# EXAMINING THE IMPACT OF CLASSROOM MANAGEMENT ON STUDENTS' PERFORMANCE IN THE CONTEXT OF COMPETENCY-BASED APPROACH (CBA) IN BENINESE PUBLIC SECONDARY SCHOOLS IN OUEME: CASE STUDY OF CEG 1 ADJARRA

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*Abstract:* This research aims at examining the impact of classroom management on students' performances. It discusses the four major factors of the classroom environment: physical environment, time and instructional management, behaviour management, and teacher effectiveness. The mixed methodology used, firstly, consist of the collecting quantitative and qualitative data through questionnaires and classroom observations addressed to teachers and learners working at CEG1 Adjarra. The second stage, the quasi-experimental process, allows the researcher to assess the impact of the styles management by comparing learners' performances. Both teachers and students have come to the point that classroom environments that were conducive to learning are a challenge in the teaching-learning process in the context of the Competency-Based Approach.

*Key Words:* Exploring, impact, classroom management, secondary school.

## 1. INTRODUCTION :

The mediocre academic achievement and the poor communicative performance of EFL students have called for very serious concern. Three aspects of the teaching process must be examined. (1) The Curriculum designed for the Competency-Based Approach (CBA); a communicative and learners-centred approach. Though the CBA theoretically meets today's language teaching-learning needs, after two decades, its implementation reveals to be defective since Benin EFL learners can hardly communicate in English in real-life situations when they are required to. For most learners, the English Language is restricted to classroom activities compulsory for evaluations and certifications. (2) Teachers' performance, correlated to their training and teaching conditions. In Benin, the available teaching materials are outdated and the implementation of the teaching approach is restricted to the basic individual work, group work and collective work strategies using outdated teachers' guides and students' books, limitation, mechanical, boring and demotivating. (3) Learners' perception of English as a mere school subject good for grades but not a language as a whole.

Benin EFL teachers hardly handle the communicative classroom. Even when they are trained and qualified, they struggle to consistently manage their language classroom. According to Wong, Wont, Rogers, and Brooks (2012:61), *"classroom management refers to all the things that a teacher does to organize students, space, time, and materials so that student learning can take place".* The problem in most Beninese secondary schools is the fact that the classrooms management are still teachers or content/curriculum centred with learners perceived as passive resulting in a discrepancy with the CBA. This deficiency of effective classroom management leads to demotivation and anxiety. This prevents a constructive relationship between students and teachers as students simply disconnect and let it go leaving teacher in their *one-man show*. Dollard, Christensen, and Colucci (1996:5) state, *"the positive connection formed within a relationship between student and teacher becomes the foundation for all interaction in the classroom"*
With no real interaction, language teaching learning barely takes place.

This study investigating the extent to which effective classroom management influences students' academic performance in secondary schools and it is guided by the following questions:
1. How does class management impact the teaching-learning experience?
2. What are the challenges related to effective classroom management?
3. How can teacher achieve effective classroom management sustainable learners' communicative performance?

The importance of this research paper lies, not only in its usefulness for English teachers but also in its contribution to the social development of the country as far as the use of English is concerned.

This paper has been structured into six sections. After the introductory section, a literature review is provided with the theoretical key stones. The third section is about the target population and the sampling, the research instruments, the data collection procedures and the methods of data analysis. The fourth section shows the presentation

and interpretation of the results, the fifth one is devoted to the discussions and suggestions and the last section is concerned with the conclusion.

## 2. Theoretical Key Stones:
### 2.1.1 Classroom and Classroom Management

A classroom is a space provided in a school where students gather and the teacher meets them for lectures. It is a room designated for teaching and learning. The classroom is a room set aside and specifically designed and furnished for teaching and learning' (Akinwumiju & Agabi 2008) in (Agabi, et al., 2013). A classroom is very important because it facilitates teaching and learning process. As put forth by Agabi et al., (2013), a conducive classroom environment increases the desire for knowledge and heightens creativity in learners. The classroom protects learners from the changeable weather condition such as rain, wind, and many other external disturbances. The classroom, with the aid of its facilities such as writing board, seats and instructional materials, enhances teaching and learning. For the classroom to be useful for the purpose it was meant to serve, teaching and learning, it has to be organized and maintained. This brings about the concept of classroom management.

### 2.1.2 Classroom Management and Students' Academic Performance

Classroom Management is the action and direction a teacher takes to create a successful learning environment, having a positive impact on students' performance, given learning requirement and goals. A well-managed classroom gives the teacher a firm control over the class whereas the teacher loses control over the class if it is not well managed. Robert Digiulio (2007) sees positive classroom management as the result of four factors: (1) how teachers regard their students, (2) how they set up the classroom environment, (3) how skilful they teach the content and (4) how well they address student's behaviour'. This means that positive (well managed) classroom environment is consistent with expectation (better performance). It then implies that classroom management involves instructional and behavioural aspects.

Student's behaviour, if not well managed, can affect instructions, learning and performance. In his observation Walker (2009:122) noted that *'the best teachers do not simply teach content, they teach people'*. During this investigation, it comes out that a well-managed classroom that enhances effective teaching and learning can increase student's academic performance. And in the same trend, Moore (2008) assessed two hundred and seventy students and nineteen grammar school teachers and suggest that relationship exists between some classroom management strategies and higher student's performance scores in diverse elementary settings.

Academic performance is a concept used to qualify the observable manifestation of knowledge, skill, understanding and ideas. It is the application of a learned product that at the end of the process provided mastery of the subject. It is the measured ability and achievement level of a learner in a school, subject or a particular skill. According to Fadipe (2009), academic performance takes into cognizance both quality and quantity of internal and external results accomplished.

## 2.2 Different Kinds of Management
### 2.2.1 Behavioral Management

Martin & Sass (2010) explain that behavioural management refers to 'the general daily maintenance of the classroom which includes: classroom rules for students impute during instructional time and the type of reward system utilized'. They continued that behavioural management is similar to but different from discipline in that it includes pre-planned efforts to prevent misbehaviour as well as the teachers respond to it. Zimmerman (2011) observes that *Behavioral Management is related to the expectations a teacher holds for their students'*. He elucidates by saying that it is not enough to expect students to keep their hands to themselves or raise their hand to speak, students also need to understand how you expect them to walk in the classroom, how to turn in their papers, how you want them to sit at their desk; they need to know how to get your attention appropriately and what voice level to use, at what time.

Behavioural management includes both teachers and students' behaviours during a lesson. Slater (2002) mentions five areas an educator should make their focal point as they desire to maintain people management: communication, fairness, listen, empower and change. Managing behaviour of students in the classroom is significant for the teacher because it can affect instructions, learning and performance. Marzono, Pickering and Pallack (2001) confirm that teachers need to (1) employ effective behavioural management strategies, (2) implement effective instructional strategies and (3) develop a strong curriculum to effectively teach their students. They clarify that when students with behaviour issues are not properly handled, they can negatively influence the learning environment by persuading others to join them.

### 2.2.2 Instructional Management

According to Martin & Sass (2010:1126) *'instructional management includes aspects such as monitoring each work, structuring of the daily routine as well as teachers use of lecture and student practice, interaction, participatory approaches to instructions'*. Instructional Management is when the educators maintain control within their classroom

with the rigour of the lesson within the classroom where the student engaged and on task because students are very impressionable and require teachers who know how to create the best outcome for everyone in the learning environment.

Churchward (2009) suggested three approaches to classroom management: Non-interventionist, Interventionist and Interactionist. These approaches were investigated in this study. According to Churchward (2009), Non-interventionist, a proactive approach is being prepared and being in control. Interventionist, a reactionist approach, is doing this because some students did that while interactionist believes that students learn from interacting with peers in their environment, which is a shared classroom management strategy.

Wong (1998), the proponent of Non-interventionist purports to the theory that classroom issues must be handled before an issue occurs.  Wong (1998:86) said in his management strategy,

> *Students involved with their work especially with academics—teacher lead instructions, always know what is expected of them and they tend to be successful. They have little time off task such as wasted, disruption time etc. The classroom environment is work-oriented along with being pleasant and relaxed.*

Canter (2006) designed the assertive discipline approach, which falls within the category of interventionist approach. According to Canter, the procedure is familiar to the teacher and ensures that rulemaking is within the teachers' authority. Items like positive consequences, reward, and negative consequences and punishment were selected for the benefit of both the student and the teacher. Etheridge (2010) sees assertive discipline originally designed by Canter (2004:20), as *'a disciplinary approach that is designed to acknowledge a take charge and assertive approach on the part of the teacher'*.

Classroom management conditions the learning experience. Then, classroom management techniques need to be studied to determine which methods are more effective for the improvement of students' academic performance. However, few studies up to date have explored the possible linkage between classroom management and students' performance.

## 2.4 Components of Classroom Management by Joyce McLeod, Jan Fisher and Ginny Hoover

Classroom management is the use of procedures and teaching techniques that promote a safe and efficient learning environment. To succeed in creating such conducive mood, Joyce MacLeod, Et Al., defined in 2003 seven key elements for effective classroom management.

### 2.4.1 Classroom Design

Although often overlooked, the first element of classroom management is internal design. The positioning of the teachers' desk, displays, storage and equipment should be used to create a warm and welcoming room. Teachers should make sure they have removed all unnecessary and distracting items from their classroom. This is also a good time to check their room for safety hazards.

### 2.4.2 Rules

One of the teacher's role is to control and to keep discipline in the classroom. To accomplish this role, he/she should develop rules that foster respect, caring and community in his/her classroom. He/she should make these expectations for behaviour clear at the beginning of the year by setting up a code of conduct and by reviewing these rules with students. Teachers can continue to reinforce those rules throughout the course, and post them in a visible location.

### 2.4.3 Discipline

Classroom rules must have concrete consequences. Students will test the limitations of each teacher from the very first day of school. Be firm, fair and consistent. Begin by warning a student and having them confirm their knowledge of the classroom rules. Follow-up continued disruption by issuing demerits, detention, or other official reprimands. Never, hit, harass, embarrass or yell at student-this is counterproductive and unprofessional.

### 2.4.4 Scheduling

Another component of classroom management is timing. It is very important to keep your class in order by staying on time and task. Do classwork during class time, leaving plenty of room for in-class assignments. Cramming work and instruction too close to other activities or too distant from them can lead to disruptive behaviour and poor comprehension. There should be reasonable space before and after every room change, lunch, and recess for students to settle down. Having a regular daily schedule helps both teachers and learners prepare for upcoming tasks.

Flexibility is one of the key quality of a good teacher. Then the teacher has to be firm but fair with due dates. He/she always leaves room for extenuating circumstances but never leave room for procrastination.

### 2.4.5 Organization

Teachers, as well as students, should stay organized inside and out. Teachers must keep their student files, assignments, lesson plans and administrative paperwork in order. It sets a good example for students and keeps you from wasting instructional time looking for materials. This system can be shared with your students. Post the classroom calendar, homework schedule and assignments on the board. Allow students to see how you take notes. It helps them distinguish irrelevant information from essential details. Encourage self-directed learning by providing students with their agenda or notebook. You may require students to have their notebooks checked at home or during class.

### 2.4.6 Instruction Technique

Although you may not have flexibility over the content of your curriculum, teachers can convey information as they see fit. Tailoring your instructional technique to the grade level, subject area, and students are very important. A hands-on demonstration of electricity will keep 8th graders engaged, but may prove chaotic in a 3rd-grade classroom. Vary the style and intensity of your lessons. Follow-up lecture-style sessions with relaxed group activities. Consult your colleagues for ideas for new lessons. Learn about each of your student's learning style by answering the following questions: *'What is their learning curve? How do they learn best? Do they work well in groups?'.* These observations are crucial when fitting your teaching style to your student needs.

### 2.4.7 Communication

Communication is the most important aspect of classroom management. It is essential to have clear and consistent lines of communication with not only your students, but also with your administration, colleagues, and parents. Without it, you will lose the respect of peers, the attention of students and the cooperation of parents. Be responsive to the concerns of others. Be flexible and willing to accommodate reasonable requests.

During this research work, classroom observations were carried out to check mainly if those seven key components are taken into account during the teaching-learning process. The results are astonishing. Many teachers are aware of those obligations to handle their classroom appropriately, however the implementation is another challenge.

### 2.5 Importance of Classroom Management

It is common knowledge among teachers that classroom management is an essential skill for teacher survivability and student success. Unfortunately, common knowledge is not always accurate and educators must verify hunches with objective research. Research conducted over the past thirty (30) years confirms that classroom management is truly a core ingredient of effective teaching. Effective classroom management's effect on student success has been determined to be one of the most powerful skills teachers need to master their vocation.

Classroom management is important because it is one of the fundamental aspects of effective teaching. According to Sanchia and Cucuk (2017:10) *'Effective teaching will take place when a positive learning environment has been created'.* Of course, this relies on a good bound between the students and the teacher which can be built with proper management from the first day of class through a code of conduct. By clearly stating the rules and teachers' expectations of the students, the teacher will find no problem in obtaining students' engagement in class.

Discipline often comes to mind at the mention of classroom management, but the crucial components of teaching are much more. Classroom management creates a set of expectations used in an organized classroom environment. It includes routines, rules and how the teacher deals with consequences. Effective classroom management paves the way for the teacher to engage the students in learning. It comes along with several advantages which impact both teachers and students' performances. Let's look at some of those advantageous aspects of well-managed classes:

- **Effective Teaching:** A well-managed class allows effective teaching.  A disorganized classroom without routines and expectations makes it difficult for the teacher to do his/her job. Students do not know what to do, so they might get off task or cause disruptions.
- **Efficient use of Time:** Planning or scheduling is one of the key points of a well-managed classroom.  Taking time before school starts to create routines and procedures saves you time in the long run. When learners know what to do, it becomes a natural part of the routine. By setting up clear behaviour expectations and consequences at the beginning of the year, teachers can create a fluid and productive class in which time is spent engaging in educational activities, not responding to student misbehaviour. Unfortunately, most of the investigated teachers failed at this level.
- **Consistency:** A teacher with strong classroom management skills creates consistency for his/her students. They know what to expect every day when it comes to routine activities. Students may fare better when expectations are set for everyday tasks. Teachers can also create consistency throughout the school by aligning management strategies with school-wide standards. If the school focuses on respect and responsibility, it should be incorporated the classroom management techniques. The students will hear those words throughout the school and know that the expectations are the same anywhere in the building.
- **Fewer behaviour problems:** Effective classroom management gives the students little time to misbehave. Because the expectations are clearly explained, the students know what they need to do. The expectations for behaviours that are part of a classroom management plan give students boundaries, as well as consequences. This is important to generate a safe place for learning. **Safety** is also a benefit if a teacher has control of her classroom. It is less likely that a fight will break out or violence will occur. By establishing clear and consistent standards of behaviour teachers can ensure that their classes are reorganized and productive and that students do not have the opportunity to engage in fights or inflict harm on another student.
- **Relationship Building:** Through effective classroom management, teachers can build healthy and mutually respectful relationships with their students and allow students to build these positive relationships with their

peers. Effective classroom management ensures that students interact appropriately, allowing them to create and strengthen relationships.

- **Preparation for the workforce:** Many students eagerly look forward to adulthood, thinking that they will be free of the restrictive rules and guidelines. To be a productive citizen, you must follow laws, abide by workplace restrictions and follow community regulations. Classroom rules help prepare students to successfully follow up the rules that will dictate their actions later in life.

**2.6 CBA and Classroom Management Styles**

Lasnier (2000:9) defines competency as "*a complex practical knowledge resulting from the integration and mobilization of a set of abilities and pieces of knowledge efficiently used in a correlated situation to solve more or less complex situations*". With such a problem-solving objective, the Competency-Based Approach is, therefore, a curriculum aiming at developing in students, the competencies they need to successfully face real life-problems in the future. These competencies are classified into three main categories as follows:  disciplinary competencies; transversal competencies and transdisciplinary competencies. According to the same author, the disciplinary competencies are related to the school subjects such as French, English, Mathematics, Physics and Biology etc.

- **Disciplinary competencies** are the abilities each subject aims at developing the needed skills in every student, in the different fields of human knowledge. In English, they are: (1) communicating orally in English; (2) reacting to texts after reading or listening to them; and (3) producing texts of various types and functions.
- **The transversal competencies** are the ones students need to develop throughout all the school subjects while carrying out the teaching/learning activities. Transversal competencies help students face real-life situations better in their future life. They are eight:  (1) exploiting available information; (2) solving problem-based situations; (3) using one's critical sense;  (4)  displaying one's critical sense;  (5)  managing one's acquisitions to perform tasks; (6) working in cooperation; (7) displaying one's sense of ethics; and (8) communicating in a precise and appropriate way.

Classroom Management Styles can be categorized into four (4) main styles described in table 1. Each style has its advantages and flaws. The most effective style must meet the requirement of the teaching-learning approach, needs of the teachers and lead to learners' sustainable skills development.

**Table 1:** Kinds of Management Styles

| Management styles | Characteristics | Implications |
|---|---|---|
| **Authoritative** | Teachers control students but simultaneously encourage students to be independent and responsible. Teachers are open to verbal interaction and debate. Students can interrupt the teacher. Teachers work through discipline. | High involvement High control |
| **Authoritarian** | Teachers are very firm. Teachers expect learners to follow the rules. Students should never interrupt the teacher. Students don't have the opportunity to practise the language. Learners must be in their seats. The tables are usually in straight rows | Low involvement High control |
| **Laissez-faire** | Teachers accept students' actions and reactions and are likely to monitor their behaviour. Teachers have a difficulty saying or reinforcing rules. There is an inconsistent discipline in the classroom | High involvement Low control |
| **Indifferent** | Teachers appear uninterested, they do not cater to students' needs, they never prepare, they are not creative and never invest time and effort in teaching. Teachers use the same instructional materials over and over. | Low involvement Low control |

In the context of the CBA, the authoritative matches the leaners-centred approach to languages teaching. Unfortunately, the current investigation shows that classroom management style in Benin EFL classes varies from Authoritarian, highly stressing for learners, to the laissez-faire and the indifferent models leading ultimately to a chaotic learning experience.

**3. METHODOLOGY :**

This part of the investigation describes the methodology used to conduct the study and to collect data.

## 3.1 Research Design

A mixed-methods was used in this study. This is a technique for integrating both quantitative and qualitative data. A mixed-method is used because neither qualitative nor quantitative method is individually sufficient to thoroughly capture the details of the study. When used together, both methods complement each other to provide a more complete picture of the situation being studied.

In this paper, a sequential explanatory mixed-method design was involved which consisted of two stages. The first stage involved the collection and analysis of the quantitative data, while the second stage focused on the collection and analysis of qualitative data to shed more light on the quantitative results. The survey questionnaires were given 10 to 15 minutes to be completed.

## 3.2 Sample population

The topic of this paper clearly states the case study of CEG1 ADJARRA. The investigations carried out in the logic and making successful have thus, focused on CEG1 ADJARRA, a public secondary school. The target population to whom some questionnaires addressed covers both teachers and students. The sample population is selected randomly in the targeted school and has been allowed to answer questions related to the impact of classroom management and student's performance.

**Table 1:** Sample Population

| School | Questioned teachers | Questioned students | Class observations | Interviewed teachers |
|---|---|---|---|---|
| CEG1 Adjarra | 08 | 100 | 05 | 04 |

## 3.3 Instruments

As far as research instruments are concerned, questionnaires are very important to draw reliable information. In this paper, questionnaires are addressed to teachers and students. Interviews and classroom observations were also part of data collection for this study.

### 3.3.1 Description of the Questionnaires

As far as questionnaires are concerned, they are two types and the target people are teachers advanced EFL learners of CEG1 ADJARRA one of the largest public secondary school in the OUEME department in Benin Republic. The questionnaires have been designed purposefully with the priority is given to close-ended questions. This helps to reduce time-consuming and to facilitate analysis. But, the last questions are open-ended.

The teachers' questionnaire examines teachers' qualifications and their experiences; their roles, responsibilities and management procedures, the importance of motivation and the motivational techniques; discipline problems and the timing. It also assesses strategies used by teachers to sustainably get their students' attention, the factors that affect classroom management and collect teachers' suggestions for efficient classroom management.

The nine (9) questions of leaners questionnaire check students' attitude towards English; their teachers' motivational strategies and time management, disruptive behaviours and teachers reaction when they occurred. The way learners reinforce their learning out of class and their perceived needs to improve and facilitate language learning has been investigated as well.

Ten (10) EFL teachers received the questionnaire. Eight (08) of them have responded, meaning 80% of return rate. With the help of teachers, learners' questionnaires were filled in class and collected on the spot. One hundred questionnaires (100%) were received back from the students.

### 3.3.2 Classroom Observations

Five (05) classes were observed. During the observation, the researcher sits on a bench at the bottom of the classroom to observe every step of the teaching-learning process using observation grid purposefully designed. After the observation, a private discussion was held with the teacher on issues related to the topic. The objective is to assess real-life classroom management practices and crosscheck data provided through questionnaires.

## 3.4 Experimentation data collection procedure

To get reliable data ways as far as time management effects on students' performance are concerned, and to check its real impact, tests have been made to CEG1 Adjarra advanced learners, especially the samples who are involved in the paper. Forehand, one hundred (100) students were tested. Fifty students (50) are selected in the control group (no particular time management) and fifty (50) students in the experimental group (teachers apply time consistent **authoritative** classroom management model).

The experiment is carried out using a quasi-experimental designed described in table 2.

**Table 2:** Quasi-experimental design process

| Steps | Experimental Group | Control Group |
|---|---|---|
| **Step 1** | Pre-test | Pre-test |

| Step 2 | Treatment (well-managed) | No-treatment |
|--------|--------------------------|--------------|
| Step 3 | Post-test | Post-test |
| Step 4 | Comparisons and analysis | |

## 4. Presentation and Discussion of the Results:

### 4-1 Presentation of the Results
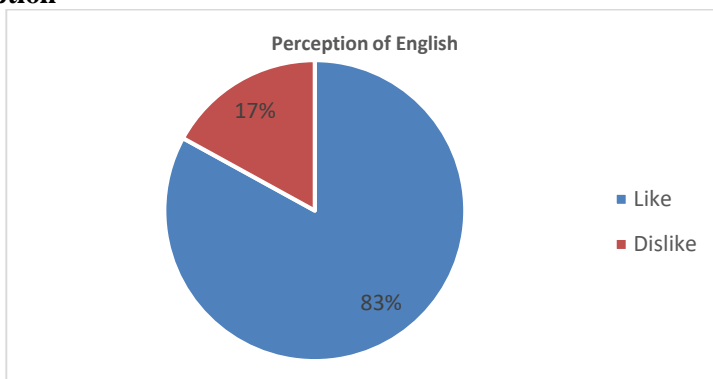### 4-1-1 Students' Responses
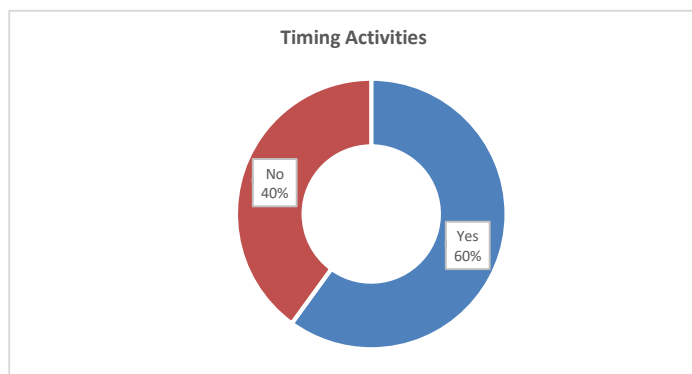### 4.1.1.1 learners Perception



**Figure 1: Students' perception of English**

Figure1 shows the interest of students in the English language. Most of the respondents (83%) answered 'yes' to the first question.

### 4.1.1.2 Motivational strategies



**Figure 2: Types of Motivational Strategies**

Figure 2 shows the different strategies used by teachers to motivate their students. According to 45% of the learners, teachers use games and songs. 25% of them talk about rewards; whereas 15% of the respondents point out punishments and tasks/responsibilities sharing.



### 4.1.1.3 Learners Perception of Teachers' Time Management

**Figure 3:** Learners Perception of Teachers' Time Management

The results of figure 3 show that many teachers do not take into account timing in their classes. 40% of the students assumed that their teachers do not time activities against 60% of them.

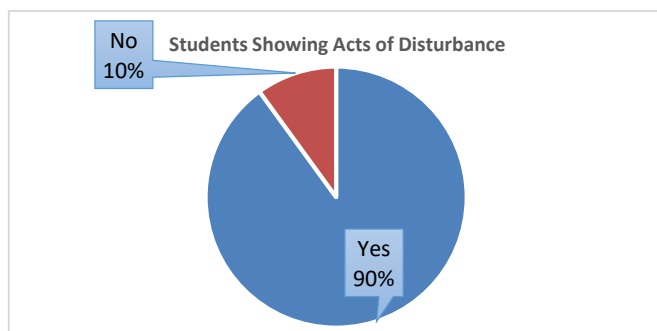### 4.1.1.4 Disruptive Behaviours



**Figure 4:** Disruptive behaviours

Figure 4, reveals that 90% of students admit that some acts of disturbance occur during lessons, whereas 10% deny this fact.

### 4.1.1.5 Teachers' Reactions to disruptive behaviours
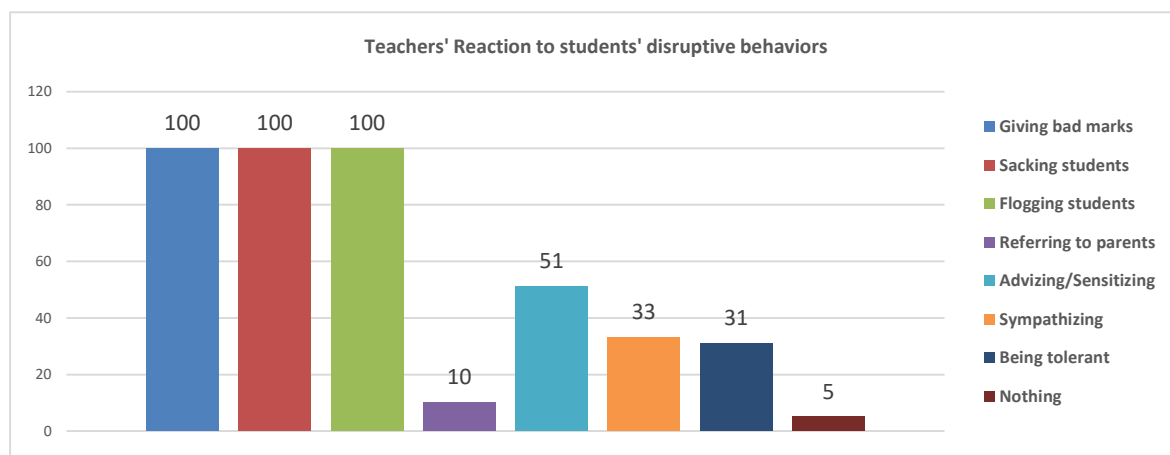


**Figure 5:** Teachers' Reactions to disruptive behaviours

Figure 5 displays different reactions of the teachers in front of their learners' misbehaviours. Sometimes they use negative reinforcements. 100% of the students confirm that their teachers react by giving them bad marks, sacking or even flogging them. Very few parents are referred to (10%). 51% of the students acknowledged that advice and sensitization are also used by teachers. 33% of them have also mentioned that their teachers sympathize to deal with discipline problems.

### 4-1-2 Teachers' Responses
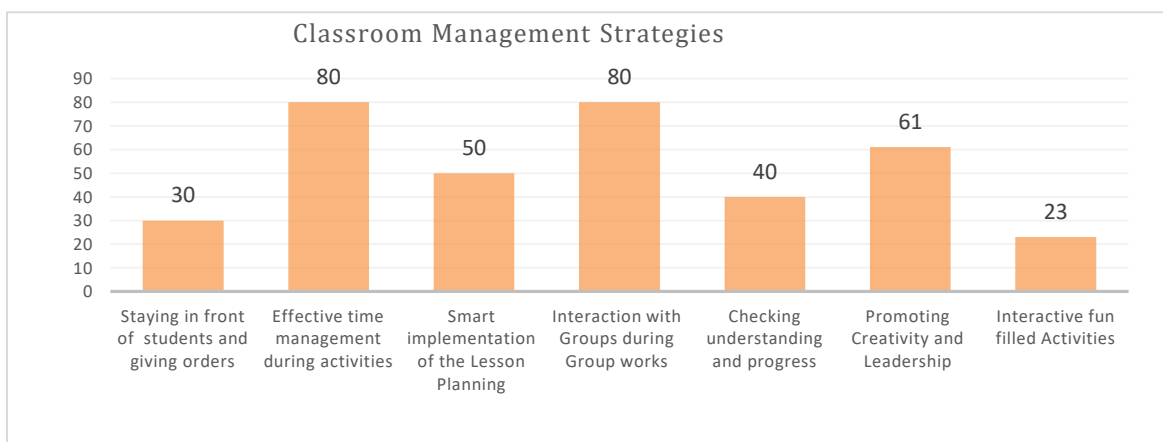
### 4.1.2.1 Classroom Management Strategies



**Figure 6**: Classroom Management Strategies

Figure 6 reveals the strategies used by the teachers to play their role as an effective manager in their classrooms. 50% of them alleged they implement smartly their lesson planning and 30% stay in front giving orders. Fortunately, 80% of said they use effective time management and interact with groups during activities.  Only 40% of them are used to checking understanding and progress during activities. This may be the cause of some acts of disturbance.
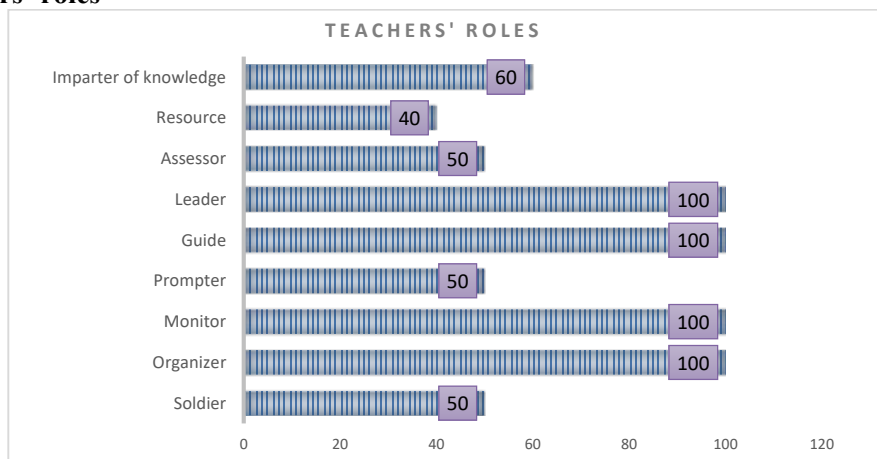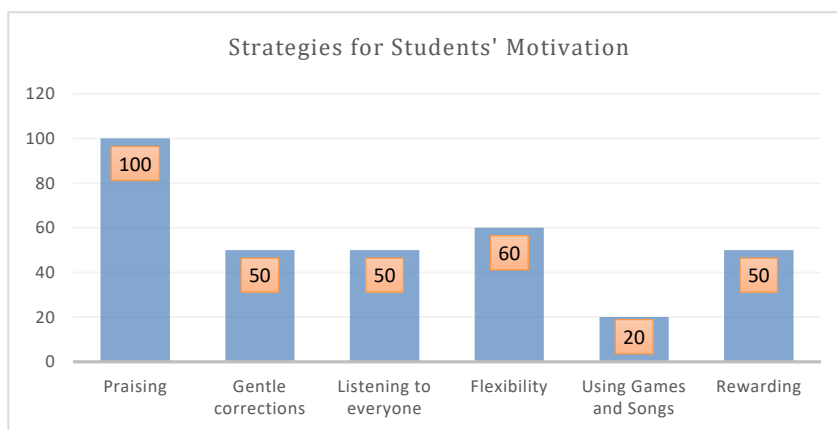
### 4.1.2.2 Teachers' roles



**Figure7:** Teachers' Roles

Referring to figure7, teachers in their majority are aware of their roles. Leader, guide; monitor, and organizer are put forth by 100% of them. 50% of them added the roles of assessor and prompter. Unfortunately, 60% of the teachers think that they are imparter of knowledge. Moreover, 50% believe that they are soldiers.



### 4.1.2.3 Motivation Strategies

**Figure 8**: Motivation Strategies

Figure 8 lists the motivation strategies used by teachers. 100% talked about praising their students; 50% practised gentle corrections, equal attention to everyone and rewarding. Some others use their flexibility as declared by 60% of them. But only 20% of them make use of games and songs as motivational tools.

### 4.1.2.4 Features of Good Classroom Managers
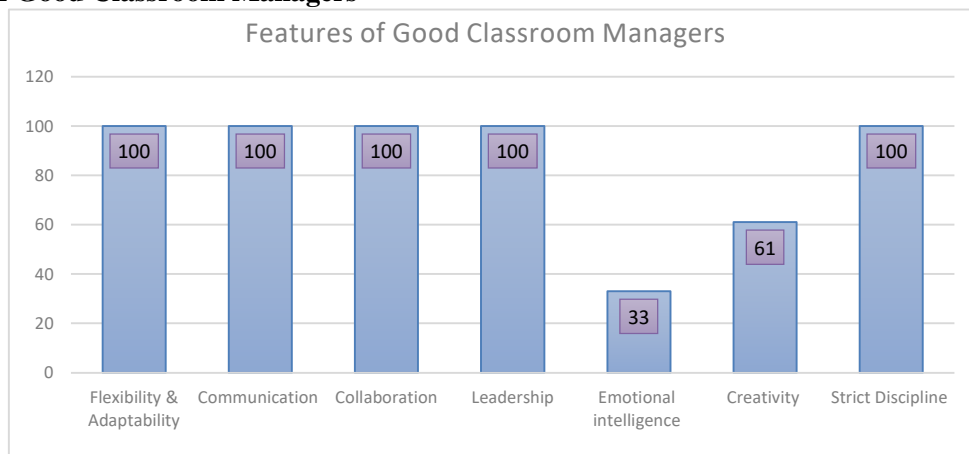


Unanimously, EFL teachers acknowledge flexibility, communication, collaboration, strict discipline and leadership to be the main features of a good classroom manager. However, they undervalue the power of creativity 61% and emotional intelligence (only 31%). Obviously, most teachers ignore the interrelationship of a good classroom managers features.

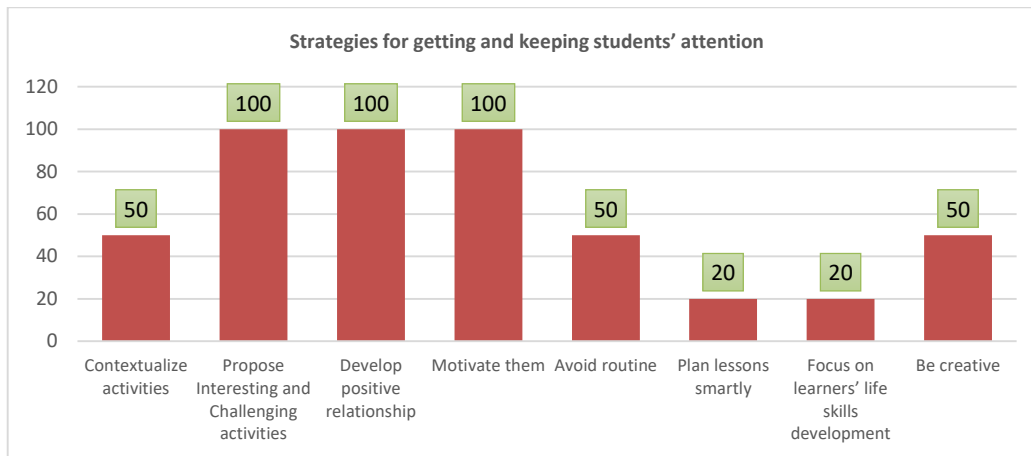### 4.1.2.5 Features of good Classroom Management



**Figure 9:** Strategies for getting and keeping students' attention

Figure 9 displays strategies to get and maintain learners' attention. 100% of them think that interesting and challenging activities, positive relationship and motivation come first. To reach their objectives, 50% of them use contextualized activities and propose being creative avoiding routine and as well. Smart lesson planning with a focus on learners' life skills development is also proposed by 20% of the respondents.

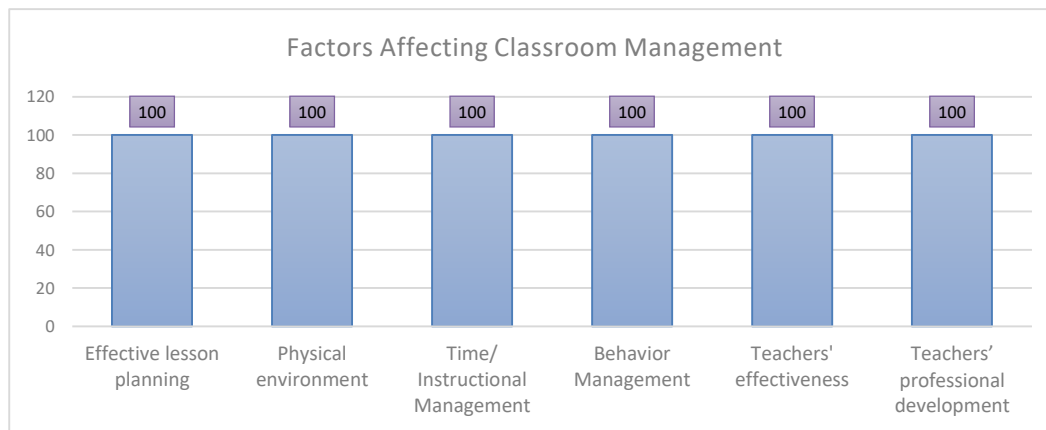### 4.1.2.6 Factors Affecting Classroom Management



**Figure 10** Factors affecting classroom management

In figure 10, all the respondents (100%) recognized effective lesson planning, physical environment, time management and behaviours' management, instructions, teachers' effectiveness and their professional development as the key factors affecting classroom management.

### 4.1.2.7 Experimentation report

Here two groups have been taking into account: Experimental group where strategies for good management are implemented and Control Group where management strategies are not taken into account. This analysis is based on the students' marks, the progression rate and the teachers' performance during classes.

At the beginning of the year, the pre-test revealed that almost all the students have the same level at English. Through the post-test and the classroom observations, the following results were obtained.

**Table 3: Control Group students' mark**

| Students' marks | Frequency | Percentage (%) |
|---|---|---|
| [0 ; 9] poor | 34 | 68 |
| [10 ; 11] Average | 10 | 20 |
| [12 ; 13] fair | 05 | 10 |
| [14 ; 15] good | 01 | 02 |
| [16 , 20] Very good | 00 | 00 |
| **Progression Rate: 40%** (Teacher's poor performance) | | |

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Table 3 shows that the fifty students of the CG are dispatched as following: 68% got a mark under the average. And only 2% got good and no one reached 16 out of twenty.

**Table 4: Experimental Group students' marks**

| Students' marks | Frequency | Percentage (%) |
|---|---|---|
| [0 ; 9]  poor | 08 | 16 |
| [10 ; 11] Average | 11 | 22 |
| [12 ; 13] fair | 16 | 32 |
| [14 ; 15] good | 10 | 20 |
| [16 , 20] Very good | 05 | 10 |
| **Progression Rate: 95%** (Teacher's poor performance) | | |

Reversely, table 4 shows that the fifty students of the EG performed better than those of the CG: 16% got a mark under the average. 22% grasped average, 20% got good and 10% went beyond 16 out of twenty. Moreover, the teacher reached 95% of the planning.

**Table 5: Comparison between Experimental Group and Control Group**

| Students' marks | EG | CG |
|---|---|---|
| [0 ; 10[ | 08 (16%) | 34 (68%) |
| $M \geq 10$ | 42 (84%) | 16 (32%) |
| [16 ; 20] | 05 (10%) | 00 |
| The level reached in the planning | 95% | 40% |
| Conclusion | Good progression and good performance | Poor achievement and poor performances |

Well-managed classes impact positively the productivity of the students which is directly connected to the achievement of their teachers as it can be seen while taking into account the results of the tables 3, 4 and 5. Based on the difference between the two groups (the progression rate, the teachers and students' performances), one can conclude that the more teachers succeed, the more the achievement of the students is important.

**Classroom observation report**

The visited classrooms size range from 60 to 80 students organised in groups of six. Such large classes are difficult to manage in the context of a learner-centred approach where the teacher should focus also on individual learners' skills development. The ideal class size is 20 to 25 students if efficiency and effectivity are expected. Visited classes are noisy and disorganised preventing teachers to establish real communication. Nonetheless, it is fortunate to see that most teachers planned their lessons.  However, the classroom language activities are restricted to the routine of completion of students' book tasks in the almost two decades old and outdated '*document d'accompagnent*' designed at the early stage of the implementation of the CBA. Those documents are at the core of the EFL teaching-learning process and '*good teachers*' are usually those who succeed in completing all the document activities.

Learners' sit arrangement makes it easy for them to speak their mother tongues or French during English classes which is demotivating for teachers who simply give up and rely on the documents *d'accompagnement*. The problem is that the same documents could be transmitted for many generations of students over the years with 80% of the activities already completed preventing any creativity and authentic language-learning leading to learner demotivation and frustration.

**Report of interview**

The interview took place after the classroom observations. The language teachers hold a negative view against large classes as they believe having many students in one class generate numbers of hindrances that affect them and their students. They claim there is no real communication and in most cases, as the observation revealed, the class is out of control in addition to the lack of individual attention and difficulties to set effective group activities.  Moreover, they justifiably emphasize that it is impossible to concentrate on all students and therefore not enough reinforcement will be made to encourage all to participate in different activities. The interviewed teachers expectedly blame the flaws of their training and the lack of effective supervision from inspectors and teachers advisers. Benin EFL teachers mostly bank on their weekly pedagogical meeting presided by the headteachers for professional development. The implementation of the CBA in such conditions leaves little chance to effectiveness and efficiency.

**4.2 Discussion**

**4.2.1 Teaching Deficiency**

Effective teachers are good classroom managers. They address the needs of students both in terms of the *content* and the *teaching strategies* creating a conducive environment. To sustainably develop such a learning environment, they must receive appropriate pre-service and in-service training. These training must not be an accumulation of a complete

set of teaching theories and intellectual procedural knowledge. Rather, they should be designed to induct authentic teaching skills development process where teachers can reinvest, adapt and innovate.

During classroom observations, the main challenge EFL teachers face is to match their competencies with the teaching approach, learners' needs, and the teaching-learning environment. In Benin context, the CBA should be implemented in plethoric classes of over 60 students lacking the basic facilities with outdated teaching materials. Teachers do not know how to handle a conducive classroom because they are not supported. The majority of the visited teachers blame the lack of support from the supervision staff. They must rely on weekly pedagogical meeting and peer teachers' assessment and professional development.

Predictably, this result in the poor implementation of the learner-centre teaching witnessed during investigations. The interviewed teachers expressed the demotivation that affects their classroom management because they simply give up in a '*laissez-faire*' or '*indifferent*' management style and focus on *filling the copybooks* to get the job theoretically done.    In situations where teachers are still motivated excessive and punitive discipline lead to *authoritarian* management where teachers impart knowledge and rule in a punitive strict discipline at the expense of learners cognitive and life skills development.

### 4.2.2 Influence of Classroom Discipline on the Academic Performance of the Students

Youki Terada (2019) found that there is a link between classroom discipline and learners' performance. He concluded that in a classroom, where teachers used a series of techniques centred around establishing, maintaining, and restoring relationships, academic engagement increased by 33 % and disruptive behaviour decreased by 75 %, making the time students spent in the classroom more worthwhile and productive. "Strong teacher-student relationships have long been considered a foundational aspect of positive school experience," explains Clayton Cook, the lead author of the study and a professor at the University of Minnesota. When those relationships are damaged, students' well-being may be affected, leading to academic and behavioural problems.

The results of the experimentation revealed the influence of classroom management on the academic performance of students. The results indicated that there is a significant and strong positive relationship between classroom management, classroom discipline and students' academic performance. Classroom discipline is a reliable benchmark of reflection of good classroom management. At this point, it is important to avoid the confusion made by most investigated teachers who tend to restrict '*management'* to '*strict discipline'* and forcibly try create a stressing authoritarian classroom atmosphere which negatively affects learner-centred teaching experience. Discipline is part of the management but not the whole process.

### 4.2.3 Factors of Classroom management

From the result of this paper, it is obvious that English teachers encounter great challenges in large classes such as knowing all students, having time for all individuals or proposing effective activities. Therefore, most students, especially the weak ones, tend to lose concentration and disconnect. Many strategies are used by EFL teachers to keep learners' attention. But gentle correction, praise, listening, games and songs, etc. are of little help in crowdy tough environments lacking the basic materials with teacher feel powerless with the CBA exigence while lacking basic supports.

Another impediment of the learning process in large classes is identifying and controlling students who tend to distract their classmates from concentrating on the lesson. Lazear (2003) assumed that if a student misbehaves and begins disturbing the class, the teacher has to attend the disturbance and control the noise. Such behaviour from one student or more in a large class will break the learning pace of that moment and demolish the learning process. Pedder confirms:

> In larger classes, more time is needed for non-academic activities related to administrative and organizational procedures and to the management and control of discipline. Reductions in the quantity of learning opportunities constrain teachers from achieving the necessary pace, depth and breadth of curriculum coverage as class size increases (2006: 224).

Noise level of some students is also considered to be a problematic issue as it produces disturbance and prevents their classmates from learning. AL-Jarf (2006) recorded that "large class sizes inhibit small group activities and individualized instruction, because of the noise level and lack of space in the classroom" (p. 24). Admittedly, some researchers have found that classroom noise is a result of students' boredom, vague instructions to activities presented in class and teachers' low voice (Harmer, 2000; Lacastro, 2001 and Zhang, 2008). Classroom optimal management can hardly be achieved in such conditions. Justifiably, even when trained teachers struggle to manage and teach accordingly. For Brown and McIntyre (1993: 28-9), effective classroom helps match teaching conditions challenges meeting learners' expectations such as:

- ✓ Creation of a relaxed and enjoyable atmosphere
- ✓ Retention of control in the classroom
- ✓ Presentation of work in a way which interests and motivates students
- ✓ Providing conditions so that students understand the work
- ✓ Making clear what students are to do and achieve

- ✓ Judging what can be expected of a student
- ✓ Helping students with difficulties
- ✓ Encouraging students to raise expectations of themselves
- ✓ Development of personal and respectful relationships with students

As revealed by this paper, classroom management is the cornerstone of the successful teaching-learning process. In figure 10, all the respondents (100%) recognized effective lesson planning, physical environment, time management and behaviours' management, instructions, teachers' effectiveness and their professional development as the key factors affecting classroom management.

This is also the point of view of Maria Teresa F. Calderon (2019) who declared that classroom management is one of the most important roles played by teachers because it determines teaching success. She added that effective classroom managers are those who understand and use specific techniques. This is clearly in line with my investigation and corroborates one of the research questions.

### 4.2.4 Influence of Effective Teaching on Students' Academic Performance

The outcomes exposed to the influence of effective teaching on students' academic performance. The results also indicated that there is a significant and strong positive relationship between effective teaching and students' academic performance. In other words, students' academic performance depends on effective teaching. As one can notice in table 6, when a class is well managed, there is no ground for a waste of time. This results in more time devoted to teaching-learning and by the way, a good attitude from learners leading to better performances.

The findings also show that motivation plays a great role as revealed in figure 3. For example, the impact of the use of classroom reward system on students' academic performance, which indicated that there is a significant and strong positive relationship between the use of classroom rewards system and students' academic performance. In other words, the academic performance of students depends on a classroom reward system. From the collected data, one can see that 25% of students (Figure 4), cite rewards as a motivation tool. This means that there is a relationship between the influence of the use of a classroom reward system and students' academic performance. This result agrees with Mallum and Haggai (2000), who opines that, with motivation, the work of the teacher is made easier, that motivated students are eager to learn, willing to undertake learning activities and attend lessons regularly and punctually.

The findings of the study prompt to make some suggestions towards every actor of Beninese educational system.

### 5. CONCLUSION:

This paper exposes classroom management factors and strategies to foster the performance of the students. The data collected from interviews, classroom observations and tests, show that most of the problems that teachers face emanate from their failure in managing their language classes appropriately. Teachers do not know the way they can handle activities so that they reach each session's goal. Despite their training and certifications, many fail to satisfy the needs of the students.

To overcome the above difficulties, the school authorities should organize appropriate training. This study has illuminated the impact of classroom management on students' performance in CEG 1 Adjarra. Classroom rules, enhanced classroom environment, reinforcement strategies and reductive procedure are classroom management practices that strengthen effective classroom management' (Little & Akinlittle, 2008).

This study has proved that effective classroom management leads to higher academic achievement among the students in CEG1 Adjarra. It comes out that secondary school students' outcomes were better when students perceive the teacher's classroom management strategies as being well prepared and well organized.

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