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TEACHERS' CLASSROOM MANAGEMENT: BEHAVIORAL AND INSTRUCTIONAL MANAGEMENT STYLES AND CLASSROOM CONTROL BELIEFS

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Abstract

The study investigated Osun State secondary school teachers' classroom management styles alongside the behavioral and instructional management styles. The study examined the nature of classroom management approaches of the teacher-behavior versus Instructional management styles. It further determined teachers' control beliefs on the two approaches of management styles as well as the influence of teaching experience on their beliefs. The study adopted a survey design. The population of the study comprised all the senior secondary school teachers in Osun State, Nigeria. The sample size comprised 205 senior secondary school teachers selected across Osun Central senatorial districts in the State using a simple random sampling technique. Behavior and Instructional Management Scale (BIMS) developed by Martin and Sass (2010) was slightly adapted and used for the study. Percentages, mean, t-test and Chi-square were used to analyze the data. The results showed that teachers significantly utilized behavioral classroom management style than instructional management style. Also, teachers' classroom control beliefs are more of interventionist than non-interventionist in both behavioral and instructional management styles. Teaching experience had a significant influence on teachers' classroom control beliefs only in behavioral management approach, $\chi^2 (n = 205) = 19.93$, df $= 4$, p$< .05$. The study therefore concludes that teachers' classroom management style is behavioral in approach with teacher-centered rather than student-centered in orientation. The study recommends a complete paradigm shift in teaching beliefs from traditional teacher-centered to modern day student-centered approach.

Keywords: Teachers, behavioral, instructional, management beliefs,

Introduction

One of the ultimate goals of classroom interactions is to bring about effective and enduring change in behavior of learners. This expected change in behavior is not only limited to change in cognitive capability but also include positive change in affective and psychomotor domains. While learners are the center of attention in the classroom interactions, teachers are the managers (Marzano, Marzamo, & Pickering, 2003; Emmer, Evertson & Worham, 2006; Sabanci & Özyildirim, 2020) and the quality of product expected from classroom interactions is a function of how skillful and effective are the teachers in their management styles. Classroom interactions are combination of series of activities which include learning, social interaction and student behavior (Martin & Baldwin, 1998) and teachers have to oversee these activities in a productive manner. In

other words, classroom has to be well-managed such that the overall goals of interactions are not jeopardized. Teaching and learning can only flourish when the classrooms are well-managed (Marzano 2003).

Classroom management is described as the methods and strategies an educator puts in place to create and maintain a classroom environment conducive for student success and learning (McCreary, 2010). According to McCreary (2010), managing classroom for effectiveness can be achieved through different pedagogical strategies, nonetheless, the bottom line is for classroom learning environment communicate the assurance of both psychological and physical safety for student to learn. Of importance concern for teachers is classroom management because it is seen as a powerful component of the overall classroom climate that impacts on the degree of students' engagement, the frequency of inappropriate behavior and the quality of learning (Martin & Sass, 2010). Teachers' orientation, personality, attitudes and beliefs system also play a major role in teachers' strategies for coping with daily professional challenges, general well-being, shape students' learning environment and as well influence student motivation and achievement (Organisation for Economic Co-operation and Development-OECD, 2009).

Several studies (Erden &Wolfang, 2004; Martin & Sass, 2010; Egeberg, McConney, & Price, 2016) have documented that personal set of attitudes and beliefs system about how children develop tends to influence teachers-students'interactions. Study also found that teacher's belief systems on child development perspective translate to their expectations for both learning and behavior and irrespective of whether teachers are consciously aware of them or not, are significant determinant factors of teachers-students'interactions (Sass, Lopes, Oliveira & Martin, 2016). In other words, if this empirically supported assertion is anything to go by, teachers' objectives and approach towards classroom management can also depend on the theoretical perspectives through which their students are viewed (Egeberg, McConney, & Price, 2016). According to Burden (2017) it is the responsibility of an effective classroom manager to determine a philosophical point of view in class management and discipline. Individuals' philosophical perspective on issues of life including professional practices is also a product of beliefs system.

Since the essence of classroom management is to facilitate effective teaching/learning, models on classroom management stem from beliefs about the nature of teaching and learning. Conceptualization of models on classroom management is rooted in the two major learning approaches: Behaviorism and constructivism. The behaviorists' philosophical concept of learning is oriented towards teacher-centered. It is described by OECD (2009) as direct transmission beliefs about learning and instruction. This view sees students as passive recipients of knowledge as the teachers dominate the whole process of learning. Teachers are at the centre of attention. This approach is authoritarian in nature (Brannon, 2010; Gallagher & Goodman, 2008). The constructivists on the other hands see students as active participants in the process of knowledge construction and acquisition and allow students to play active role in instructional activities. This approach is students or learners-centered . Students are allowed to share control of the classroom activities, themselves and their behavior (Dollard & Christensen, 1996).

Resulting from synthesis and integration of different theoretical perspectives on classroom management approaches, continuum of control emerged in the literature (Glickman & Tamashiro, 1980; Wolfgang & Glickman, 1980; Wolfgang & Wolfgang, 1995; Martin & Sass, 2010; Sass, Lopes, Oliveira, & Martin, 2016). These are (i) non-interventionist, (ii) interventionist, and (iii) interactionalist. The non-interventionist classroom control philosophy is premised on the beliefs that students have a natural desire to learn with inherent competence in resolving emanating problems from classroom interactions (Sabanci & Ozyildirim, 2020). What is required for the students to utilize their potentials is the necessary support and opportunity. In the non-interventionist approach, the level of teacher's classroom control is minimal. Teachers are expected to take the role of facilitators rather than directing or controlling the entire classroom learning process absolutely. This approach shares to a large extent the tenets of constructivist learning perspectives. In other words, non-interventionist is more of student-centered than teacher-centered (Brannon, 2010; Sass, Lopes, Oliveira, & Martin, 2016).

While non-interventionist is on the one end, interventionist is on the other end of the control continuum. This approach plays more emphasis on the role of the outer environment in shaping human behavior. This perspective shares many things in common with behaviorist ideology (Glickman & Wolfgang, 1978; Brannon, 2010). It is believed in this approach that children lack rational ability to control their behavior themselves and the adults have to fill the gap. Teachers employing this approach in the classroom exhibited such behavior s as leading the class with classroom rules and procedures without negotiation or students' impact. They do not value students' autonomy and do not expect students to self-regulate their learning (Lopes, Oliveira, & Martin, 2016) and this approach is teacher-centered in orientation.

Interactionalist approach to classroom control stems from the fact that neither only teachers nor students can effectively control the classroom teaching/ learning intricacies. There is an emphasis on teachers- students' collaboration and as a result interactionalist lies a midpoint of the two extremes of non-interventionist and interventionist. In other words, an interactionalist teacher is neither a pure non-interventionist nor a pure interventionist. Interactionalist draws strategies from the other two extremes and emphasizes on teacher-student relationships (Martin & Sass, 2010). However, teachers' classroom management orientation may not remain the same throughout a professional life time as the experience becomes accumulated, there is a tendency for change or adjustment due to more experience.

On the job experience is expected to contribute positively to professional effectiveness. Therefore, as the years of teachers' teaching experience increase, it is expected of the teachers to step up in classroom management prowess. Study suggests that expert teachers tend to be more significantly effective at predicting classroom management events than their novice counterparts (Wolff, van den Bogert, Jarodzka, & Boshuizen, 2014). Martin, Yin and Mayall (2006) found significant difference between novice and experienced teachers on both instructional management and people management subscales scores but in opposite direction. It was found that the experienced teachers scored significantly more controlling than novice teachers in instructional

management but less controlling in people management subscale. Yasar's (2008) findings indicated that primary school teachers showed preference for student-centered management approach and that years of teaching experience significantly influenced teachers' classroom management approach. It was found that only the adopted classroom management approach of teachers with teaching experience of more than sixteen years was significantly different from others while classroom management approaches of teachers with between 1-5 years, 6-10years and 11-16 years were not significantly different from one another. Ünal and Ünal's (2012) study on 268 elementary teachers found a significant difference in the behavior al and instructional management subscale of classroom management on the basis of teacher's years of teaching experience. Their findings also suggest that teachers were more interventionist both on behavior al and instructional management and that teachers with higher number of years of teaching experience favoured maximum teacher control (Interventionism) than others. Though, Berger, Girardet, Vaudroz and Crahay (2018) reported that teaching experience was positively related to self-efficacy and beliefs in constructivism but did not impact on practices.

This study was set to examine teachers' classroom management styles alongside the behavioral and instructional management styles. Specifically, the objectives of the study were to:

1. examine the nature of classroom management approaches of the teacher-behavior versus Instructional management styles,
2. determine teachers' control beliefs on the two approaches of management styles.
3. determine the influence of years of teaching experience on teachers' control beliefs.

Research Questions
1. What is the nature of classroom management approaches of the teachers?
2. What are the teachers' control beliefs on the two approaches of classroom management styles?

Hypothesis
Teachers' control ideology does not depend on their years of teaching experience

Methodology
The study adopted a survey design. The population of the study comprised all the senior secondary school teachers in Osun State, Nigeria. The sample size comprised 205 senior secondary school teachers selected across Osun Central Senatorial districts in the State using a simple random sampling technique. Out of 10 LGAs in the Senatorial district, seven (7) LGAs were selected using simple random technique. In each selected LGA, three (3) senior secondary schools were also selected and 10 teachers were further selected using simple random sampling techniques. However, responses of five copies of the administered instrument were grossly incomplete and therefore removed from the sample and this reduced the sample from 210 to 205 participants. The participants comprised 75 (36.6%) of males and 130 (63.4%) of females in which 90(43.9%) were below the age of 25 years, 94(45.9%) were of age 25-41 years, while 21(10.2%) were of age 42 years and

above. In terms of their academic qualification, 56(27.3%) had NCE, 55(26.8%) had HND, 74(36.1%) had Bachelor degree in education, 10(4.9%) had Bachelor degree but not in Science, 4(2.0%) had master degree while 6(2.9%) indicated others degree. In addition, 84(41.0%) had teaching experience less than 5 years, 98(47.8%) had between 5-15 years of experience while 23(11.2%) had above 15 years of teaching experience. Behavior and Instructional Management Scale (BIMS) developed by Martin and Sass (2010) was slightly adapted as the original response format of the scale was changed and items that measured teachers' demographic information were included before it was used for the study. According to Martin and Sass (2010), behavior al management involves teachers' pre-planned efforts to prevent classroom misbehavior and teachers' response to such behavior. It takes the form of establishing rules, forming a reward structure, and providing opportunities for input from the students. The instructional management focuses on teachers' instructional aims and methodologies. Instructional management is an attempt to manage classroom teaching/learning activities with high level of student engagement. This is done through encouraging active participation of students in the classroom as well as factoring the students' nature, interest, need and background into lesson design.

BIMS consists of 24 items of which 12 odd numbered items measured Behavior al and 12 even numbered items measured instructional management style. The original scale took on a six-point Likert scale of "Strongly Agree, Agree, Slightly agree, Slightly disagree, Disagree and Strongly disagree. However, the response pattern of the adapted one is shortened to a four-point Likert scale response format of Strongly Agree, Agree, Disagree, and Strongly Agree. Nevertheless, items such as 4, 6, 9, 10, 11, 12, 14, 18 and 24 were to be reversed in scoring. The psychometric information of items on BIMS proves it to be valid and reliable scale. Martin and Sass (2010) reported an internal consistency reliability coefficient of .774 and .777 respectively for Behavior al and Instructional subscales. A score for each subscale is obtained by averaging responses across all items with high subscale scores indicating a more control or interventionist while lower scores indicate a less control or non-interventionist. Median scores on the subscales can be considered as interactionalist. The adapted version of BIMS was validated by experts in Educational Management and Test and Measurement. In this current study, moderate Cronbach's Alpha reliability coefficients of .68 and .62 were obtained respectively for items on Behavior al and Instructional subscales when the instrument was pilot-tested. Data collected was analyzed using percentages, mean, t-test and Chi-square statistical techniques.

Results
Research Question 1: What is the nature of classroom management approach of the teachers?

Table 1: Nature of Classroom Management Approach of the Teachers

Approach	n	Mean	SD
Behavior al	205	3.06	.30
Instructional	205	2.42	.20

Result in Table shows that the teachers used behavior al classroom management approach (M= 3.04, SD= .30) than instructional classroom management approach (M= 2.42, SD= .20). The significant difference or otherwise of the two approaches is determined the result is shown in Table 2.

Table 2: Test of Significant Difference in the Two Classroom Management Approaches Adopted by the Teacher

Management Approach	Mean	N	SD	SEM	t	df	p
Behavior al	3.06	205	.30	.02	25.54	204	.000
Instructional	2.42	205	.20	.01			

As shown in Table 2, there is a significant difference in the classroom management approaches adopted by the teachers. Teachers' use of behavior al classroom management approach is significantly different from the use of instructional management approach.

Research Question 2: What are the teachers' control beliefs on the two approaches of classroom management styles?

Table 3: Teachers' Control Beliefs on Behavior al and Instructional Classroom Management Styles

Control Beliefs	Behavior al		Instructional	
	n	%	n	%
Non-Interventionist	89	43.4	84	41.0
Interactionalist	23	11.2	18	8.8
Interventionist	93	45.4	103	50.2
Total	205	100.0	205	100.0

It shows in Table 3 that the teachers are more of interventionist in both behavior al (45.4%) and instructional (50.2%) than in non-interventionist 43.4% and 41.0% respectively in the two classroom management styles. Only 11.2% and 8.8% of the teachers had interactionalist control beliefs.

Hypothesis: Teachers' control ideology does not depend on their years of teaching experience

Table 4: Chi-square Analysis of Influence of years of teaching experience on teachers' control beliefs

Years of Teaching Experience	(Behavioral) Classroom Control Beliefs			Total	χ^2	df	p
	Non-interventionist	Interactionalist	Interventionist				
<5yrs	24(27.0%)	10(43.5%)	50 (53.8%)	84(41.0%)			
5-15yrs	55(61.8%)	13(56.5%)	30(32.3%)	98(47.8%)	19.93	4	.001
> 15yrs	10 (11.2%)	0(0.0%)	13(14.0%)	23(11.2%)			
Total	89(100%)	23(100%)	93(100%)	205(100%)			

Years of Teaching Experience	(Instructional) Classroom Control Beliefs			Total	χ^2	df	p
	Non-interventionist	Interactionalist	Interventionist				
<5yrs	34(40.5%)	10(55.6%)	40(38.8%)	84(41.0%)			
5-15yrs	39(46.4%)	4(22.2%)	55(53.4%)	98(47.8%)	7.53	4	.111
> 15yrs	11(13.1%)	4(22.2%)	8(7.8%)	23(11.2%)			
Total	84(100%)	18(100%)	103(100%)	205(100%)			

Results in Table 4 show that teaching experience has a significant influence on teachers' classroom control beliefs in behavioral management styles, χ^2 (n = 205) = 19.93, df = 4, p< .05 but not in instructional management style, χ^2 (n = 205) = 7.53, df = 4, p> .05.

Result shows that 61.8% of non-interventionist teachers had between 5-15 years of teaching experience, 56.5% of the interactionalist teachers had less than 5 years whi. 53.8% of the interventionist teachers also had less than 5 years of teaching experience.

Discussions

The finding of the study showed that teachers significantly utilized behavior a classroom management style than instructional management style. This finding therefore corroborates Martin and Sass (2010) that teachers engaging behavior al management approach tend to control classroom through establishing rules, forming a reward structure, and providing opportunities for input from the students.

Findings of the study also revealed that teachers' classroom control beliefs are more of interventionist than non-interventionist in both behavior al and instructional management styles. About 20.0% of the teachers are interactionalist. This outcome suggests that the teachers are oriented towards teacher-centered teaching/learning approach. This finding further lends credence to the finding in research question one as interventionist ideology share many things in common with behavior ist ideology (Glickman & Wolfgang, 1978; Brannon, 2010) which believed that children lack rational ability to control their behavior themselves and the adults have to fill the gap. The finding is consistent with Ünal and Ünal's (2012) study who found that teachers were more interventionist both on behavior al and instructional management but contradicts Yasar's (2008) findings that the majority of primary school teachers showed preference for student-centered management approach.

It was also revealed in the findings of this study that teaching experience had a significant influence on teachers' classroom control ideology/beliefs in behavior al management approach but not in instructional approach. The majority of non-interventionist and interactionalist teachers were experienced teachers (5-15 years) while the majority of interventionist teachers were novice teachers (< 5 years of experience). This finding suggests a possibility that experienced teachers tend to adopt student-centered learning approaches than their less experienced counterparts. The current finding is in line with findings of Martin, Yin and Mayall (2006), Yasar (2008) and Ünal and Ünal (2012) that all found years of teaching experience as a significant factor in teachers' classroom management approach. In other words, the current findings agree with previous finding on the existence of significant association between teachers' classroom management approach and their years of experience. However, on specificity of the nature of relationship, the current study found that the majority of non-interventionist and interactionalist teachers were experienced teachers (5-15 years) which contradicts findings of Ünal and Ünal (2012), and Martin, Yin and Mayall (2006) which suggest that teachers with higher number of years of teaching experience favored maximum teacher control (Interventionism) than others.

Conclusion and Recommendations

The classroom management styles of the teachers in Osun State secondary schools is more of behavior al than instructional. Similarly, classroom ideology of the teachers showed their beliefs in total control of the classroom during interactions with the students.

This is an evidence of teacher-centered rather than student-centered approach to classroom interactions. This outcome suggests the need for the teachers to imbibe the constructivist ideology that places more emphasis on students than teachers in classroom teaching/learning interactions. Though, there seems to be likely changes in teaching beliefs as the majority of the interventionist were teachers of less than five years on the job. On the basis of the outcome of the study, a complete paradigm shift in teaching beliefs from traditional teacher- centered to modern student-centered needs to be advocated. The government can do more by making sure that the various higher institutions responsible for teachers training, factor in this philosophy in manpower training and retraining efforts.

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