
Nexus of Permissive Classroom Management Style and Performance of Students in Public Secondary Schools in Imo State

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Abstract: *The objective of the study was to ascertain the coefficient of relationship between permissive 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. Ineffective permissive classroom management strategies influenced performance of in the classroom. This study implies that the listed items of permissive management style have negative influence on performance in the classroom. However, the permissive style is characterized by a lack of involvement, the environment is non-punitive, there are few demands on students, and there is a lot of freedom. Ineffective permissive classroom management strategies hamper indulgent classroom management style, hence teachers should be trained by management to overcome such negativity.*

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

1. Introduction

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. Classroom management is a comprehensive term for a variety of teacher actions designed to be before learning can occur. Classroom management usually refers to management of physical environment and instructional materials (Olurndara, 2004). It also concerns with the organization of non academic task such as checking of class attendance,

record keeping of class progress, monitoring and regulating the activities and behaviour of students, maintaining order and discipline which are essential for teaching and learning. Contributing to effective classroom management by the teacher Balawin, (2010) maintained that there should be necessary equipments to help the teacher manage the class with ease.

A good classroom management makes good instruction possible, in addition, classroom management is a significant part of an effective teaching learning process. Due to effective classroom management, students flourish in a positive class climate and a compassionate environment. From a student's perspective, effective classroom management involves precautionary disciplining and fruitful teaching (James and Chilva, 2008). Okehi, (2014) concluded that physical environment of the classroom and seating arrangement are interrelated and managed alongside.

Effective classroom management is much more just administering corrective measures when a student misbehaves, it is about developing proactive way to prevent problems from occurring in the first place while creating a positive learning environment. Kaushar, (2013). In addition, Fuller, (2006) noted that although there are other moderating factors associated with students classroom behaviour and academic performance of students, teachers time management, teachers effective communicative skills, teachers classroom discipline and teachers quality are the factors that determine the level of academic performance of the students in school. Teacher's time management are important to academic success. The main objective of this study is to determine the effect of permissive classroom management style on performance of students in Imo State secondary schools. 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, classroom management has a wide spectrum of tasks and activities involving, the teacher, the student and the support factors. The permissive style is characterized by a lack of involvement, the environment is non-punitive, there are few demands on students, and there is a lot of freedom.

In recent times, educational experts and psychologists have given their own opinion concerning achievement of learners. Torrance and Storm (2008) quoted in Ibe and Ibekweonye (2009:11) defined academic performance as "the ability of the student relative to the distribution of abilities in scholastic tests". Onyejiaka (2011) see academic performance as the rating of an individual student following a scholastic assessment. He maintained that a student's academic achievement may be low, average or high depending on certain variable. Denga 2009 quotes in Ibe and Ibekweonye (2011) with the belief that high academic performance is crucial for a student's educational achievement. This implies that the academic achievement of a child determines in no small measure his educational advancement or otherwise. Aziude, (2007) in Ibe and Ibekweonye (2011) contends that academic achievement is a kind of behavioral products, an end result by itself which is expected to reflect how much is being learnt or assimilated of what is being taught. This implies that academic performance simply refers to the result of mental test. Furthermore, Akinboye, (2015) consider academic performance as aggregate of a student's scholastic accomplishment on an achievement test. Similarly Akinada, (2008) in Ibe and Ibekweonye (2011) view academic performance as a student's ability to secure up to a set standard of performance in a given examination. He isolated two categories of academic performance-poor academic performance and high academic performance. Akinade contends that academic performance results when an individual obtains a score (s) above the set standards

is considered to be high academic performance.

Froyen and Iverson (1999) conducted a study on classroom management and the teachers' leadership on student performance. From their research they summarized that disciplinary problems in the class intervene with learning and disables the teacher from delivering lessons in an appropriate manner. The teacher, who is unable to control the disciplinary problem, neglect the lessons and failed to prompt students with proper learning and feedback. Monitoring in the class also becomes a difficult task for these teachers on a regular basis. In contrast they found that a strong and consistent classroom management with skill in controlling disciplinary problems has a significant impact on student achievement. Froyen and Iverson (1999) felt that an orderly task oriented approach to teaching and learning has the best effect on both the conduct and content management of the student.

Johnson (2001) from his study found that a flexible teacher providing them with fun during lesson dissemination and enabling them with unlimited choice are able to develop student growth and control the classrooms. Maag (2001) found that effective classroom management is directly influential in bringing about high academic achievement among students.

2. Methodology

Design of the Study

The study adopted descriptive survey design.

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
Permissive Style	
Permissive style is characterized by a lack of involvement	0.6886
The environment is non-punitive	0.9013
There are few demands on students	0.6362
There is a lot of freedom	0.8776
Teachers are liberal in their dealings with students	0.783
Teachers are lenient when it comes to monitoring the behaviour of students	0.8952

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.

3. 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

Ascertain the coefficient of relationship between permissive 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 permissive classroom management style influence performance of students (n=399)

Item No.	Permissive Classroom Management Style	\bar{X}	Remark
1	Permissive style is characterized by a lack of involvement	2.83	Agree
2	The environment is non-punitive	2.06	Disagree
3	There are few demands on students	2.33	Disagree
4	There is a lot of freedom	2.24	Disagree

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

Table 4 present data on the relationship between permissive 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 permissive management style was, permissive style is characterized by a lack of involvement with mean responses of 2.5 and above.

Research Question

What is the coefficient of relationship between permissive 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 permissive 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 permissive 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 Permissive Management Style and Performance (n=399)

Permissive Classroom Management Style	Performance of students in Imo State Public Secondary Schools			
	P1	P2	P3	P4
PES1	0.848 (5.342)**	0.256 (2.405) *	0.116 (1.174)	0.133 (1.164)
PES2	0.836 (4.023)**	0.191 (0.876)	0.144 (1.177)	0.111 (1.293)*
PES3	0.510 (1.992)*	0.045 (0.859)	0.256 (2.520)*	0.026 (0.826)
PES4	0.345 (2.321)*	0.508 (3.678) **	0.026 (0.978)	0.191 (2.011)*

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, PES1=Permissive style is characterized by a lack of involvement, PES2=The environment is non-punitive, PES3=There are few demands on students, PES4=There is a lot of freedom, 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 permissive classroom management style and performance of students in Imo State Public Secondary schools.

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

Item No.	Permissive Indulgent Classroom Management Style	Teachers		Students		t-cal	RMK
		\bar{X}_1	S ₁	\bar{X}_2	S ₂		
1	Permissive style is characterized by a lack of	3.35	1.21	2.40	1.35	2.88	S

	involvement						
2	The environment is non-punitive	3.29	1.18	3.80	0.79	-1.77	NS
3	There are few demands on students	3.12	1.21	3.70	1.06	-1.74	NS
4	There is a lot of freedom	3.75	1.17	3.21	1.74	3.62	S

Note: \bar{X} = mean, S = standard deviation, $n_1= 150$, $n_2= 249$, $t - tab = 1.96$, $P = 0.05$, $df = 397$, NS = not significance, S = significant

Table 6 shows, the t-distribution of the opinion of permissive management style and performance of students in public secondary schools in Imo State. The data revealed a non-significant in the option of permissive management style. Such permissive management style included items numbers such as 2 and 3 ($t-cal < t-tab$ at $df 397$ and $\alpha = 0.05$). In view of this therefore, the null hypothesis of no significant relationship between permissive 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 permissive management style such as items numbers 1 and 4 were more than the corresponding table t-value at 397 df and $\alpha = 0.05$. This indicated that there is significant relationship between permissive classroom management style and performance of students in Imo State Public Secondary schools. The related null hypothesis was therefore rejected in this respect.

Findings

Ineffective permissive classroom management strategies influenced performance of in the classroom. This study implies that the listed items of permissive management style have negative influence on performance in the classroom. However, the permissive style is characterized by a lack of involvement, the environment is non-punitive, there are few demands on students, and there is a lot of freedom (Baumrind, 2014). In a study conducted by Johnson and Trussell, (2013), teachers who used ineffective permissive classroom management strategies experienced consistent student disturbances and an increased number of verbal interruptions. While it may seem that these disruptions add up to nothing more than mere annoyances, this is certainly not the case. A study conducted by Olsen, (2013) found that hyperactivity and inattention in Kindergarten was more predictive of high school dropout than aggression or oppositional behavior. Furthermore, Clunies-Ross, Little and Kienhuis, (2008) noted that children who exhibit behavior problems are more at risk for developing serious disorders in adolescence, such as conduct disorder. In a longitudinal study conducted by Fergusson and Horwood, (2014) conduct problems between the ages of seven and nine years were associated with the following domains after confounding variables such as economic disadvantage, family conflict, child abuse, ethnicity, and gender were controlled for: crime (including violent offenses and imprisonment), substance use (including nicotine and illegal drug dependence), mental health (including major depression/anxiety disorders, antisocial personality disorder, and attempted suicide), and sexual relationships (including 10+ sexual partners, teen pregnancy, and domestic violence).

4. Conclusion

The result depicted by Table 4.12 shows, the t-distribution of the opinion of permissive management style and performance of students in public secondary schools in Imo State. The data revealed a non-significant in the option of permissive management style. Such permissive

management style included items numbers such as 2 and 3 (t-cal t-tab at df 397 and = 0.05).

5. Recommendation

Ineffective permissive classroom management strategies hamper indulgent classroom management style, hence teachers should be trained by management to overcome such negativity.

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