70	0.90	0.29	NS
4	warm student-teacher relationships	3.36	1.59	3.60	1.14	-0.69	NS

Note: \bar{X} = mean, S = standard deviation, n₁= 150, n₂= 249, t – tab = 1.96, P = 0.05, df = 397, NS = not significance, S = significant

Table 6 shows, the t-distribution of the opinion of authoritative management style and performance of students in public secondary schools in Imo State. The data revealed a non-significant in the option of authoritative management style. Such authoritative management style included items numbers such as 1, 3 and 4 (t-cal < t-tab at df 397 and α = 0.05). In view of this therefore, the null hypothesis of no significant relationship between authoritative classroom management style and performance of students in Imo State Public Secondary schools, in respect of those items were accepted.

The result also shows that the calculated t-value of authoritative management style such as item number 2 were more than the corresponding table t-value at 397 df and α = 0.05. This indicated that there is significant relationship between authoritative classroom management style and performance of students in Imo State Public Secondary schools. The related null hypothesis was therefore rejected in this respect.

Findings

The study shows that the highest performance met by authoritative management style were as follows: high expectations of appropriate behavior, authoritative style is characterized by behavioural principles and warm student-teacher relationship with mean responses of 2.5 and above. In addition, Behavioural principles and warm student-teacher relationship. The authoritative style is characterized by behavioural principles, high expectations of appropriate behaviour, clear statements about why certain behaviours are acceptable and others not acceptable, and warm student-teacher relationships (Baumrind, 2014). From our study, high expectations of appropriate behavior, authoritative style which was characterized by behavioural principles and warm student-teacher relationship which are attribute of authoritative management

style highly impact on the performance of students in public secondary schools in Imo State, Nigeria.

The negative consequences of teachers not using authoritative classroom management strategies are not limited to only students; in a study conducted by Clunies-Ross, (2009), workload and student misbehavior were the two biggest contributors to teacher stress. Furthermore, Hastings and Bham (2011) found that various aspects of student classroom behavior (e.g., disrespect, lack of student sociability, and lack of attentiveness) differentially predicted various aspects of teacher burnout (e.g., emotional exhaustion, depersonalizing students, and lack of feelings of personal accomplishment). Research has consistently shown that teacher stress affects the teacher's performance, physical and emotional well-being as well as that of their families', and the school as a whole (Clunies-Ross., 2009).

5. Conclusion

The finding of the study has far reaching implications on the influence of classroom management variables on the academic performance of students in public secondary schools in Imo State. The study revealed that there is significant relationship between authoritative classroom management style and the performance of students in Imo State Public Secondary Schools. Table 4.2 below indicates positive relationship among each of the variable items of authoritative classroom management style and the performance of students in Imo State Public Secondary Schools.

6. Recommendation

Behavioural principles and warm student-teacher relationship should be harnessed using authoritative classroom management style in order to improve on pupils' performance.

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